



July 19, 2018

—
DEHESA
**Regular Governing
Board Meeting**
—
Agenda

Welcome

Welcome to the meeting of the Dehesa School District Governing Board. Your interest in our school district is appreciated.

Our Governing Board

Our community elects five Board members who serve four-year terms. The Board members are responsible for the overall operation for the school district. Among its duties, the Board adopts and annual budget, approves expenditures, establishes policies and regulations, authorizes employment of all personnel, approves curriculum and textbooks, and appoints the Superintendent.

Cindy White

Mrs. White was first elected to the governing Board in November 2002, re-elected in 2006, 2010 and 2014. Her current term expires in 2018.

Karl Becker

Mr. Becker was elected to the board in 2010 and reelected in 2014. His current term expires in 2018.

Christina Becker

Mrs. Becker was first elected to the Governing Board in the year 2014. Her current term expires in 2018.

Mark Zacovic

Dr. Zacovic was first elected to the governing Board in November 2016. His current term expires in 2020.

Karen Kirkpatrick

Mrs. Kirkpatrick was appointed to the governing Board in December 2017. Her current term expires in 2018

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 4:00 p.m.

Dehesa School – Room D6

LOCATION & TIME -

OPEN SESSION -5:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

JULY 19, 2018

AGENDA

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at 619-444-2161. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting, may be viewed at Dehesa School District, 4612 Dehesa Road, El Cajon, CA 92019, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Deborah Cagney.

Board of Education agendas and minutes are, by law, public documents. Please note the Dehesa School District posts Board agendas and minutes on the school website; <https://dehesasd.sdcoe.net>.

I. Call to Order

- A. Public Comment on Closed Session Items.

II. Closed Session

- A. PUPIL PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
 - 1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. NEGOTIATIONS: The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
 - 1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. POTENTIAL LITIGATION: The Governing Board will recess to Closed Session to consider possible litigation

pursuant to Government
Code 54956.9 (b.)(1).

E. REAL PROPERTY: The Governing Board will recess to Closed Session to consider real property pursuant to Government Code

III. Public Meeting

- A.** Call to Order and Establishing a Quorum
- B.** Closed Session Report of Any Action Taken
- C.** Pledge of Allegiance
- D.** Agenda Approval

IV. Requests to Address the Board

A. District/Community Organization Reports

1. Parents' Club – Jade Clark, President
2. Dehesa Teacher's Association – Christine Lavigne, Jholei Evans
3. California School Employees Association #663 – Jackie Finch, President
4. Method Schools – Jessica Spallino
5. Diego Hills Central Charter School – Kevin Ogden
6. Valiant Charter / California Academy of Sport Science/ University Prep – Justin Schmitt
7. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
8. The Heights Charter School – Diana Whyte
9. Inspire Charter & Pacific Coast Academy – Nick Nichols
10. Citizen Input

B. Board Input

1. Karen Kirkpatrick- Technology Update

V. Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

- A.** Approval of Minutes – It is recommended that the board of Trustees approve the minutes of the following meetings:
 1. Special Board Meeting – June 25, 2018
- B.** Approval of Warrants and Purchase Orders – It is recommended that the Board of Trustees approve the commercial warrants and purchase orders as presented
- C.** Conferences and Workshops – None
- D.** It is recommended that the Board of Trustees approve the following annual

contract agreements:

1. Annual Science Outreach Program agreement with SDCOE.

VI. Information & Proposals (Action may be taken)

A. Correspondence:

1. 2017-2018 SB 435 Assignment Monitoring.
2. Williams Settlement Legislation Teacher Quality/English Learner Authorizations.
3. Target River 2018 Enrollment Marketing Campaign.
4. November 6, 2018 Governing Board Member Elections.

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Principal's Report
4. Enrollment
5. Williams Complaint
6. Summer Maintenance

C. Discussion

VII. Action Items

A. Public Hearings -

1. Public hearing on Method Charter petition to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents, and to consider proposed admissions preferences.

B. Old Business – None

C. New Business

1. The Board will consider approval of renewal for Method Charter School.
2. The Board will consider approval of Program Specialist Services.
3. The Board will consider approval of Salary Schedules.
4. The Board will consider approval of contract with School Facility Consultants.
5. The Board will consider approval of the Quote for Lego Education.
6. The Board will consider approval of the 2018-2019 Consolidated Application Reporting System (CARS) Spring Release.

7. The Board will consider approval of the Vista Hill Master Contract 2018/2019.
8. The Board will consider approval of the County Speech Pathologist Master Contract 2018/2019.
9. The Board will consider approval of the Advertising Campaign Target River.
10. The Board will consider approval of the Contract with New York Giant Pizza.
11. The Board will consider approval of Increase in Student Lunch Price.

D. Negotiations – None

E. Board Policies

1. The Board will review Conflict of Interest Code BP9270.

F. Personnel

Classified:

None

Certificated:

1. To hire a 3rd grade teacher.
2. To hire a 4th grade teacher.
3. To hire a 6th grade teacher.
4. To hire a 7/8 math and science teacher.
5. To hire an intervention teacher.
6. To hire a .60 counselor.

Administration:

1. The Principal's contract effective July 1, 2018 - June 30, 2019.
2. The Business Manager's contract effective July 1, 2018 – June 30, 2020.
3. The Superintendent's contract effective July 1, 2018 – June 30, 2021.

VIII. Advance Planning

A. Next Meeting

1. Regular Board Meeting August 16, 2018. Closed Session at 4:00 p.m. Open Session at 5:00 p.m.

B. Agenda Items – Trustees may request placing items on the next agenda

C. Future Meeting Dates

1. Regular Board Meeting September 13, 2018. Closed Session at 4:00 p.m. Open Session at 5:00 p.m.

IX. Adjournment

DEHESA SCHOOL DISTRICT

SPECIAL BOARD MEETING MINUTES

June 25, 2018

I. Call to Order

President Cindy White called the meeting to order at 9:00 am and the Board convened into Closed Session.

II. Closed Session

III. Public Meeting

The Board reconvened at 9:32 am. President, Cindy White called the meeting to order and reported no action was taken in Closed Session. Cindy White led the pledge of allegiance. Karen Kirkpatrick made a motion to approve the agenda. Seconded by Mark Zacovic. Board approved the agenda as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

IV. Routine Action Items

A. Approval of Minutes: Mark Zacovic made a motion to approve the minutes from the June 13, 2018 meeting. Seconded by Karen Kirkpatrick. A few changes to be made on the minutes are as follows: Karl Becker had stated the reasons needed to deny a charter renewal, Principal report was at end of meeting and should be noted as that in minutes, note in minutes that the 1st speaker for Agenda Item # VII.C.1 spoke for 3 minutes 10 seconds and that Cindy White changed the time limit for comments from 3 minutes to 3 minutes 10 seconds.

Mark Zacovic amended the motion to include the above changes. Seconded by Karen Kirkpatrick. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

V. Action Items

A. New Business

1. The Local Control Action Plan (LCAP): Karen Kirkpatrick made a motion to approve the Local Control Action Plan (LCAP). Seconded by Karl Becker. Discussion about the LCAP and Nancy explained that it is a 3 year working plan. The Board asked if there were any specific changes other than the computer science. Nancy Hauer spoke about getting a 3 day a week school counselor. Mentioned that having a credentialed teacher doing reading support in the afternoon rather than an afternoon aide has helped tremendously. Christina Becker mentioned how it is important that we get internet to all of our students. Getting more parent participation is important but, all schools seem to be struggling with that. Discussion about study labs and reading groups before school. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

2. 2018/2019 District Budget: Christina Becker made a motion to approve the 2018/2019 District Budget. Seconded by Mark Zacovic. Anna Buxbaum spoke about the 2018/2019 District Budget. She mentioned that ADA went down a little this year. The county office noticed a dip in ADA due to the influenza. If the county of San Diego ends up issuing a state of emergency for the influenza then, we could get an increase in our ADA funding. Karl Becker wants to make sure that the independent study contracts are being accounted for and not being counted as absences when the contracts are completed. The Native American Grant went down and was reduced for everyone. Special Education funding went down due to the 2 charters that left the SELPA. The Unrestricted amounts have gone up due to the new items needed for the computer science immersion. When doing the multi-year projections Anna said that she uses the consumer price index. Christina Becker asked how many students are needed for child care to keep it solvent. Would love to do a grant program to entice parents. Christina Becker would also like to know how many students are getting breakfast/lunch a day. Anna Buxbaum said she would work on getting that information to her. Question on if we are having a

collection problem for those owing money for cafeteria breakfast/lunches. Anna answered that yes we do have a problem with some families owing money. Need to make sure families fill out the low income form, some families may not realize that they may qualify for assistance. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

3. Agreement for Student Transportation Services between San Diego

County School Districts: Karl Becker made a motion to approve the Agreement for student transportation services between San Diego County School Districts.

Seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

4. Increased Hours for Child Nutrition Aide:

Christina Becker made a motion to approve Increased Hours for the Child Nutrition Aide. Seconded by Mark Zacovic. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

5. Contract for Purchase of Office Furniture:

Karen Kirkpatrick made a motion to approve the Contract for Purchase of Office Furniture. Seconded by Mark Zacovic. Christina Becker said that she doesn't think the service from Hamel was that good. Doesn't think we need to do the back office to match the front. We wanted to do the front office for a good first impression for parents and visitors.

Anna Buxbaum mentioned that the quality of the back furniture isn't that good and we do need to redo the office workroom. Vote as follows:

Ayes: Cindy White, Mark Zacovic, Karen Kirkpatrick

Nays: None

Absent: None

Abstain: Christina Becker, Karl Becker

B. Personnel

1. Resignation of a certificated employee effective 6/14/2018: Mark Zacovic made a motion to accept the resignation of a certificated employee effective 6/14/2018. Seconded by Karen Kirkpatrick. Vote as follows:

Ayes: Cindy White, Christina Becker, Mark Zacovic, Karen Kirkpatrick and Karl Becker

Nays: None

Absent: None

Abstain: None

VI. Advance Planning

A. Next Meeting

1. Regular Board Meeting July 19, 2018. Closed Session at 4:00 p.m. Open Session at 5:00 p.m.

VII. Adjournment

President, Cindy White adjourned the meeting at 10:51 a.m.

Respectfully submitted by:

Approved by:

Deborah Cagney
Administrative Secretary

Christina Becker
Clerk of the Board

**DEHESA SCHOOL DISTRICT
PURCHASE ORDERS
June 2018**

DATE	PO NUMBER	VENDOR	DESCRIPTION	AMOUNT	BUDGET CATEGORY
06/04/18	7581	School Life	Dog Tags/Medallions Kids Awards	\$66.46	General Fund - Instruction
06/07/18	7582	BorderLAN	8 hours of Onsite Services	\$1,700.00	General Fund - Technology
06/07/18	7583	County Pro-Flame	Propane	\$1,192.45	General Fund - District Administration
06/08/18	7584	Amazon	Mouse/keyboard Pad, Laminating Film	\$38.82	General Fund - School Administration
06/12/18	7585	A 2 Z Bus Sales	Bus Parts	\$88.90	General Fund - Transportation
06/14/18	7586	Cummins Sales and Service	Bus Parts	\$888.72	General Fund - Transportation
06/14/18	7587	STS	Voided	-	
06/15/18	7588	STS	Minecraft-Education Edition	\$525.00	General Fund - Instruction
06/15/18	7589	Hager Photography	Yearbooks	\$1,447.08	General Fund - School Administration
06/15/18	7590	Junior Library Guild	Books for Library	\$1,111.97	General Fund - Instruction
06/15/18	7591	Junior Library Guild	Books for New Computer Science Integration	\$711.03	General Fund - Instruction
06/15/18	7592	Frontline	Absence/Sub Program	\$3,000.00	General Fund - District Administration
06/26/18	7593	Conscious Teaching	Books for Teachers and Board	\$480.64	General Fund - Instruction
06/18/18	7594	Christy Flores	Logo	\$600.00	General Fund - District Administration
06/18/18	7595	Amazon	Charger for J.Finch Computer	\$21.52	General Fund - Transportation
06/19/18	7596	Amazon	Kitchen Items: Food/Salad Bar	\$3,324.67	Child Nutrition Fund
06/22/18	7597	Roy Wheeler Auto Service	Smog Bus	\$75.00	General Fund - Transportation
06/26/18	7598	Free Spirit Publishing	Books for Teachers/Students	\$237.80	General Fund - Instruction
06/27/18	7599	BrickVibe	Code to the Future Classroom Kit	\$923.36	General Fund - Instruction
06/28/18	7600	Acculine Survey, Inc.	Property Line Survey	\$1,200.00	General Fund - District Administration
TOTAL				\$17,633.42	

**DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
JUNE 2018**

Date	Warrant ID	Vendor Name	Fund	Invoice	Object Descr	Inv Amount	Warrant Amt
6/1/2018	14412144	ASSOC. OF CALIF. SCHOOL ADMIN.	GENERAL FUND	18-19 Membership N. Hauer	Dues & Memberships	1,228.50	1,228.50
6/1/2018	14412145	CALIFORNIA SCHOOL BOARDS	GENERAL FUND	CSBA_2018-19_Membership	Dues & Memberships	3,868.00	3,868.00
6/1/2018	14412146	One Call Now	GENERAL FUND	18-19 Call_Out_System	Prof/Consult Srv&Operate Exp	362.25	362.25
6/4/2018	14412808	HOLLANDIA DAIRY, INC.	CAFETERIA SPECIAL REVENUE FUND	2320911	Food	191.48	191.48
6/4/2018	14412809	Christine Lavigne	GENERAL FUND	Classroom Supplies	Materials And Supplies	127.45	127.45
6/4/2018	14412810	SHI International	GENERAL FUND	Tablet Carts/Notebooks	Non-Capitalized Equipment	4,314.18	4,314.18
6/4/2018	14412811	SOUTHWEST SCHOOL SUPPLY	GENERAL FUND	0428790_0431351	Materials And Supplies	575.82	575.82
6/5/2018	14413257	NANCY HAUER	GENERAL FUND	Reissue_MIG Parking Reimb.	Travel And Conferences	31.00	31.00
6/5/2018	14413258	LYNN'S LOCKSMITH SERVICE	GENERAL FUND	I2667	Materials And Supplies	116.00	116.00
6/5/2018	14413259	MRC SMART TECHNOLOGY SERVICES	GENERAL FUND	04.22.2018-05.21.2018	Materials And Supplies	760.74	760.74
6/5/2018	14413259	MRC SMART TECHNOLOGY SERVICES	GENERAL FUND	07.17.17 - 10.16.17	Materials And Supplies	511.07	1,271.81
6/5/2018	14413260	SOUTHWEST SCHOOL SUPPLY	GENERAL FUND	0433296	Materials And Supplies	166.82	166.82
6/5/2018	14413261	WASTE MANAGEMENT	GENERAL FUND	May 2018	Operations & Housekeeping	301.82	301.82
6/6/2018	14413934	AT & T	CHILD DEVELOPMENT FUND	04.20.18 - 05.19.18	Telephone	45.49	45.49
6/6/2018	14413935	BorderLAN Security	GENERAL FUND	FortiAp_FortiCare Contract	Non-Capitalized Equipment	1,939.03	
6/6/2018	14413935	BorderLAN Security	GENERAL FUND	FortiSwitch_Transceiver	Non-Capitalized Equipment	1,764.00	
6/6/2018	14413935	BorderLAN Security	GENERAL FUND	FortiAp_FortiCare Contract	Prof/Consult Srv&Operate Exp	689.05	
6/6/2018	14413935	BorderLAN Security	GENERAL FUND	FortiSwitch_Transceiver	Prof/Consult Srv&Operate Exp	773.11	5,165.19
6/6/2018	14413936	So-Cal Dominoids Inc	CAFETERIA SPECIAL REVENUE FUND	May 2018	Food	455.00	455.00
6/6/2018	14413937	SAN DIEGO CTY SPEECH PATHOLOGY	GENERAL FUND	May 2018	Prof/Consult Srv&Operate Exp	3,112.50	3,112.50
6/6/2018	14413938	SYCUAN RESORT	GENERAL FUND	May 2018	Materials And Supplies	1,300.00	1,300.00
6/6/2018	14413939	WILKINSON HADLEY KING & CO LLP	GENERAL FUND	Annual Audit 17-18	Prof/Consult Srv&Operate Exp	2,200.00	2,200.00
6/8/2018	14415405	Grete! Parks	GENERAL FUND	Art Supplies	Materials And Supplies	25.84	25.84
6/8/2018	14415406	Hamel Interiors, Inc.	BUILDING FUND	Monitor Arms	Non-Capitalized Equipment	1,427.92	1,427.92
6/8/2018	14415407	HOLLANDIA DAIRY, INC.	CAFETERIA SPECIAL REVENUE FUND	2325829	Food	149.78	149.78
6/8/2018	14415408	NVLS PROFESSIONAL SERVICES LLC	GENERAL FUND	1.1.18-6.30.18 Erate Half Yr	Prof/Consult Srv&Operate Exp	1,000.00	1,000.00
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	190.87	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	120.00	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	56.18	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	8.25	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	1,498.00	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	182.28	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	44.06	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	35.02	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Travel And Conferences	7.76	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Prof/Consult Srv&Operate Exp	8.25	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Postage	100.00	
6/8/2018	14415409	REVOLVING FUND	GENERAL FUND	Apr-May 2018	Materials And Supplies	286.00	
6/8/2018	14415409	REVOLVING FUND	CHILD DEVELOPMENT FUND	Apr-May 2018	Postage	100.00	2,636.67
6/11/2018	14416078	AT & T	GENERAL FUND	6885_May	Telephone	180.48	180.48
6/11/2018	14416079	COUNTY PROFLEAME	GENERAL FUND	3079178307	Operations & Housekeeping	1,192.45	1,192.45
6/11/2018	14416080	SOUTH BAY FENCE INC.	BUILDING FUND	Fence/ Gate Main Office	Buildings&Improvments Of Builds	20,375.00	20,375.00
6/11/2018	14416081	SAN DIEGO GAS & ELECTRIC	GENERAL FUND	May 2018	Operations & Housekeeping	3,897.72	3,897.72
6/12/2018	14416707	ALPINE UNION SCHOOL DISTRICT	CAFETERIA SPECIAL REVENUE FUND	June 2018	Food	859.70	859.70

**DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
JUNE 2018**

Date	Warrant ID	Vendor Name	Fund	Invoice	Object Descr	Inv Amount	Warrant Amt
6/12/2018	14416708	XEROX EDUCATION PUBLICATIONS	GENERAL FUND	05.22.2018-06.21.2018	Rent,Lease,Repair&Non-Cap Imp	783.91	783.91
6/13/2018	14417501	SAN DIEGO GAS & ELECTRIC	GENERAL FUND	5.4.18-6.5.18 New Meter	Operations & Housekeeping	10.56	10.56
6/14/2018	14418389	Girard, Edwards, Stevens & Tucker LLP	GENERAL FUND	1262_May	Legal Expense	4,498.00	4,498.00
6/14/2018	14418390	Dominick Avera	GENERAL FUND	Reading Incentive Party	Materials And Supplies	49.49	49.49
6/14/2018	14418391	Brandy Kelley	GENERAL FUND	Graduation Cookies	Materials And Supplies	11.98	11.98
6/14/2018	14418392	A-Z BUS SALES/EMISSIONS DEPT.	GENERAL FUND	Bus Parts	Materials And Supplies	88.90	88.90
6/15/2018	14419121	HR Direct	GENERAL FUND	6247289	Prof/Consult Srv&Operate Exp	94.81	94.81
6/15/2018	14419122	VISTA HILL	GENERAL FUND	May 2018	Prof/Consult Srv&Operate Exp	1,417.00	1,417.00
6/19/2018	14420404	SYNCHRONY BANK/AMAZON	GENERAL FUND	Debbie supplies/ Laminating F	Materials And Supplies	16.52	
6/19/2018	14420404	SYNCHRONY BANK/AMAZON	GENERAL FUND	Debbie supplies/ Laminating F	Materials And Supplies	22.30	38.82
6/19/2018	14420405	Cummins Sales and Service	GENERAL FUND	Bus Parts	Rent,Lease,Repair&Non-Cap Imp	888.72	888.72
6/19/2018	14420406	Christy Flores	GENERAL FUND	Logo	Prof/Consult Srv&Operate Exp	600.00	600.00
6/19/2018	14420407	FRONTLINE TECHNOLOGIES, INC.	GENERAL FUND	Absence/Sub Program	Prof/Consult Srv&Operate Exp	3,000.00	3,000.00
6/19/2018	14420408	Hager Photography	GENERAL FUND	Yearbooks 6.18.18	Materials And Supplies	1,447.08	1,447.08
6/19/2018	14420409	SAN DIEGO CTY SPEECH PATHOLOGY	GENERAL FUND	June 2018	Prof/Consult Srv&Operate Exp	975.00	975.00
6/20/2018	14421199	Anna Buxbaum	GENERAL FUND	Mileage Mar-May 2018	Travel And Conferences	303.89	
6/20/2018	14421199	Anna Buxbaum	GENERAL FUND	CASBO Conference Meals	Travel And Conferences	118.51	
6/20/2018	14421199	Anna Buxbaum	GENERAL FUND	Mileage Jan-Feb 2018	Travel And Conferences	262.15	684.55
6/20/2018	14421200	HOME DEPOT/GEFC	GENERAL FUND	May 2018	Materials And Supplies	77.76	77.76
6/20/2018	14421201	Verbal Behavior Associates	GENERAL FUND	Jan-Apr	Prof/Consult Srv&Operat Exp	600.00	
6/20/2018	14421201	Verbal Behavior Associates	GENERAL FUND	Jan-Apr	Prof/Consult Srv&Operate Exp	1,700.00	2,300.00
6/22/2018	14422887	STS-School TechSupply	GENERAL FUND	DVI to VGA Adapter	Materials And Supplies	37.83	37.83
6/22/2018	14422888	So-Cal Dominoids Inc	CAFETERIA SPECIAL REVENUE FUND	June 2018	Food	94.00	
6/22/2018	14422888	So-Cal Dominoids Inc	CAFETERIA SPECIAL REVENUE FUND	Short Payment Jan	Food	123.50	217.50
6/22/2018	14422889	Junior Library Guild	GENERAL FUND	Library Books	Materials And Supplies	1,047.33	1,047.33
6/22/2018	14422890	OTAY WATER DISTRICT	GENERAL FUND	June 2018	Operations & Housekeeping	430.59	430.59
6/22/2018	14422891	HOME DEPOT/GEFC	GENERAL FUND	June 2018	Materials And Supplies	226.49	226.49
6/25/2018	14423581	SYNCHRONY BANK/AMAZON	GENERAL FUND	June late Fee	Materials And Supplies	29.99	29.99
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Materials And Supplies	79.88	
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Materials And Supplies	36.18	
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Travel And Conferences	15.49	
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Materials And Supplies	9.68	
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Materials And Supplies	100.00	
6/25/2018	14423582	REVOLVING FUND	GENERAL FUND	June 2018	Materials And Supplies	15.00	
6/25/2018	14423582	REVOLVING FUND	CAFETERIA SPECIAL REVENUE FUND	June 2018	Non-Capitalized Equipment	3,324.67	
6/25/2018	14423582	REVOLVING FUND	BUILDING FUND	June 2018	Non-Capitalized Equipment	(748.81)	2,832.09
6/26/2018	14424093	Heather Griffiths	GENERAL FUND	Reimbursement	Travel And Conferences	341.04	
6/26/2018	14424093	Heather Griffiths	GENERAL FUND	Reimbursement	Travel And Conferences	157.25	
6/26/2018	14424093	Heather Griffiths	GENERAL FUND	Reimbursement	Materials And Supplies	205.92	
6/26/2018	14424093	Heather Griffiths	GENERAL FUND	Reimbursement	Materials And Supplies	122.80	
6/26/2018	14424093	Heather Griffiths	GENERAL FUND	Reimbursement	Materials And Supplies	42.07	869.08
6/27/2018	14424863	STS-School TechSupply	GENERAL FUND	35776_Tchr Laptops	Non-Capitalized Equipment	8,189.08	8,189.08
6/27/2018	14424864	BorderLAN Security	GENERAL FUND	Onsite Service	Prof/Consult Srv&Operate Exp	1,700.00	1,700.00
6/27/2018	14424865	PETTY CASH-Deborah Cagney	GENERAL FUND	April-June 2018	Postage	69.50	

DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
JUNE 2018

Date	Warrant ID	Vendor Name	Fund	Invoice	Object Descr	Inv Amount	Warrant Amt
6/27/2018	14424865	PETTY CASH-Deborah Cagney	GENERAL FUND	April-June 2018	Materials And Supplies	83.32	
6/27/2018	14424865	PETTY CASH-Deborah Cagney	GENERAL FUND	April-June 2018	Materials And Supplies	31.47	
6/27/2018	14424865	PETTY CASH-Deborah Cagney	CHILD DEVELOPMENT FUND	April-June 2018	Materials And Supplies	55.26	239.55
6/27/2018	14424866	PURPOSEFUL PLAY, INC.	GENERAL FUND	Apr-Jun 2018	Prof/Consult Srv&Operate Exp	4,922.50	4,922.50
6/27/2018	14424867	School Life	GENERAL FUND	Award Dog Tags	Materials And Supplies	72.12	72.12
6/28/2018	14425760	California Academy of Sports Science	GENERAL FUND	17-18 EPA Qtr4_Tax_Oversight	Trff To Cht Sch In Lieu Proptx	51,082.00	
6/28/2018	14425760	California Academy of Sports Science	GENERAL FUND	17-18 EPA Qtr4_Tax_Oversight	Epa State Aid - Current Year	95,000.00	
6/28/2018	14425760	California Academy of Sports Science	GENERAL FUND	17-18 EPA Qtr4_Tax_Oversight	Interagency Svcs Between Leas	(44,275.35)	101,806.65
						196,166.25	196,166.25



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Interim Superintendent of Schools Edward Velasquez

June 5, 2018

To: District Superintendents and
School Administrators

From: Bob Mueller, Executive Director

Re: Outdoor Education Program Contracts and Fee Schedule

Enclosed are the following documents for the 2018-2019 school year:

1. **Outdoor Education Program Fee Schedule**
2. **Combined Marine Science Floating Lab, Green Machine, Splash Science**

The combined Marine Science Floating Lab, Green Machine, Splash Science agreements cover all schools who wish to participate within the district. Executing this agreement in advance will save time for the schools in your district. **For private or individual schools**, this will cover your specific school site only. ***Please note that signing the contract does not obligate you to schedule the program.*** Please have your appropriate district or school administrator sign this form and **return the contract** to our office by **August 15, 2018**.

Insurance Requirements:

Schools not part of the JPA will need to provide “Proof of Liability Insurance” adding the San Diego County Superintendent of Schools as additional insured in the amount of \$2M. Please submit no later than 30 days prior to the field trip.

If you have any questions regarding any of the enclosures, please contact Amy Tran at (858) 292-3695.

Service and leadership that maximize the success of all students

Board of Education

Mark C. Anderson Guadalupe González Alicia Muñoz Gregg Robinson Rick Shea

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
<u>OUTDOOR SCHOOL PROGRAM</u>					
5-day Program	Per student	*	\$320.00	\$320.00	\$325.00
4-day Program	Per student	(3) *	270.00	270.00	275.00
Classroom Teachers-Food Serv Ops	Per Teacher/Per Day		11.00	11.00	
Insurance	Per Student/Per Day	(1)	0.28	0.28	

Discounts 5-day Program

*Equity Credit: \$90 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

*Introductory Credit: \$10 credit per full fee student.

*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds a \$10 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$315 per student. Other discounts may be combined.

October thru December Rates: \$320 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

Discounts 4-day Program

*Equity Credit: \$78 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

*Introductory Credit: \$8 credit per full fee student.

*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds an \$8 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$265 per student. Other discounts may be combined.

October thru December Rates: \$270 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

OUTREACH PROGRAMS

Marine Science Floating Lab	Per Morning Trip			700.00	700.00
Marine Science Floating Lab	Per Afternoon/Twilight Trip			670.00	670.00
Splash Science Mobile Lab	Per Day	(8)	676.83	670.00	690.00
Green Machine Mobile Classroom	Per Day	(8)	454.59	455.00	475.00

ALL PROGRAMS

Visitor Meal - Food Service Operations	Per Meal/Min 3 Meals		8.18	8.31	
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SITE RENTAL PROGRAM

(4) (5) (7)

One overnight - 3 meals with cabin	Per Guest		74.00	74.00	75.00
Two overnights - 5 meals with cabin	Per Guest		118.00	118.00	126.00
Three overnights - 8 meals with cabin	Per Guest		197.00	197.00	197.00
Overnights - no meals with cabin	Per Guest/Per Night	(9)	52.00	52.00	53.00
Visitor Meal - Food Service Operations	Per Meal/Min 3 Meals		8.18	8.18	8.30
Kitchen access for self-prep meals	Per Scheduled Meal	(9)	182.00	182.00	185.00
Plus State Park Fee (Cuyamaca and Palomar only)	Per Guest/Per Night	(2)	3.00	3.00	3.00

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
<u>ADDITIONAL SERVICES/FACILITIES</u>		(4)			
Overnights (after 4 nights)	Per Guest/Per Night		\$35.36	\$35.36	\$36.00
Camper Insurance	Per Guest/Per Day	(1)	0.23	0.23	
Day Use Fee - Outside only	Per 4 hours or Part Thereof During Regular Work Day		414.18	414.18	425.00
Facilities:		(4)			
Individual Bedroom	Per night or Part Thereof		26.27	26.27	27.00
Assembly Hall	Per Day or Part Thereof		36.37	36.37	
Assembly Hall, Craft Shop, Infirmary, Lodge, or Staff Lounge	Per Day or Part Thereof		46.47	46.47	40.00
Dining Room or Meeting Room	Per Day or Part Thereof (for day use group)		333.37	333.37	338.00
Auxiliary SDCOE Staff:		(4)			
Instructional or Summer Program Staff	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	368.72	368.72	375.00
Lifeguard	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	368.72	368.72	375.00
Nurse	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	409.13	409.13	500.00

Notes:

1. Insurance premium will be paid by Cuyamaca Outdoor School.
2. State Park fees are set by State Parks & Recreation and are subject to change.
3. 4-day programs are available on designated SDCOE holiday weeks only. Refer to your Outdoor School Schedule.
4. All accommodations and staffing are subject to availability and must be arranged in advanced.
5. Minimum group sizes for 1-2 nights: 50; for more than 2 nights: 100. Smaller groups may call the Director for consideration.
6. This rate charged for up to a maximum of 8 hours per day or 40 hours per week. OT will be charged if these hours are exceeded. The availability of auxiliary staff is not guaranteed, it is highly recommended that groups bring their own staff (lifeguard must be certified).
7. The Director reserves the right to alter the above fee schedule to accommodate special staffing, group sizes, or unusual program needs.
8. Schools may request an additional TA to accompany the Splash Lab or Green Machine in lieu of the school providing a volunteer. Additional TAs are subject to availability and an additional fee of \$150.00 per day/per TA. Please request at least two weeks in advance of the trip.
9. Site rental without meals is by special arrangement. Kitchen access fee includes supervision.

San Diego County Office of Education

**SCIENCE OUTREACH PROGRAM
FIELD TRIP AGREEMENT – 2018-2019**

THIS AGREEMENT, made this July 1, 2018 and which will terminate on June 30, 2019, by and between San Diego County Superintendent of Schools, hereinafter called the "County", and Dehesa School District hereinafter called the "District/School/Organization", mutually agree as follows:

1. Basis of Agreement

The County, as coordinator of the education outreach programs, has determined that it is desirable to conduct science outreach programs for schools and districts within the County of San Diego. For each science outreach program scheduled to serve the District/School/Organization, District/School/Organization agrees to adhere to the terms and conditions of this agreement.

It is understood that third parties (such as the Port of San Diego, County of San Diego, City of San Diego, San Diego County Water Authority and various other municipalities and water districts) sometimes agree to pay for a science outreach program to be delivered to a District/School/Organization. In these circumstances, County may invoice the third parties for the designated events (if the third party agrees) or will invoice the District/School/Organization (if the third party provides the funds directly to the District/School/Organization). The fees charged to third parties may be different than those stated below, based on the services requested by them.

Regardless of whether a third party funding source is involved, the District/School/Organization must still execute this agreement and be responsible for payment for any event which is not paid for by a third party.

2. Scope of Agreement

A. General

The County will make available and provide by this contractual agreement the following programs with pricing for school year 2018-2019:

- 1) **Green Machine**
\$475.00 per trip, serving up to four 1-hour classes of up to 30 students each
The Green Machine curriculum aligns with the California Science Content Standards for grades K-4. The presentation describes the journey from seed to dinner table through hands-on learning stations that enable students to learn where their food comes from. A musical and dramatic wrap-up reinforces the learning.
- 2) **Splash Science Mobile Lab**
\$690.00 per trip, serving up to four 1-hour classes of up to 36 students each
The Splash Science Mobile Lab curriculum aligns with the California Science Content Standards for grades 4-6. The presentation offers hands on learning opportunities for students at multiple learning stations; watershed/storm drain, GIS examination of local watersheds, water conservation, San Diego estuary, and microscope.
- 3) **Marine Science Floating Lab**
\$700.00 per morning trip and \$670 per afternoon/ twilight trip, serving up to 40 people on one of two boats. This program consists of half-day field trip on San Diego Bay with hands-on science instruction and materials.

B. County agrees to provide:

- 1) Instructional materials and equipment.
- 2) Boat transportation with qualified crew (Floating Lab only).
- 3) Curriculum and instruction.
- 4) Invoicing of the District/School/Organization for the field trip.

- C. District/School/Organization agrees to:
- 1) Schedule their participation in the program of choice with the County by phone or email.
 - 2) Provide a written request/authorization for the delivery of the program(s) in the form accepted by District (either a district PO, check or, for Private Schools only, a Personal Letter of Guaranty signed by the site administrator).
 - 3) Send no more than the maximum number of allowed per Marine Science Floating Lab field trip (40, including chaperones/teachers). If the school arrives for the field trip with a group size of more than 40, the ship captain may, at his/her sole option; refuse to take more than the maximum of 40 on board or agree to accept additional passengers up to a maximum of 45 with the understanding that the District/School/Organization agrees to pay an additional fee of \$50 for each person in excess of 40. Group sizes in excess of 45 will not be accepted under any circumstances. If the group arrives with more than 40, and the ship captain refuses to take more than 40 on board, the group may elect to leave some behind or cancel the trip. If the trip is canceled by the group in this circumstance, there will be no refund or compensation to the District/School/Organization.
 - 4) Provide a minimum of number of adult participants authorized by the District/School/Organization to supervise the students and participate in the delivery of each presentation during the day. The Green Machine requires a minimum of one participating adult, the Splash Science Mobile Lab requires two participating adults and the Marine Science Floating Lab requires a minimum of one participating adult.
 - a. Splash Lab and Green Machine only - If the school cannot provide the required participating adults, they must inform County a minimum of five days in advance of the scheduled field trip event. County will endeavor to locate suitable adults to participate in the presentation of the program in lieu of the school's participant(s) subject to a minimum charge of \$150 per participant provided by County.
 - 5) Provide written notification to County of field trip cancellation a minimum of twenty (20) working days in advance of the scheduled trip. Cancellation with less than twenty working days notification will result in a cancellation fee equal to fifty percent (50%) of the normal fee for the field trip event. Cancellation with less than five (5) days notice will result in a cancellation fee equal to one hundred percent (100%) of the normal fee for the field trip event.
 - 6) Pay the agreed upon fees upon receipt of invoice. District/School/Organization will be invoiced 30 days prior to the trip when possible and refunds will be processed based on the above guidelines if the field trip is canceled.
 - 7) County may terminate individual scheduled presentations at any time due to mechanical breakdown or other reason outside of their control (sick staff, etc.). If County cancels a program, they will endeavor to reschedule with the District/School/Organization at the District/School/Organization's earliest convenience. If County cannot reschedule the canceled event at a mutually agreeable time, they will refund all fees paid for the undelivered event.

3. **Authorization to Copy Materials**

The County hereby authorizes the District/School/Organization to make copies of individual pages of the worksheets and teacher's guide as necessary and appropriate to enhance their participation in the County program. Copying materials for any other purpose is prohibited without the express permission of the County.

4. **Confidentiality of Service or Work**

All curriculum and participant information are considered proprietary and confidential. All requests for information relating to the County's program should be directed to the County Office.

5. **Independent Contractor**

It is expressly understood that at all times while rendering the services described herein and in complying with any terms and conditions of this Agreement, the County is acting as an independent contractor and is not an officer, agent, or employee of the District/School/Organization.

6. **Hold Harmless**

Each party agrees to hold harmless, defend, and to indemnify the other, its officers, agents, and employees from every claim, demand, or liability which may be made by reason of:

- A. Any injury to person, including death therefrom, or damage to property sustained by the Party or any person, firm, student, teacher, volunteer, or corporation, employed directly or indirectly associated with or employed by it, however caused; and
- B. Any injury to person, including death therefrom, or damage to property sustained by any person, firm, student, teacher, volunteer, or corporation, caused by any act, neglect, default, or omission of the defending party, or of any person, firm, student, teacher, or corporation directly, or indirectly associated with or employed by it upon, or in connection with the services rendered pursuant to this agreement. The defending party at its own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings, that may be brought or instituted against the non-defending party, its officers, agents, or employees, on any such claim or demand, and pay or satisfy the judgment that may be rendered against the San Diego County Superintendent of Schools, its officers, agents, or employees, in any such action, suit, legal proceedings, or result thereof.

7. **Insurance Requirements**

Both County and District/School/Organization shall maintain programs of general liability, property damage, worker's compensation, and auto insurance as required to protect the County and District/School/Organization as their interests may appear. Participants who are not covered by the Joint Powers Authority (JPA) program must provide a certificate of insurance for Comprehensive General Liability or Commercial Liability insurance in a minimum amount of \$2,000,000 per occurrence naming the San Diego County Superintendent of Schools as additionally insured and certificate holder under their policy.

8. **Compliance With Laws**

The District/School/Organization shall be subject to and shall comply with all Federal, State, and local laws, policies and regulations with respect to its performance under this agreement including but not limited to, licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

9. **Compensation/Costs and Payment Schedule**

The contract price is a fixed fee per field trip based on the program and price indicated in Section 2 above. County will prepare and submit an invoice for each field trip. The District/School/Organization agrees to pay County's invoice on a Net 30 day basis from date of receipt of invoice.

10. **Termination**

It is mutually agreed that either party may terminate this agreement by giving a minimum of twenty (20) working days written notice.

11. **Audit**

The District/School/Organization agrees to maintain and preserve any pertinent books, documents, papers, and records related to this agreement until three years after termination of this agreement, and to provide access to said documents to the County or any of its duly authorized representatives for examination or audit.

12. **Safety**

District/School/Organization will take all necessary precautions to ensure the safety of the students, staff, and visitors from any hazards inherent in execution of the field trips under this agreement.

13. **Governing Law/Venue San Diego**

In the event of litigation, the agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

14. **Final Approval**

This agreement is of no force and effect until approved by signature by the San Diego County Superintendent of Schools or his designee, the Interim Senior Director of Outdoor Education.

15. **Contract Participants**

If signed by a District, this contract will apply to all schools in the District, otherwise, it will apply only to the individual school or organization which signs the contract.

16. **County Contact Person**

San Diego County Office of Education
Bob Mueller, Executive Director, Outdoor Education and Student Support Services
6401 Linda Vista Road, Room 410, San Diego, California 92111-7399
(858) 292-3695 | Fax (858) 571-7206

17. **Entire Agreement**

This agreement represents the entire agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary from the provisions hereof. This agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused the Contract to be duly executed, such parties acting by their representatives being duly authorized.

Dehesa School District

By _____

Title _____

Date _____

Authorized or ratified by the Board of Education

on _____

County Superintendent of Schools
San Diego County Office of Education



Authorized Signature

Executive Director, Outdoor Education
Title

May 1, 2018

Date

Rules for acceptance and participation in these outreach programs are the same for everyone without regard to race, color or national origin, sex, age or disability.



San Diego County Office of Education Main Campus
6401 Linda Vista Road, San Diego, CA 92111
858-292-3500 | www.sdcoe.net

July 5, 2018

To: Dehesa School District
Nancy Hauer, Superintendent

From: Casey Choate, ^{CC}Credentials and Livescan Supervisor
Monica Robinson, ^{MR}Lead Credential Technician

Re: 2017 – 2018 SB 435 Assignment Monitoring

Congratulations! Dehesa School District has met all of the requirements for the SB 435 Assignment Monitoring for the 2017 - 2018 school year.

We would like to commend your staff and say thank you for your assistance and cooperation in working with us during the review process and correcting any misassignments that were found.

If you have any questions concerning this letter, please feel free to contact Casey Choate at (858) 292-3716. Thank you.

Cc: Deborah Cagney, Administrative Secretary

San Diego County Superintendent of Schools Dr. Paul Gothold

San Diego County Board of Education

Paulette Donnellon Guadalupe González Alicia Muñoz Mark Powell Rick Shea



San Diego County Office of Education Main Campus
6401 Linda Vista Road, San Diego, CA 92171
858-292-3500 | www.sdcoe.net

July 5, 2018

To: Dehesa School District
Nancy Hauer, Superintendent

From: Casey Choate, Credentials and Live Scan Supervisor
Monica Robinson, Lead Credential Technician

Re: Williams Settlement Legislation
Teacher Quality/English Learner Authorizations

Congratulations! The 2017- 2018 credentials monitoring of your district for Williams Legislation compliance has been completed.

We would like to commend your staff and say thank you for your assistance and cooperation during the review process.

If you have any questions, please contact Casey Choate at (858) 292-3716.

Cc: Deborah Cagney, Program Secretary
Patricia Karlin, Williams Settlement Coordinator

San Diego County Superintendent of Schools Dr. Paul Gothold

San Diego County Board of Education
Paulette Donnellon Guadalupe González Alicia Muñoz Mark Powell Rick Shea

Dehesa School District

2018 Enrollment Marketing Campaign












Presented by



Target River

Dehesa School District

We appreciate the opportunity to have conducted a comprehensive marketing campaign for Dehesa from January, 2018 through April, 2018. Enclosed is a summary of the marketing tactics utilized, the exposure received, and the results generated.

<u>Target</u>	<u>Actual</u>	<u>Over-Delivery</u>	<u>Media Type</u>
150,000	160,710	10,710	
70,000	92,352	22,352	 
225,000	761,175	536,175	Display Ads
200	335	135	
75,000	99,157	24,157	Retargeting Ads
1,500	1,554	54	
10 Posts	10 Posts	N/A	
10 PR	10 PR	N/A	
32 hrs	32 hrs	N/A	
3 Ads	3 Ads	N/A	
100	100	N/A	Yard Signs
1	1	N/A	Digital Flyer
		Additional Added Value:	\$3,194

Exposure / Traffic / Leads

- 652 Visitors to Landing Page for Campaign
- 51 inbound calls from campaign tracking numbers (excludes calls to published District numbers generated by campaign)
- 33 inbound email leads
- Press releases published to 507 locations, generating 9,296 visitors to District website

Organic Search for Dehesa

<u>Month</u>	<u># of Organic Searches</u>
December, 2017	258 (7th - 12th, equating to estimated 319 over full month)
<i>January, 2018</i>	<i>510</i>
<i>February, 2018</i>	<i>444</i>
<i>March, 2018</i>	<i>489</i>
<i>April, 2018</i>	<i>431</i>
<i>May, 2018</i>	<i>424</i>
<i>June, 2018</i>	<i>415</i>



San Diego County Office of Education Main Campus
6401 Linda Vista Road, San Diego, CA 92111
858-292-3500 | www.sdcoe.net

June 27, 2018

Michael Vu, Registrar of Voters
P.O. Box 85656
San Diego, CA 92186-5656

Re: November 6, 2018 Governing Board Member Elections

Dear Mr. Vu,

Enclosed is a list of the school and community college district governing board member positions for the regular governing board member election to be held on, and consolidated with, the statewide general election on November 6, 2018. This list includes the following:

1. Incumbents whose terms will expire on December 7, 2018
2. Appointed incumbents serving in terms expiring December 7, 2018
3. Appointed incumbents serving in terms expiring December 4, 2020

On February 15, 2018, our office transmitted to you authorization for a change in election system and the establishment of trustee areas in the San Marcos Unified School District. In addition, on March 29, 2018, our office transmitted to you authorization for a change in election system and the establishment of trustee areas for: Cajon Valley Union School District, Carlsbad Unified School District, Oceanside Unified School District, Poway Unified School District, and San Dieguito Union High School District. By-trustee-area elections are to be implemented in the six school districts referenced above commencing with the November 6, 2018, governing board member election.

Please call and conduct these elections in accordance with applicable provisions of the Education Code and the Elections Code.

Sincerely,

PAUL GOTHOLD, ED.D.
County Superintendent of Schools

By

Michael Simonson, Deputy

PG:MS:AM
Enclosure

San Diego County Superintendent of Schools Dr. Paul Gothold

San Diego County Board of Education
Paulette Donnellon Guadalupe González Alicia Muñoz Mark Powell Rick Shea

San Diego County Governing Board Member Positions To Be Filled In November 6, 2018 Election

Alpine Union School District

Glenn Dickie	12/7/2018
Al Guerra	12/7/2018
Eric Wray	12/7/2018

Coronado Unified School District

Lee Pontes	12/7/2018
Lou Smith	12/7/2018
Esther Valdes	12/7/2018

Bonsall Unified School District

Timothy Coen	12/7/2018
Lou Riddle	12/7/2018
Sylvia Tucker	12/7/2018
Eric Ortega (Appt.)	12/4/2020

Dehesa School District

Christina Becker	12/7/2018
Karl Becker	12/7/2018
Cynthia White	12/7/2018
Karen Kirkpatrick (Appt.)	12/4/2020

Borrego Springs Unified School District

Judy Coyle	12/7/2018
Susan Vescera	12/7/2018
Valeen Szabo (Appt.)	12/4/2020

Del Mar Union School District

Kristin Gibson	12/7/2018
Douglas Rafner	12/7/2018
Scott Wooden	12/7/2018

Cajon Valley Union School District

Tamara Otero	12/7/2018	Trustee Area 1
Jill Barto	12/7/2018	Trustee Area 2
Jo Alegria	12/7/2018	Trustee Area 3

Encinitas Union School District

Emily Andrade	12/7/2018
Gregg Sonken	12/7/2018
Marla Strich	12/7/2018

Cardiff School District

Dave Clark	12/7/2018
Siena Randall	12/7/2018
Mark Whitehouse	12/7/2018

Escondido Union High School District

Tina Pope	12/7/2018	Trustee Area 1
Bill Durney	12/7/2018	Trustee Area 2
Jon Petersen	12/7/2018	Trustee Area 5

Carlsbad Unified School District

Veronica Williams	12/7/2018	Trustee Area 1
Claudine Jones	12/7/2018	Trustee Area 4
Kathy Rallings	12/7/2018	Trustee Area 5

Escondido Union School District

Joan Gardner	12/7/2018	Trustee Area 2
Zesty Harper	12/7/2018	Trustee Area 4
Gary Altenburg	12/7/2018	Trustee Area 5

Chula Vista Elementary School District

Francisco Tamayo	12/7/2018	Seat No. 1
Leslie Bunker	12/7/2018	Seat No. 3
Eduardo Reyes	12/7/2018	Seat No. 5

Fallbrook Union Elementary School District

Darryl Buntin	12/7/2018
Patricia de Jong	12/7/2018
Patrick Rusnell	12/7/2018

San Diego County Governing Board Member Positions To Be Filled In November 6, 2018 Election

Fallbrook Union High School District

Richard Goodlake	12/7/2018
Sherry Ludwig	12/7/2018
James O'Donnell	12/7/2018

Lakeside Union School District

Gelia Cook	12/7/2018
Holly Ferrante (Appt.)	12/7/2018
Bonnie La Chappa	12/7/2018

Grossmont Union High School District

Gary Woods	12/7/2018	Trustee Area 3
Robert Shield	12/7/2018	Trustee Area 4
Jim Kelly	12/7/2018	Trustee Area 5

Lemon Grove School District

Katie Dexter	12/7/2018
Larry Loschen	12/7/2018
Timothy Shaw	12/7/2018

Grossmont-Cuyamaca Community College District

Edwin Hiel	12/7/2018	Trustee Area 1
Debbie Justeson	12/7/2018	Trustee Area 2
Gregory Barr	12/7/2018	Trustee Area 5

MiraCosta Community College District

Ana Pedroza (Appt.)	12/7/2018	Trustee Area 1
Rick Cassar	12/7/2018	Trustee Area 2
David Broad	12/7/2018	Trustee Area 6
William Fischer	12/7/2018	Trustee Area 7

Jamul-Dulzura Union School District

Jim Dowling	12/7/2018
Shea Quinci (Appt.)	12/7/2018
Marcia Spurgeon	12/7/2018

Mountain Empire Unified School District

Bill Troutt	12/7/2018	Trustee Area 1
Ken Northcote	12/7/2018	Trustee Area 3
Beryl Buchanan	12/7/2018	Trustee Area 4
Danny Nunez	12/7/2018	Trustee Area 5

Julian Union High School District

Erik Fleet	12/7/2018
Katherine Moretti	12/7/2018
Tom Skibinski, Jr.	12/7/2018
Joy Booth (Appt.)	12/4/2020

National School District

Maria Betancourt-Castaneda	12/7/2018
Maria Dalla	12/7/2018
Alma Sarmiento	12/7/2018

Julian Union School District

Elaine Bicanic (Appt.)	12/7/2018
Susan Slaughter	12/7/2018
Nicole Vanderburg (Appt.)	12/7/2018
Robyn Schellenberg (Appt.)	12/4/2020

Oceanside Unified School District

Vacant	12/7/2018	Trustee Area 1
Ann Corwin	12/7/2018	Trustee Area 3
Vacant	12/7/2018	Trustee Area 4

La-Mesa Spring Valley School District

Rebekah Basson (Appt.)	12/7/2018
David Chong	12/7/2018
Bob Duff	12/7/2018

Palomar Community College District

Mark Evilsizer	12/7/2018
Paul McNamara	12/7/2018

San Diego County Governing Board Member Positions To Be Filled In November 6, 2018 Election

Poway Unified School District

Vacant	12/7/2018	Trustee Area B
Charles Sellers / T.J. Zane	12/7/2018	Trustee Area C
Michelle O'Connor-Ratcliff	12/7/2018	Trustee Area D

Ramona Unified School District

Rodger Dohm	12/7/2018
Kim Lasley	12/7/2018
Bob Stoodly	12/7/2018

Rancho Santa Fe School District

Thomas Barton (Appt.)	12/7/2018
Todd Frank	12/7/2018

San Diego Community College District

Maria Senour	12/3/2018	District A
Rich Grosch	12/3/2018	District C
Peter Zschiesche	12/3/2018	District E

San Diego Unified School District

Kevin Beiser	12/3/2018	District B
Michael McQuary	12/3/2018	District C

San Dieguito Union High School District

Maureen Muir	12/7/2018	Trustee Area 1
John Salazar	12/7/2018	Trustee Area 3
Amy Herman	12/7/2018	Trustee Area 5

San Marcos Unified School District

Vacant	12/7/2018	Trustee Area C
Stacy Carlson	12/7/2018	Trustee Area E

San Pasqual Union School District

Scott Heidemann	12/7/2018
David Hersey	12/7/2018
Blaise Jackson	12/7/2018

San Ysidro School District

Marcos Diaz	12/7/2018
Rodolfo Linares	12/7/2018
Irene Lopez	12/7/2018

Santee School District

Barbara Ryan	12/7/2018	Seat No. 1
Dustin Burns	12/7/2018	Seat No. 3
Kenneth Fox	12/7/2018	Seat No. 5

Solana Beach School District

Vicki King	12/7/2018
Holly Lewry	12/7/2018
Debra Schade	12/7/2018

South Bay Union School District

Elvia Aguilar	12/7/2018
Chris Brown	12/7/2018
Melanie Ellsworth	12/7/2018

Southwestern Community College District

Nora Vargas	12/7/2018	Seat No. 2
Norma Hernandez	12/7/2018	Seat No. 4
Tim Nader	12/7/2018	Seat No. 5

Spencer Valley School District

Lisa Boyer	12/7/2018
Christi Lewis (Appt.)	12/7/2018

Sweetwater Union High School District

Arturo Solis	12/7/2018	Trustee Area 1
Frank Tarantino	12/7/2018	Trustee Area 3
Paula Hall	12/7/2018	Trustee Area 5

San Diego County Governing Board Member Positions To Be Filled In November 6, 2018 Election

Vallecitos School District

Sally Forester (Appt.)	12/7/2018
Michael Darnley	12/7/2018
Martin Kurland	12/7/2018
Paul Georgantas (Appt.)	12/4/2020

Valley Center-Pauma Unified School District

Jerry Fenton	12/7/2018
Julie Stroh	12/7/2018
Jerry West	12/7/2018
Mike Adams (Appt.)	12/4/2020

Vista Unified School District

Carol Herrera	12/7/2018	Trustee Area 2
Jim Gibson	12/7/2018	Trustee Area 3

Warner Unified School District

Maria Hill	12/7/2018
Katie Ostrander	12/7/2018
Jeannean Rombal (Appt.)	12/7/2018

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum
Business Manager

Subject: Monthly Budget Update

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

At the October 20, 2011 Board Meeting, Members were asked about their preferences for monthly budget updates. Consensus was that a statement of fund balances and clear, concise updates on key issues would be preferred during months falling in-between major reports.

Report:

Attached are 1) Fund balances (Cash in County Treasury), 2) Construction expenditure reports for the Bond and Developer Fee Funds

Financial Impact:

N/A-Form Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #: VI.B.1

DEHESA SCHOOL DISTRICT

Fund Balances Cash in County Treasury as of June 28, 2018

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	1,998,229.87
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	7,606.76
13-00	CAFETERIA SPECIAL REVENUE FUND	29,902.41
12-06	CHILD DEVELOPMENT FUND	22,776.91
25-19	CAPITAL FACILITIES/SB2068 FUND	19,211.65
21-39	BUILDING FUND	2,191.10
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND (FD 39)	130,788.91
17-42	SPECIAL RESOURCE FUND	1,040,623.34
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	764,279.98
	GRAND TOTAL	\$ 4,015,610.93

Please note that cash balances in the General Fund fluctuate on a regular basis. This is a normal feature of the fluid budget/accounting process.

**Dehesa School District
Building Fund 21-39**

6/30/2018

Date			Revenue Amount
7/1/2017	Beginning Balance		\$239,752.25
7/25/2017	Interest	2016-17 4th Qtr Interest	\$781.94
8/3/2017	Interest	2016-17 4th Qtr Interest - 2nd Distribution	\$58.36
10/25/2017	Interest	2017-18 1st Qtr Interest	\$522.60
11/15/2017	Interest	2017-18 1st Qtr Interest - 2nd Distribution	\$232.19
1/23/2018	Interest	2017-18 2nd Qtr Interest	\$440.55
3/21/2018	Interest	2017-18 2nd Qtr Interest - 2nd Distribution	\$405.37
4/24/2018	Interest	2017-18 3rd Qtr Interest	\$186.28
6/11/2018	Interfund Transfer	Temporary Cash Flow Transfer	\$3,000.00
6/29/2018	Interest	2017-18 3rd Qtr Interest - 2nd Distribution	\$634.20
6/30/2018	Interfund Transfer	Temporary Cash Flow Transfer	-\$3,000.00
6/30/2018	Interfund Transfer	Contribution from General Fund	\$174.70
TOTAL			\$ 243,188.44
Payment Date	Service Provider	Services Performed	Expenditure Amount
1/8/2018	Jeff Painting	Campus Exterior Paint Project	\$38,850.00
1/17/2018	Office Depot	Business Manager Office Project Final Expenses	\$1,140.31
2/6/2018	Jeff Painting	Retention Release - Final Payment	\$2,000.00
2/27/2018	Office Depot	Refund: Returned Item	-\$90.33
4/10/2018	Tom Silva Consulting	Phase 1 - Security Fence Project Consulting	\$5,000.00
4/10/2018	BeCause Water Corp.	2 Elkay Bottle Filling Stations	\$2,763.80
4/13/2018	Wilkinson Hadley King	2016-17 Bond Audit	\$3,200.00
4/27/2018	Proctor Construction	Bottle Filling Station Installation - Plumbing, Electrical, Stucco	\$11,350.00
5/2/2018	SD County Vital Records	Parcel Map - School Safety Fencing Project	\$12.90
5/2/2018	SD County Vital Records	Document Recording Fee - CEQA Exemption Fence Project	\$52.50
5/2/2018	Office Depot	Administration Furniture	\$779.95
5/1/2018	Hamel Interiors	Administration Furniture	\$9,238.03
5/1/2018	Precision Electric	Marquee Electric Service	\$25,505.00
5/2/2018	Village Carpets	Flooring - Administration, MPR, Staff Lounge	\$25,558.71
5/2/2018	VIRCO	Classroom Furniture	\$2,868.19
5/4/2018	AB Blinds	Window Coverings	\$40,925.00
5/9/2018	Pacific Heating & Air	Airconditioning Unit - Server Room	\$2,295.00
5/15/2018	Precision Electric	Bus Gate Operator Power and Light	\$27,994.00
5/18/2018	Hamel Interiors	Administration Furniture	\$22,691.27
6/6/2018	Hamel Interiors	Administration Furniture	\$1,427.92
6/6/2018	South Bay Fence	School Office Security Fencing and Camera/Intercom System	\$20,375.00
6/22/2018	Office Depot	Refund: Returned Administration Furniture	-\$748.81
TOTAL CURRENT YEAR EXPENSES			\$243,188.44
TOTAL FUNDS AVAILABLE AS OF 06/30/2018			\$ -

**Dehesa School District
Capital Facilities Funds 25-19**

6/30/2018

Current Year Project Activity			Revenue Amount
7/1/2017	Beginning Fund Balance		12,224.35
7/25/2017	Interest	2016-17 4th Qtr Interest	42.92
8/3/2017	Interest	2016-17 4th Qtr Interest - 2nd Distribution	3.20
8/23/2017	Developer Fees	Residential Developer Fees	3,005.72
8/28/2017	Developer Fees	Residential Developer Fees	1,005.71
9/1/2017	Developer Fees	Residential Developer Fees	4,096.19
10/25/2017	Interest	2017-18 1st Qtr Interest	29.42
11/15/2017	Interest	2017-18 1st Qtr Interest - 2nd Distribution	13.07
1/11/2018	Developer Fees	Residential Developer Fees	5,574.60
1/23/2018	Interest	2017-18 2nd Qtr Interest	33.51
3/21/2018	Interest	2017-18 2nd Qtr Interest - 2nd Distribution	30.84
3/28/2018	Developer Fees	Residential Developer Fees	4,096.19
4/24/2018	Interest	2017-18 3rd Qtr Interest	18.03
6/29/2018	Interest	2017-18 3rd Qtr Interest - 2nd Distribution	61.38
Total			\$ 30,235.13
Payment Date	Service Provider	Services Performed	Expenditure Amount
10/3/2017	G Wayne Oetken & Assoc	Consulting Services: June-July 2017	1,300.00
11/13/2017	G Wayne Oetken & Assoc	Consulting Services: Sept 2017, 08/23/17 Meeting	1,100.00
1/2/2018	G Wayne Oetken & Assoc	Consulting Services: Oct 2017, 10/12/17 Meeting	837.50
2/27/2018	Developer Fees	Refund: Residential Developer Fees, Project Abandoned	5,574.60
4/13/2018	G Wayne Oetken & Assoc	Consulting Services: Jan 2018, 11/15/17 & 12/8/17 Meetings	2,150.00
TOTAL CURRENT YEAR EXPENSES			\$ 10,962.10
TOTAL FUNDS AVAILABLE AS OF 06/30/2018			\$ 19,273.03

DEHESA SCHOOL SECURITY FENCE PROJECT

Status Report As of Tuesday July 10, 2018

Overall Completeness of the Project: 86%

Prepared by Tom Silva, Tom Silva Consulting

Project Start Date: April 23, 2018

Estimated Completion Date: August 9, 2018

Key Dates:

- 11 Month Employees Back: Wednesday 8/1/18
- Teachers Back On Site: Wednesday 8/15/18
- Start of School: Monday 8/20/2018

Status as of Tuesday July 10, 2018

<u>Item No</u>	<u>Description</u>	<u>% Complete</u>	<u>Remaining Work To Be Done</u>
A.	Ornamental Iron Fencing along the front:	See Items A.1 to A.3	
A.1	Support Poles:	100%	Pole installation complete
A.2	20 Panels Installed:	20%	20 panels are installed; two from slope area are being galvanized and sent to the site asap.
A.3	61 Remaining Panels:		61 Panels to be installed; Center portion are fabricated and are being galvanized. East section will be measured and fabricated next.
B.	2 Front Swing Gates	100%	Installation completed
C.	2 Front Rolling Gates	90%	The stabilizers are being refitted to match the opening and will be installed as soon as possible
D.	Bus Gate	85%	40 foot gate is installed; it needs to be connected to the Lift Master machine, and the key pad needs to be installed. Ornamental panels around the gate need to be fabricated and installed.
E.	Black Chain Link Fencing at South East Portion of Site	98%	The pedestrian access gate and hardware needs to be installed.
F.	Black Chain Link Fencing at South Bus Entryway	100%	This section is completed
G.	Chain-link fencing along West Property Line and Easement Access Gate	95%	The fencing is installed from the corner on Dehesa Road to the cactus garden. A 17 foot opening for the SDG&E access gate is prepared to receive the gate. Gate will be installed. The 2nd Access Point for SDG&E is north of the cactus garden. There will be no gate at this location.



Overall Project Scope Completed: 86%

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of July 19, 2018

- Meeting Date: July 19, 2018
- Action
 - First Reading
 - Information
 - Presentation
 - Public Hearing
 - Roll Call Vote Required
 - Discussion

Projected Enrollment
as of July 19, 2018

By Grade Level

EAK.....	0
Kindergarten.....	20
1st Grade	14
2nd Grade	16
3rd Grade	15
4th Grade	17
5th Grade	17
6th Grade	17
7th	14
8th	16
	146

Enrollment
End of Year 2017/2018

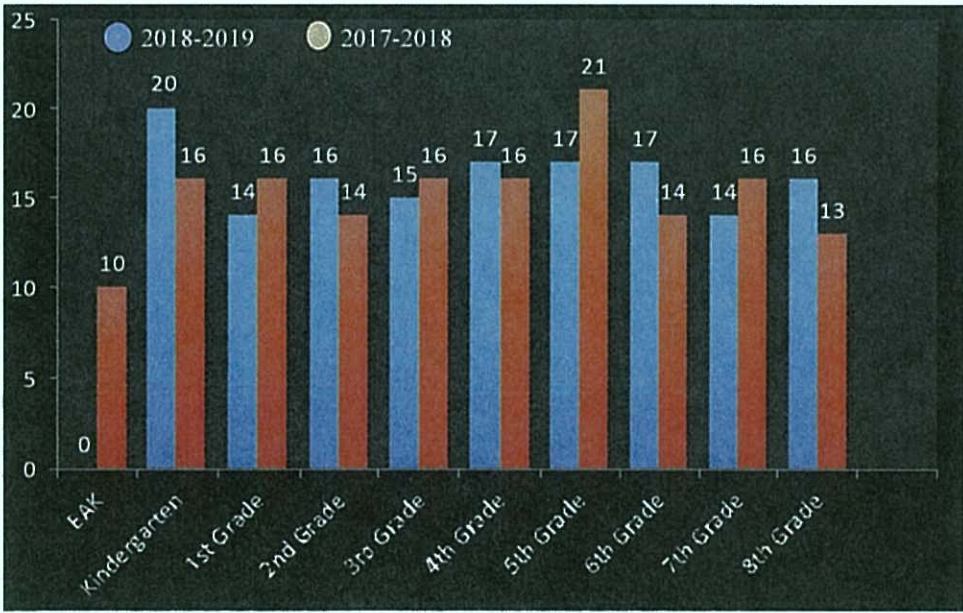
By Grade Level

EAK.....	10
Kindergarten	16
1st Grade	16
2nd Grade.....	14
3rd Grade.....	16
4th Grade.....	16
5th Grade.....	21
6th Grade.....	14
7th.....	16
8th.....	13
	152

Inter District
Transfers

Students who live in our
District but attend a
different school
56

Students who live in
another district but attend
our school
69



DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Williams Quarterly
Complaint Report

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: Laws and board policy require a quarterly report to the Board of Trustees and the County Superintendent of Schools regarding complaints to the school covered under the Williams Settlement

Report: We received no complaints during the fourth quarter of the 2017-2018 school year in the areas which are addressed by the Williams Settlement.

Financial Impact: None

Student Impact: None

Agenda Item #: VI.B.5

2018 SUMMER WORK

CLASSROOM CLEANING

- VACUUM AND CHAIRS WIPED
- SINKS
- TABLES WIPED
- CARPETS (EXTRACTOR)
- WINDOW AND SILLS
- TRASH CANS
- HANGING LIGHTS

STRIP AND WAX FLOORS

- BUILDING
- OFFICE
- BUILDING D(Science Lab)

POWER WASH

- EXTERIOR OF BUILDINGS
- CAMERAS
- LIGHT POLES
- LUNCH TABLES
- PLAY AREAS
- POWERWASH BUIDINGS IN AUGUST
- BUILDING D STAIRS AND WALKWAY

GROUNDS CLEANUP (EXTERIOR)

- PICK TRASH UP
- INSPECT AND CLEAN GUTTERS
- WINDOWS AND SILLS
- CLEAN TRASH CANS
- GUM AND PAINT ON WALKWAYS

ELECTRIC

- CHANGE BREAKERS
- CHECK OUTLETS
- CHECK BULBS
- SECURITY LIGHTING
- AC FILTERS (UNLESS COMPLETED)

RESTROOMS

- CLEAN AND SANITIZE SINKS AND TOILETS
- SANITIZE FLOORS

SANITIZE FLOORS
REPAIR AND/OR REPLACE TOWEL HOLDERS
CHECK STALLS (FIX AS NEEDED)

FIRE EXTINGUISHERS

ENTIRE SCHOOL (SET FOR JULY)
BUSES, VAN AND WORK TRUCK

GROUNDS MAINTENANCE

REPAIR IRRIGATION LINES
REPAIR AND REPLACE SPRINKLER HEADS
MOW SOCCER FIELD (AS NEEDED)
EDGE GRASS
AERATE AND FERTILIZE GRASS AREA
TRIM AND MAINTAIN PLANTED AREAS
HIRE TREE TRIMMER (AS NEEDED) ***
WEED TRIMMING
CLEAN RECYCLE BINS AND TRASH CANS
PICK UP LOST AND FOUND (JACKETS)(June)
PLANT NEW PLANTS (AS NEEDED)
REPLACE SPRINKLER VALVES 1 1/2" SOCCER FIELD (3)
LACE TREES AS NEEDED F & G
NEW WADDLE
CLEAN OUT RUN-OFF CHANNEL

Equipment Maintenance

WEED WHACKER (MOTOR WORK)(
LAWN MOWER (BLADES)
GENERATOR TIRE
BRUSH MOWER TIRE
TIRE (GOLF CART)
BRAKES (GOLF CART)
GOLF CART

TRUCK SERVICE (SUMMER ?)

KEY SHOP

AS NEEDED

GROUNDS REPAIRS

PAINT POLE (TOUCH UP)
FASCIA REPAIR?
ROOF SEALING
FILL CRACKS
PAINT GROUNDS AS NEEDED (PARKING LOT WALKWAYS)

OTHER REPAIRS AS NEEDED*

PLANE BUS. MGR DOOR
PAINT OFFICE BATHROOM
PAINT MPR WINDOW SILLS
PAINT LINES(DOORS AND PARKING LOT)
MOVE CLASSROOMS D-1 AND E-2
PAINT TWO LUNCH TABLES
PAINT RED CURBS
REPLACE SECURITY LIGHT RM 11
MPR CEILING TILES
GIRLS SENSOR D BUILDING-BATHROOM
INSTALL WI-FI PLATES FOR DOMINICK
SHED AND BIKES FOR EAK

SUMMER ITEMS

BACKFLOW
AUGUST INSPECTION
TREE LACING
AARDVARK SQUIRREL ELIMINATION

KITCHEN

CLEAN COILS
PAINT TOUCH UP
CLEAN ALL

BACK-FLOW SCHEDULED CHECK (AUGUST)
LEAD TESTING
START ANNUAL FACILITY INSPECTION

DAILY SUMMER CLEANING

CLEAN BATHROOMS
VACUUM OFFICE (AS NEEDED)
TRASH OFFICE
TRASH BATHROOM
TRASH AND CLEAN FOR SUMMER PROGRAMS

OFFICE HONEY - DO LIST

*****WHATEVER ELSE OCCURS AS NEEDED?**

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
**Subject: Charter Petition Renewal for
Method School**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Method Charter School was initially authorized by Dehesa for the 2013-2014 school year. The initial charter is for 5 years.

Report:

Method Charter has worked hard in developing a quality program for students. In addition to their regular program, they have created amazing partnerships with several districts assisting their students in credit recovery and additional credits during the summer months. With the exception of one to two years, they have developed solid financials. Their summer program has assisted in their cash flow issues and made their program solid. The renewal would be for 5 years commencing with the 2018-2019 school year and concluding with the 2022-2023 school year.

Financial Impact:

Dehesa School receives three percent (3%) for their oversight responsibilities from Method School based on their average daily attendance. (ADA).

Student Impact:

Allowing Method students to continue learning in their familiar environment is imperative to their success.

Recommendation:

It is recommended that the Governance Board ask any unclear questions regarding the renewal of Method School's charter renewal.

Agenda Item #: VII.A.1

To: Governing Board
Dehesa School District

From: Nancy Hauer
Superintendent

Date: July 12, 2018

Re.: Staff Report on Method Charter School Renewal Petition

FACTUAL BACKGROUND and RECOMMENDATION:

The Dehesa School District has received a renewal petition (Petition) for Method Schools (Method), submitted to the District on or about June 21, 2018. A Public Hearing will be held at the July 19, 2018, Dehesa School District Board of Trustees (Board) meeting and a decision by the Board to approve or deny the renewal petition is scheduled for that meeting as well. Method was initially approved by the Board in 2012 and commenced operations in September 2013.

CONCLUSIONS:

1. Method pupils' academic performance is at least equal to the academic performance of the public schools that the Method's pupils would otherwise have been required to attend, as well as the academic performance of the District's schools when taking into account the composition of the pupil population that is served by Method.
2. Approving the Petition is consistent with sound educational practice.
3. The Petition does not present an unsound educational program.
4. The Petitioners are not demonstrably unlikely to successfully implement the program set forth in the Petition.
5. The Petition does not need to contain signatures because it is a renewal petition.
6. The Petition contains affirmations as required by Educ. Code § 47605(d).
7. The Petition contains reasonably comprehensive descriptions of 15 elements which are detailed in Educ. Code § 47605(b)(5).
8. The Petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school.

9. Method is an online-only school that does not operate school facilities for pupils.
10. Method's proposed admissions preference is legally permissible.
11. Based on these findings, the Administration recommends approval of the Petition and adoption of the findings contained in this Staff Report.

I. Overall Evaluation and Recommendation

California Education Code section 47601 (all references herein are to the California Education Code, unless otherwise indicated) provides that it is the intent of the Charter Schools Act (the CSA) to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure in order to:

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

Per Education Code 47605, the governing board of the authorizing agency shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the following findings:

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

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the number of signatures required;
4. The petition does not contain an affirmation of each of conditions described;
5. The petition does not contain reasonably comprehensive descriptions of all fifteen (15) specified elements; and/or
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school.
7. The charter school has failed to meet at least one of the academic performance criteria for renewal contained in Education Code Section 47607(b).

A review of the Petition has been completed by Staff and the District's legal counsel. Based upon this review, and using the California State Board of Education's (SBE) Guidelines contained in the California Code of Regulations (5 CCR Section 11967.5.1), the petitioners appear to have satisfied the academic renewal criteria in the Education Code and the petition does not present grounds for denial. Therefore, it is my recommendation that the Board approve the Petition in that it satisfies the legal requirements and the CSA's legislative intent.

The following findings from our review of the Petition serve as written factual findings:

II. The Charter has Increased Pupil Academic Achievement.

"Increases in pupil academic achievement for all groups of pupils served by the charter school" is "the most important factor in determining whether to grant a charter renewal." Educ. Code § 47607(a)(3)(A). To be renewed, the District must conclude that Method's "academic performance . . . is at least equal to the academic performance of the public schools that the [Method'] pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which [Method] is located, taking into account the composition of the pupil population that is served at the charter school." Educ. Code § 47607(b)(4).

Method has provided the District with data from the California School Dashboard as well as 2017 Smarter Balanced test results. This includes data for similar charter schools in San Diego County with similar pupil populations: Pacific View Charter and Taylion San Diego Academy. Method is an online school and as such it can be harder to compare academic results to other schools. Pupils and parents self-select an online, independent study program, and as such an

online program can attract a disproportionate share of pupils who struggled in the traditional classroom environment. Nonetheless, a comparison of Method's pupil demographics and public achievement data to that of the two comparable charter schools and the District shows comparable academic results with a similar pupil population. Method does not perfectly match the demographics of the District or the comparator charter schools, but over the course of 2017 Method expanded the enrollment of socioeconomically disadvantaged pupils while achieving acceptable, comparable academic results in light of its pupil demographics.

Based on this information, Method pupils' academic performance is at least equal to the academic performance of the public schools that the pupils would have otherwise been required to attend, as well as the academic performance of District pupils when taking into account the composition of the pupil population served by Method. (Ed. Code § 47607(b)(4).)

III. Approving the Petition is Consistent with Sound Educational Practice.

According to Education Code Section 47605(b) and 5 CCR Section 11967.5.1(a), a charter petition shall be "consistent with sound educational practice" if it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every pupil who might possibly seek to enroll in order for the charter to be granted.

The Petition describes a program that is likely to provide educational benefit to the pupils with a reasonably described educational program. Method has demonstrated a sound educational practice based on its successful operation since its initial authorization.

IV. The Petition Does Not Present an Unsound Educational Program.

Under Education Code Section 47605 (b) and 5 CCR Section 11967.5.1(b), a charter petition shall be considered "an unsound educational program" if it is either of the following:

1. A program that involves activities the governing board determines will present the likelihood of physical, educational, or psychological harm to the affected pupils; and/or
2. A program the governing board determines will not likely be of educational benefit to the pupils who attend.

Based on information provided by Method, the Petition provides an educational model that is consistent with sound educational program. Method offers an independent study program tailored to each pupil. Additionally, the Petition does not appear to involve activities which present the likelihood of physical, educational, or psychological harm to pupils, and the Petition's program will likely be of educational benefit.

VI. The Petitioners Are Not Demonstrably Unlikely to Successfully Implement Their Program.

Per Education Code Section 47605 (b)(2) and 5 CCR Section 11967.5.1(c), the Board shall take the following factors into consideration in determining whether Petitioners are “demonstrably unlikely to successfully implement the program.”

1. If the petitioners have a past history of involvement in charter schools or other educational agencies, the history is one that is regarded as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school.
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

The Petitioners are not demonstrably unlikely to successfully implement their program because the Petitioners have experience operating a successful charter school. Method’s administrative team will continue to operate Method if approved, and they have demonstrated expertise in curriculum, instruction and assessment, finance, facilities, business management, school administration, and governance. The Petitioners appear familiar with the contents of the petition and the legal requirements applicable to their proposed educational program. After review by the District’s curriculum and financial experts, the Administration finds that the Petition’s financial and operational plans are realistic and achievable by the Petitioners.

VII. The Petition Does Not Need to Include Signatures Because it is a Renewal Petition.

While an initial charter petition must be accompanied by signatures, this requirement does not apply to a renewal petition for an existing charter school. Title 5 Cal. Code Regs. § 11966.4.

VIII. The Petition Includes All Required Affirmations.

A charter petition may be denied if it does not include an affirmation of each of the conditions contained in Education Code Section 47605(d).

The Petition clearly and unequivocally affirms each of the conditions contained in Education Code Section 47605(d).

IX. The Petition Includes Reasonably Comprehensive Descriptions of the Fifteen Elements Contained in Education Code Section 47605(b)(5).

Under California Education Code Section 47605(b)(5), the Board may deny a petition if it fails to contain reasonably comprehensive descriptions of any of fifteen different elements. Method's educational program and financial plans were reviewed by the Administration and found to be reasonable comprehensive.

The Administration finds that the Petition contains reasonably comprehensive descriptions of all fifteen elements:

1. Educational program;
2. Pupil outcomes;
3. Measuring those pupil outcomes;
4. Governance structure;
5. Employee qualifications;
6. Health and safety procedures;
7. Means of achieving racial and ethnic balance;
8. Admission requirements, if any;
9. How financial audits will be conducted, and how any exceptions and deficiencies shall be resolved;
10. Suspension and expulsion procedures;
11. Staff coverage under STRS or PERS;
12. Attendance alternatives for pupils who do not want to attend the charter school;
13. Rights of District employees who leave to work for the charter school;
14. Dispute resolution;
15. School closure procedures.

X. The Petition Contains a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School.

A charter petition may be denied if it fails to declare whether or not the charter school will be deemed the exclusive public employer of the charter school's employees. Educ. Code § 47605(b)(6).

The Petition declares that the charter school shall be deemed the exclusive public employer of the employees of Method. The Administration finds that there is insufficient evidence to deny the Petition based on a finding that the Petition does not contain a declaration of whether or not Method shall be deemed the exclusive public employer of the employees of Method.

XI. Method Is An Online Program and Does Not Operate Facilities to Serve Students.

Method is an online program. Each pupil signs an individualized Master Agreement for independent study. Pupils interact with their credentialed supervising teachers online or through periodic public meetings in public places like parks or libraries. Method is permitted to enroll pupils within San Diego County and adjacent counties. Since Method does not operate school facilities for pupils, the geographic restrictions on the location of charter school facilities does not apply to Method.

XII. Method's Proposed Admissions Preference is Legally Permissible.

A recently enacted addition to the Charter Schools Act provides that any proposed admission preferences "shall be approved by the chartering authority at a public hearing," shall be consistent with federal and state law, and shall not result in "limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation." Ed. Code § 47605(d)(2)(B).

Method proposes one admissions preference: for siblings of current Method pupils. This is specifically authorized by the Charter Schools Act. Ed. Code § 47605(d)(2)(B). Furthermore, as Method is an online program, it is easy for Method to scale-up to serve student demand and unlikely that Method would ever need to institute a lottery and employ this admissions preference because demand exceeded Method's capacity.

The Administration finds that the Petition's admissions preference is legally permissible and should be approved. On July 19, a public hearing will be held to consider the level of support for the petition and this admissions preference. If the Board decides to approve Method's renewal petition, the draft Resolution proposed by Staff will also address approval of this admissions preference in compliance with the recent addition to the Charter Schools Act.

XIII. In Conclusion, the Administration Recommends Approval of the Petition and Adoption of These Findings As The Findings of the Board Because There is Insufficient Evidence to Support Any of the Acceptable Findings in Support of Petition Denial.

The grounds for denial enumerated under Education Code Section 47605(b) are exclusive. *United Teachers of Los Angeles v. Los Angeles Unified School the District*, (2012) 54 Cal.4th 504, 524. Therefore, unless sufficient evidence exists to support one of these six findings, a charter petition should be approved.

Based on the information provided by Method and the Administration's review of Method's petition and supporting documentation, there is insufficient evidence to support denial of Method's Renewal Petition under one of the legally permissible reasons to deny a charter petition.

Based on this finding, I recommend that the Board of Education approve the Petition. The Governing Board must make findings if it denies the Petition, but the Board may also make findings to support approval of the Petition. These findings are offered for the Board's consideration, and the Board may adopt these findings as-is or with oral or written additions or modifications.

DEHESA SCHOOL DISTRICT
RESOLUTION REGARDING THE
METHOD SCHOOLS RENEWAL PETITION

RESOLUTION NO. 2018-7-1

On a motion of member _____, seconded by member _____, the following Resolution is adopted:

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq.;

WHEREAS, the Dehesa School District (“District”), received the proposed renewal petition (“Petition”) for **Method Schools** (“Charter School”) on or about June 21, 2018;

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on July 19, 2018, a public hearing was held on the Petition, at which time the Board of Trustees of the Dehesa School District (“Board”) considered the level of support for the Petition and the Petition’s proposed admissions preferences;

WHEREAS, approval of charter petition renewals is governed by the standards and criteria set forth in Education Code sections 47605 and 47607;

WHEREAS, Education Code section 47605 subdivision (b) prohibits the Board from denying a charter petition unless it makes factual findings, specific to the particular charter school, setting forth facts to support one or more findings;

WHEREAS, the District’s Staff have prepared and submitted a Staff Report to the Board which contains detailed recommendations and findings of fact specific to the Petition, and attached hereto;

WHEREAS, the Board has received and reviewed:

- The Staff Report;
- The Petition; and
- Academic performance data for the Charter School, the District, and comparable schools.

(Included as attachments to this Resolution.)

NOW, THEREFORE BE IT RESOLVED AND ORDERED BY THE BOARD OF TRUSTEES AS FOLLOWS: the Board of Trustees adopts the Staff’s findings of fact as contained in the Staff Report in their entirety as the factual findings of the Board of Trustees.

BE IT FURTHER RESOLVED, that the Board finds that the Charter School's sole proposed admissions preference for siblings of current Charter School pupils is legally permissible.

BE IT FURTHER RESOLVED, that based upon these findings of fact, the Board approves and renews the Method Schools Petition, including its proposed admissions preference, for a term of 5 years commencing on July 1, 2018, and ending on June 30, 2023.

IN WITNESS of the adoption of the foregoing Resolution, we, the members present and voting thereon, have hereunto set our hands this 19th day of July, 2018, County of San Diego, California.

Approval:

Dissenting:

Abstaining:

Absent:

I, Nancy Hauer, Superintendent for the Board of Trustees of the Dehesa School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a Resolution duly adopted by said Board at a regular meeting thereof, on the date and place and by the vote above stated, which Resolution is on file and of record in the office of said Board.

DATE:

Nancy Hauer



Charter Petition to DEHESA SCHOOL DISTRICT

June 2018

METHODSCHOOLS.ORG

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Required Affirmations (Education Code 47605(d)(1))

As the authorized lead petitioner, I, Dr. Jessica Spallino, hereby certify that the information submitted in this application for a charter for Method Schools to be located within the boundaries of Dehesa School District is true to the best of my knowledge and belief and if the charter is reauthorized, Method Schools:

- Shall meet all standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Method Schools for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Method Schools, and who submit a timely enrollment application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Method Schools 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 Section 47605(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves Method Schools without 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. [Ref. California Education Code Section 47605(d)(3)]
- Method Schools will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
 - > Method Schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - > Method Schools shall comply with any jurisdictional limitations to locations of its facilities.
 - > Method Schools shall comply with all applicable portions of the No Child Left Behind Act.
 - > Method Schools shall comply with the Public Records Act.
 - > Method Schools shall comply with the Family Educational Rights and Privacy Act.
 - > Method Schools shall meet or exceed the legally required minimum of school days.
 - > Method Schools will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.
 - > Method Schools shall comply with all laws regarding services to students with disabilities as contained in IDEA.



Dr. Jessica Spallino
Lead Petitioner

6/20/2018

Date

Required Elements (Educational Code 47605(a) - (0))

1. Educational Program

A. Targeted School Populations

Age, grade levels and number of students

Method Schools serves students in grades kindergarten through 12th grade. The target population comes from urban and suburban families primarily throughout San Diego County, with less than half coming from contiguous counties such as Orange, Riverside and Imperial. These families are often looking for a school that offers diversity, choice in scheduling with a rigorous curriculum, and one that offers innovative ways to learn. Although Method Schools strives for a student demographic reflective of Dehesa School District, it may differ to some degree due to a larger sample of students from which to serve.

Method Schools 5y ADA

School Year	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
2013-14	17.01	27.12	20.24	20.18	84.55
2015-16	4.43	27.81	23.44	47.43	103.11
2016-17	6.38	20.15	21.11	148.80	196.44
2017-18	5.60	36.54	27.62	267.78	337.54
2018-19 ^p	8.00	41.00	52.00	320.00	421.00

^pProjected

Targeted Student Population

Students who would be a good fit for Method students are those who learn at an alternative pace than can be provided for in a traditional public school. Regardless of age, race, or ability, Method Schools seeks out students who need a more self-paced option while also being able to function independently at a high level. Method takes measures to ensure the make up of the school's student body matches those of the authorizing district, Dehesa School District, as closely as possible. Based on figures provided by the California Department of Education Method Schools estimates the current Dehesa School District enrollment to be broken down by race as follows:

	Black or African American	American Indian, or Alaska Native	Asian	Filipino	Hispanic/ or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic	Not reported
Dehesa SD	4%	<1%	<1%	<1%	34%	<1%	50%	2%	7%

School Day

As an independent study school, students, work from home each school day and meet with a credentialed teacher virtually on a regular basis. Method Schools provides a variety of academic, extracurricular, and supplemental resources and support to not only acquire academic success, but successfully the serve the student.

School Year

Method Schools offers two school year tracks.

Following is the Board approved calendar for both tracks for the 2018-19 school year.



Track 1 (July start) 2018-19 Calendar

JULY 2018						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2019						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Days in Orange	
First day of school:	7/2/18
Intercessions:	8/27/18 - 9/21/18; 11/19/18 - 1/11/19
Last day of school:	6/28/19
Instructional Days:	175





Track 2 (Traditional School Year) 2018-19 Calendar

JULY 2018						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018						
Su	M	T	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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SEPTEMBER 2018						
Su	M	T	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018						
Su	M	T	W	Th	F	Sa
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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018						
Su	M	T	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018						
Su	M	T	W	Th	F	Sa
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30	31					

JANUARY 2019						
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FEBRUARY 2019						
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MARCH 2019						
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31						

APRIL 2019						
Su	M	T	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30				

MAY 2019						
Su	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Days in Orange
First day of school: 8/22/18
Last day of school: 6/7/19
Instructional Days: 180

Method Schools Mission

The mission of Method Schools is to provide breakthrough tools and educational approaches that deliver maximum results and accountability to K-12 families. Method Schools provides innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers and creative innovators. Method Schools believes students should be active participants and decision makers in their educational process.

The curriculum and educational practices inspire creativity and innovation as well as promote critical thinking and problem solving while providing consistent opportunities for communication and collaboration. Tools and practices utilized are technologically reflective of the environment in which students live and in alignment to the 21st Century Skills, which focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.



Further focus areas include:

- Create learning practices and instruction that will support the teaching and learning of 21st century skill outcomes.
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into instructional practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g. through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies and resources.
- Provide 21st century architectural and interior designs for group, team and individual learning.
- Support expanded community involvement in learning, both face-to-face and online.
- Focus on content knowledge and expertise.
- Build understanding across and among core subjects.
- Emphasize deep understanding rather than surface knowledge.
- Engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life.
- Allow for multiple measures of mastery.

Schoolwide Learner Results

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation:

Problem Solving

- Critical Thinking
- Creative Thinking
- Transfer knowledge to new situations
- Courage to take risks
- Collaboration
- Communication
- Agility and Adaptability
- Taking Initiative
- Synthesize information
- Curiosity and imagination

Character & Citizenship

- Adopt ethical and behavioral standards
- Civic and personal responsibility
- Compassion
- Global awareness
- Consideration of others
- Self-regulation
- Honesty
- Perseverance
- Trustworthiness
- Loyalty
- Optimism

Critical Thinking

- Strategizing
- Decision making
- Conflict-resolution
- Logic and reasoning

Life-Long Learner

- Development of one's own skills, gifts, and potential
- Development of self-confidence and self-esteem
- Setting personal and professional goals

Two School Year Tracks

Method Schools enrolls a variety of students in each track offered throughout the school year. A breakdown of each track and the types of students that enroll in each are described below.

Track A Highlights

- Variety of high school students who may have special needs, extremely credit deficient, perform below grade level or need something more personalized
- Students from throughout contiguous counties looking to recover credits or get ahead for their summer term from their traditional school
- Method Schools has formed nearly 100 partnerships with schools and school districts to serve their students throughout their summer term

Track B Highlights

- Variety of K-12 students who may have special needs, perform below grade level or need something more personalized
- Homeschool students in grades K-12th grade

100+

Partnerships with schools and districts over the summer term

Track A, Method Summer

Track A runs from the start of July through June and primarily supports online high school students who either need to recover credits or get ahead. Track A primarily includes the program Method Schools calls Method Summer that serves students from San Diego, Orange, Riverside, and Imperial Counties. Method Schools have formed partnerships with nearly 100 school and school districts who send their students to Method Schools for several weeks to earn UC and NCAA approved course credit. Nearly all students who complete courses early during the beginning weeks of this track return to their previous school after either recovering or getting ahead in high school credits. Some may stay enrolled beyond the summer weeks and participate in our online high school or our blended program on and off site. During this program, students received personalized instructional support and progress monitoring in a virtual environment.

Track B Smart Home School & Independent Study

Smart Home School and Independent Study are for students in grades K-12th that opt for a full homeschool or independent study program where their parent acts as the primary learning coach and partners with their Method Schools assigned credentialed teacher in supporting the student's progress and success. Homeschool and independent study students are provided with the best curriculum available for ultimate mastery and success. The student's learning coach and Method Schools teacher collaborate closely to monitor the student's progress and ensure the student is receiving the instructional support needed. Each student meets regularly with their assigned Method Schools teacher and those meetings are designed around the student's academic needs and work collaboratively to meet specific course objectives including review of student coursework progress, clarification of any course assignments, any needed teacher assessment, and instructional support on any needed assignments.

Students participate in the following program components: data-driven, personalized online curriculum, TDI (Targeted Direct Instruction), writing and math workshops, CTE courses based on personality assessment, engineering component, including coding and robotics, and service learning. Method Schools offers a comprehensive UC and NCAA approved course list and a partially UC approved CTE course list with corresponding the graduation requirements.

Homeschool and independent study students who have special needs also either attend the site for required services or attend services held off site at arranged location by the Special Education Department.

B. Attendance Requirements

As a California independent study public charter school, students work primarily at home with the guidance and support of Method Schools credentialed teachers and an assigned Learning Coach. Each student that enrolls at Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while working from home. The Learning Coach works closely with the student and the Method Schools teachers to ensure the student's success. Students must work each school day and can expect to work approximately 4-5 hours per day on required coursework.

C. Description of How Learning Best Occurs

As a virtual school, Method Schools adheres to self-developed online and distance learning, combined with online learning standards established by leaders in online learning, such as International Association for K-12 Online Learning iNACOL and International Society for Technology in Education (ISTE) as outlined below coursework.

Standard 1: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

- The online teacher knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.
- The online teacher is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.
- The online teacher knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.
- The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.
- The online teacher knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).
- The online teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.
- The online teacher is able to meet the state's professional teaching standards or has academic credentials in the field in which he or she is teaching.
- The online teacher knows and understands the subject area and age group they are teaching.
- The online teacher is able to provide evidence of credentials in the field of study to be taught.
- The online teacher knows and understands the professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession, as well as to their online school and community.

Standard 2: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

- The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.
- The online teacher is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.

- The online teacher knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.
- The online teacher is able to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources.
- The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.
- The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning.
- The online teacher knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.
- The online teacher is able to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.).
- The online teacher knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.
- The online teacher is able to identify and explore new tools and test their applicability to their content areas and students.

Standard 3: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

- The online teacher knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- The online teacher is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).
- The online teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.
- The online teacher is able to facilitate and monitor appropriate interaction among students.
- The online teacher knows and understands the techniques for developing a community among the participants.
- The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.
- The online teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.
- The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction.
- The online teacher knows and understands techniques to adjust communications to diverse perspectives.
- The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.
- The online teacher knows and understands differentiated instruction based on students' learning styles.
- The online teacher is able to use differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge.
- The online teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.

- The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.
- The online teacher knows and understands the participation in an online course from a student-centered approach.
- The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.
- The online teacher knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.
- The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.

Standard 4: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

- The online teacher knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.
- The online teacher is able to use effective communication skills with students.
- The online teacher knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.
- The online teacher is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles.
- The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.
- The online teacher is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.
- The online teacher knows and understands the need to define the terms of class interaction for both teacher and students.
- The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students.
- The online teacher knows and understands the need to define the assessment criteria for the course.
- The online teacher is able to provide a clear explanation of the assessment criteria for the course to students.
- The online teacher knows and understands the need to provide clear expectations for teacher response time to student queries.
- The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries.
- The online teacher knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.
- The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students.
- The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.
- The online teacher is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.
- The online teacher knows and understands a variety of methods and tools to reach and engage students who are struggling.

- The online teacher is able to use a variety of methods and tools to reach and engage students who are struggling.
 - The online teacher knows and understands the process for aligning teacher and student expectations for the course, in general.
 - The online teacher is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.
-

Standard 5: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

- The online teacher knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.
 - The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason.
 - The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.
 - The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.
 - The online teacher knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).
 - The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.
 - The online teacher knows and understands techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.
 - The online teacher is able to provide resources for students related to intellectual property and plagiarism.
 - The online teacher knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.
 - The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.
-

Standard 6: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

- The online teacher knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.
- The online teacher is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.
- The online teacher knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.
- The online teacher is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.
- The online teacher knows and understands appropriate tools and technologies to make accommodations to meet student needs.
- The online teacher is able to use appropriate tools and technologies to make accommodations to meet student needs.

- The online teacher knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
- The online teacher is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.
- The online teacher knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.
- The online teacher is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.
- The online teacher knows and understands the process for connecting with local support personnel to verify student's IEP requirements or 504 accommodations needed for student success.
- The online teacher is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.
- The online teacher knows and understands the diversity of student learning needs, languages, and backgrounds.
- The online teacher is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.

Standard 7: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

- The online teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.
- The online teacher is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.
- The online teacher knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.
- The online teacher is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.
- The online teacher knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.
- The online teacher is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.

Standard 8: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

- The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.
- The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.

- The online teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.
- The online teacher can create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.
- The online teacher knows and understands the relationships between the assignments, assessments, and standards-based learning goals.
- The online teacher is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.

Standard 9: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

- The online teacher knows and understands techniques to plan individualized instruction incorporating student data.
- The online teacher is able to use student data to plan instruction.
- The online teacher knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.
- The online teacher is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- The online teacher knows and understands how instruction is based on assessment data.
- The online teacher is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.
- The online teacher knows and understands the importance of self-reflection or assessment of teaching effectiveness.
- The online teacher is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews).
- The online teacher knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.
- The online teacher is able to address levels of ability through a variety of alternative interventions.
- The online teacher knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).
- The online teacher is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.
- The online teacher knows and understands the process for maintaining records of relevant communications.
- The online teacher knows and understands effective time management strategies.
- The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency.
- The online teacher knows and understands online course management tasks.
- The online teacher is able to track student enrollments, communication logs, attendance records, etc.
- The online teacher knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.
- The online teacher is able to employ ways to assess student readiness for course content and method of delivery.
- The online teacher knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.

- The online teacher is able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.
 - The online teacher knows and understands the importance of student self-assessment.
 - The online teacher is able to create opportunities for student self-assessment within courses.
 - The online teacher knows and understands the role of student empowerment in online learning.
 - The online teacher is able to empower students to independently define short- and long-term learning goals and monitor their personal progress.
-

Standard 10: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

- The online teacher knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.
 - The online teacher is able to engage in professional development activities and collaboration beyond school.
 - The online teacher knows and understands the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.
 - The online teacher is able to provide ongoing communication with parents or guardians concerning student learning.
-

Instructional Design

Standard 11: The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- The online teacher knows and understands critical digital literacies and 21st century skills.
- The online teacher knows and understands appropriate use of technologies to enhance learning.
- The online teacher is able to modify and add content and assessment, using an online Learning Management System (LMS).
- The online teacher is able to create and modify engaging content and appropriate assessments in an online environment.
- The online teacher is able to incorporate multimedia and visual resources into an online module.
- The online teacher is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module.
- The online teacher is able to review materials and Web resources for their alignment with course objectives and standards and for their appropriateness on a continuing basis.
- The online teacher is able to create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning.
- The online teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment.

Method Schools overall program includes the following components:

- Students complete their coursework at home with the guidance of their learning coach and Method Schools CA credentialed teacher.

- Students complete an introductory assignment that helps to prepare them for independent study and online learning.
- Students can create their own schedules with the guidance of their teachers and the pacing guides generated by the online platform. Students are required to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and Learning Coach are required to meet with their Method Schools teachers every week to turn in coursework, receive guidance and instructional support and participate in an assessments conducted by their teacher on the course content they covered the previous two to three weeks.
- Students have access to their Method Schools teacher through email or phone every school day.
- The School may develop additional tracks to offer year-round enrollment access for students.

This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. One way of customizing the Method student experience is through differentiated instructional delivery. The overall program includes the following:

- Flexible, open enrollment
- Variety of program options
- Small class size
- Personalized instructional support for each student
- Personalized and data-driven curriculum and instruction
- Experiential learning through ongoing projects and hands-on learning experiences
- Focus on engineering
- Focus on Character Ed and service learning
- Field Trips
- Variety of clubs
- Field Trips
- Personality assessment and CTE courses
- Culture of community and collaboration for all stakeholders

Method Schools offers a variety of extra-curricular activities to further engage students in the overall program, appeal to the interests of the students, and develop a strong sense of community and culture. The following are extra-curricular activities that have been implemented at Method Schools:



Service Learning and Character Education

Students are encouraged to become involved in the community, not just locally but globally as well. Students identify problems and determine ways they can give back to the community. This includes fundraisers, donations, and volunteer opportunities where students collaborate and participate in serving others. Character Education is an integral part of Service Learning and helps students to be better citizens and globally aware.

Character education curriculum helps students further develop self-confidence, communication skills, acceptance and appreciation for diversity, and empathy and respect for others. The character education curriculum couples well with Service Learning as through service to others, it provides a forum from which to apply the concepts students learn in character education. Service Learning is student driven and includes holding fundraisers for causes researched and identified by students and further developing service opportunities out in the community on a bi-weekly basis.

Project-Based Learning

Method Schools promotes a variety of Project Based Learning and deeper learning concepts and recognizes that rigorous relevant projects help students learn key academic content through application and practice the critical 21st Century Skills of collaboration, communication and critical thinking. Meaningful project based learning includes the following:

- Intended to teach significant content: Goals for student learning are explicitly derived from content standards and key concepts from academic disciplines
- Requires critical thinking, problem solving, collaboration, and various forms of communication: Higher-order thinking skills and learning to work as a team is the primary focus rather than memorizing information. Students must listen to others and make their own ideas clear when communicating, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations
- Requires inquiry as part of the process of learning and creating something new: Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new, such as an idea, an interpretation, or a product
- Organized around an open-ended guiding question: This focuses students' work and deepens their learning by framing important issues, debates, challenges or problems.
- Creates a need to know essential content and skills: Project Based Learning reverses the order in which information and concepts are traditionally presented. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- Allows some degree of student voice and choice: Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- Includes processes for revision and reflection: Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning
- Involves a public audience. Students present their work to other people- in person or online. This "ups the stakes," increasing students' motivation to do high-quality work, and adds to the authenticity of the project.

Projects are meant to extend and enhance the student academic life using thematic projects that are multidisciplinary in nature. Students extend online learning to a hands-on experience through projects that challenge and develop their critical thinking and problem-solving skills.

Engineering

Students participate in engineering activities and projects on a regular basis throughout the school year. Topics such as coding, robotics, and 3D printing provide students with hands-on experiences that teach them critical engineering concepts within the NGSS standards.

Field Trips

Field trips align to content, as do projects so that students can apply learned concepts to real life. Field trips are scheduled quarterly to enhance student learning. As an example, students created a 3D biome and what type of life sustains livability and then students visited the Santa Rosa Plateau to learn about the type of wildlife was living on the Plateau and how.

Career and Technical Education

High School students explore colleges and careers through a hands-on approach by beginning with a personality assessment to identify strengths and interests and then select a career pathway to pursue. Students then take courses within the selected pathway and make visits to colleges and businesses related to their pathway and ultimately take part in a related internship.

Innovation

Method Schools aims to leverage the latest and most innovative tools to maximize personalization and customization for a superior academic path that is geared for a student's individual abilities. It is a goal in year two to develop a learning management system that will automate customization so that courseware is delivered to each student based on his assessment performance creating a truly personalized curriculum.

Role of the Learning Coach

Each student that enrolls at Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while working from home. The Learning Coach works closely with the student and the Method Schools teacher to ensure the student's success. A Learning Coach can expect to spend approximately 4-5 hours per day on instructional support (depending on student's grade level). A student's successful progress requires daily Learning Coach commitment to the discipline and organization implicit to manage an effective education.

The Learning Coach is expected to be present for all meetings with the assigned Method Schools teacher to monitor and discuss the student's progress. The following are specific expectations of the Learning Coach:

- Manage or help the student manage the attendance requirements of completed coursework each school day.
- Assist getting student to required state testing hosted by Method Schools.
- Accept the responsibility to supervise student in using the assigned curriculum.
- Fulfill the requirement of adequate and continuing student progress in addition to the required attendance hours logged.
- Participate in regular phone, web conference, and in person conferences with student's Method Schools teacher and submit work samples periodically.
- Support Method Schools teacher conducted academic assessments to evaluate mastery of student.
- Support Method Schools teacher in providing research-based instructional interventions, as needed.

A Learning Coach can expect to spend approximately 4-5 hours per day on instructional support

Homeschool Coordinator

The goal of the Homeschool Coordinator is to provide a place of connection, support, and learning so students excel not just in academics, but in life in general. Method Schools' program allows students to learn at their own place, be encouraged and inspired with quality courses and caring teachers. Though the homeschool/online program is geared for students to work at home, Method Schools believes it is critical to provide extra measures to inspire the student, provide opportunities for socialization and community building and provide support for the student and parent.

Method Schools provides hands-on experiences, such as high-end interactive STEM activities and inspirational field trips, to supplement students' learning on a variety of topics by. Method Schools also provides opportunities for students and parents to exercise and socialize, through planned weekly park days. These days give parents and students time to interact, learn from one another, collectively solve any issues, share ideas and resources and simply have fun and build community.

Homeschool/Online Events

Day at the Park: One day a week is park day, where families meet at the park and library and make connections.

STEM: One day a week STEM day where students learn about applied sciences and practical mathematics, including art and design. Robotics, Coding, 3D Printing and Hydroponics. Parents are welcome to stay and even help out.

Field Trips: A variety of field trips are planned twice a month for all families. Students are able to apply Most of the trips are local to areas in San Diego and Riverside counties, including educational attractions San Diego. Escondido, Murrieta, Hemet, and more.

Some of the field trips include: Olvera Street, Ronald Reagan Library, Port of LA, California Science Center at Exposition Park, Natural History Museum at Exposition Park, Discovery Cube, Griffith Observatory, Japanese American National Museum in LA, Southwest Robotics in Science Education in Santee, Cabrillo Marine Aquarium, Long Beach Aquarium, "Chocxo" (Chocolate) factory in Irvine, Autry Museum of the American West at Griffith Park, Getty Center, Peterson Auto Museum, Olvera Street, Columbia Memorial Space Center in Downey, Battleship Iowa, Riley's Farm in Yucaipa, San Gabriel Mountains Heritage Association, other Museums, and LEGO Land (robotics), Santa Rosa Plateau, San Diego Children's Discovery Museum, Museum of Natural History, San Diego Padres game (homeschool night), and more.

Communication with Method Schools families delivered on a regular basis through a weekly newsletter that includes updates on teacher meetings, math and test prep tutoring, weekly instructional sessions, engineering updates, field trips, park days, and any other updates.

Core Curriculum

Method Schools will utilize a variety of purchased and self-created curriculum to prepare students for success. Teachers are thoroughly trained in all curriculum used and required to create supplemental lessons and projects to supplement the core curriculum. Most curriculum was developed in house by curriculum development specialists. Method core subject areas include:

Language Arts/English/Reading

Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers and overall learners. Teachers will all be trained in proper reading techniques so that there is consistency among reading intervention and support to ensure critical reading skills are mastered by students of all grade levels. The Language Arts curriculum will include emphasis on reading, grammar, spelling, and composition. The Language Arts curriculum will focus on:

- Mastery of the Common Core Standards through data-driven practices
- Annual growth of 1-1.5 years in English Language Arts, based on monthly administered diagnostic assessments and applied interventions
- Writing daily through the use of journals and portfolios

- Developing students' talents in creative writing which will aid in their self-expression in other academic areas
- Building students reading comprehension through the use of discussions on reading topics
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures

Mathematics

Method Schools is committed to preparing all students with a strong mathematical background. The overall goal is to challenge students who are confident with it and assist those who struggle. The adaptive diagnostic assessments taken at the beginning of the school year assist Method Schools teachers in placing students in math courses that reflect their instructional level. Since mathematic concepts build on each other, accurate course placement is critical so that the student can build skills from where their current level is.

Benchmark assessments will further assist teachers in refining content and instruction delivered to the student to maximize comprehension and success. Additionally, if students struggle in the courses they are placed, the RTI program will assist in assigning appropriate interventions. Science, Technology, Engineering, and Math (STEM) will be one focus area of Method Schools with a variety of STEM courses available for students most interested in these subjects. The mathematics curriculum will focus on:

- Mastery of the Common Core Standards through data-driven practices
- Annual growth of 1-1-5 years in English Language Arts, based on monthly administered diagnostic assessments and applied interventions
- Building student mastery of instructional level content before moving on to advanced content (accurate placement).
- Assisting students in overcoming math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
- Using mathematics to strengthen logical reasoning, which can be applied in all areas of life.
- Developing and cultivating students' mathematical intuition and common sense.
- Enhancing mathematic understanding by problem-solving and creative thinking.

Science

Science curriculum will emphasize the conceptual foundations of science through exploration and experimentation. The curriculum will provide ample opportunities for hands-on activities to apply the science concepts examined. Science, Technology, Engineering, and Math (STEM) will be a major focus area of Method Schools with a variety of STEM courses available for students most interested in these subjects. The Science curriculum will focus on:

- Mastery of the Next Generation Science Standards
- Using students' innate curiosity about the world around them as a resource for motivating the study of science.
- Emphasizing the role of science as a process of asking and answering questions about how the world works, and encouraging students to ask their own scientific questions.
- Making students more aware of the natural world and developing skills of connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

History/Social Science

History and Social Science are an integral part to understanding present perspectives in the world. Students will learn about history and social science through comprehensive understanding of each critical time period. Students will be encouraged

to use critical thinking in their history and social science studies to inquire into the nature of global happenings. Students will study the geography, economic and agricultural resources available to different regions and how those resources shape the culture of each region. History and Social Science curriculum will focus on:

- Mastery of the California State Standards and Common Core Standards
- How geography, ecology, and economics influences culture
- Encouraging students to question how cultures came to be
- Making students aware of the many influences that shape history
- Making connections between past and present events
- Hypothesizing on the outcomes of theoretical historical changes

World Language

Languages other than English are offered to expand students' language ability and multi-cultural knowledge. Through curriculum providers partnered with Method the school will be able to offer a wide selection of proven and adaptive world languages courses. The World Language curriculum will focus on:

- Mastery of the World Language course standards established by the American Council on the Teaching of Foreign Languages (ACTFL)
- Exploration of the fundamentals of a second language
- Connecting the written, reading, listening, and speaking components of a second language
- Cultivating an understanding and appreciation of other cultures

Visual and Performing Arts

Method Schools offers a variety of arts courses to enrich students' understanding of historical and practical applications of the arts. The Visual and Performing Arts curriculum will focus on:

- Exploration of various art forms such as: painting, sculpture, collage, decollage, assemblage, installation, calligraphy, music, dance, theatre, architecture, film, photography, conceptual art, and printmaking
- Cultivating an appreciation for world music, dance, and theatrical forms
- Connecting the arts to world events, history, and other core curriculum areas

STEM: Science, Technology, Engineering and Mathematics

Method Schools recognizes the student interest and need of an enhanced STEM program to fulfill the 21st Century needs of our global environment today. Method Schools plans to offer a STEM track students can take that allows them to enhance their studies in science, technology, engineering, and math. Through a variety of courses that specialize in and make connections amongst these subjects, students can participate in this program to enhance their overall competitiveness in the global market today.

STEM is one focus of Method Schools due to the following global and economic factors:

- Global competition
- Technology driven economy
- Rapidly changing world
- College and career readiness
- Common Core Initiative and State Standards

- Academic benefits and student performance
- Lagging U.S. competitiveness in science and quantitative fields

The STEM curriculum, which is heavily “offline,” focuses on:

- Effective STEM educator professional development and preparation, including targeted efforts to promote STEM subject master teachers and teacher specialists.
- An integrated approach to science, technology, engineering, and math and combining course paths in a way that promotes cross-curricular focus.
- Connecting content to collaborative projects on-site and virtually.
- Prompting students to solve authentic problems and collaborate to develop solutions.
- Focus on robotics, 3-D printing, coding and technologically driven problem-based learning.

D. Describe How the School Will Address the Needs of All Students

Student Personalized Plan

Method Schools is committed to providing an individualized educational path for every student. The Student Personalized Plan (SPP) officially begins with a Master Agreement signed by the student, Learning Coach and Method Schools teacher. The Master Agreement serves as an independent study contract to ensure that students are mastering the California State Standards on a daily basis. The SPP is an extensive document developed at the beginning of the school year by the Method Schools credentialed teacher, the student and the student’s parent/guardians. The SPP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Standards Test data, course performance history, and information gathered from the parents and student. This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The SPP will then guide the Method Schools teacher, Learning Coach and student as they progress through the school year and through the California Content and Common Core Standards.

The Method Schools teacher, Learning Coach, and student utilize the SPP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the SPP and may be assigned at any time throughout the school year when the Method Schools teacher deems necessary.

Data Driven Practices/Test Prep

Method Schools utilizes data driven practices to deliver and curriculum to every student. Upon and enrollment and every month, students complete a diagnostic assessment in Reading and Math to assist in course placement and to monitor growth and refine interventions on an ongoing basis.

The following practices take place throughout the school year to ensure academic growth and preparedness for the Smart Balance assessments:

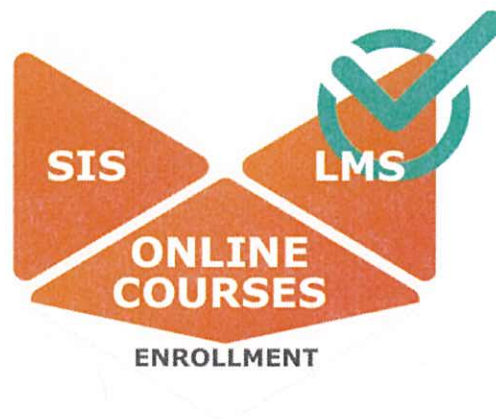
- K-12: Monthly administered diagnostic assessments with auto parent notifications and developed growth incentives
- Monthly data reviews between Method Schools staff and administration along with monthly data reviews between Method Schools staff and students where monthly performance goals are set

- K-12: Additional TDI sessions administered per week
- K-12: SBAC practice testing administered four times per year
- Daily SBAC test prep instruction per grade level
- Daily participation in SBAC prep and math online programs
- One on one meetings/progress monitoring with students on a weekly basis
- Weekly benchmark assessments based on common grade level deficiencies
- High School: Required SAT prep course

SmartFox: Comprehensive online courses that are customizable, all on a mobile-friendly platform

SmartFox was developed by professional curriculum developers as a solution to fit Method’s growing enrollment base more effectively. We believe curriculum is a core competency of any school, and outsourcing a core competency dilutes not only the effectiveness of the school, but the brand as well.

SmartFox is a complete online solution, featuring an app-based Student Information System, Learning Management System, and courseware. The courses are online, mobile-friendly, UC and NCAA approved, and perhaps most importantly, customizable. This means teachers can tailor the content for their individual classes and for individual students. SmartFox is popular enough that other schools and districts have asked to use the curriculum for their own students.



Because SmartFox is customizable at the class and student level it provides a much more effective learning platform for students at various academic levels. And because it’s based heavily on mobile technologies it brings technology into more homes of low income families. Based on previous research conducted by Method in 2017 most families without home internet access do have cell phone data plans. This is a primary reason for developing SmartFox on a “mobile first” platform, although it works just as seamlessly on regular laptops and desktops.

Method is a good fit for students who are gifted or working at a pace ahead of their peers because the online coursework is adaptive to their skill levels and because, with the help of station rotation learning, average class sizes are much lower than the average school. Student's Learning Coach and Method Schools teachers should also play an essential role in facilitating an educational delivery that is paced for their needs.

Method Schools provides a comprehensive solution of curriculum and services to successfully serve all students. Students whose adaptive diagnostic assessments place them within the first tier will utilize all of the general education curriculum, tools and procedures. These may include but are not limited to:

- Adaptive Diagnostic and Benchmark Assessment
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test Prep Instruction
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Course differentiation
- Curriculum course options: AP, Honors, Comprehensive, Core, Remediation, and Credit Recovery
- Career Courses
- Orientation courses
- Course assessments
- Web Conference Class Sessions
- College Guidance Program
- Notes/phone log/ meeting log
- Extended time
- Virtual office hours
- Parent teacher conferences
- Redirection
- Missions and goals
- Daily schedule
- Monthly calendar-weekly announcements
- SMART Plan-explanation (Measurable, attainable)
- Grade level orientations
- Discussion/communication norms
- Parent communication

High Academically Achieving Students

High achieving students are identified by their Smarter Balanced Assessment Consortium scores, adaptive diagnostic assessment, course performance, and teacher and parent observations. Options for high achieving students include but are not limited to:

- Advanced course options
- In-depth development of projects based on individual interests
- Opportunities for leadership and acquisition of mentoring skills
- Flexible scheduling to allow for learning extensions outside the course content

Students Below Grade Level

Many students who enroll in Method will be functioning at a level below their peers. There are many reasons this could occur, but the school will not filter recruiting or students in any way to avoid enrolling at-risk or underperforming students. Our experience in other similar schools has shown that self-paced, flexible programs such as Method are excellent options for students under grade level. Because all students are monitored regularly – in most cases, daily – it's easy to monitor and track student progress. Renaissance Learning, STAR diagnostic assessments help students who are under grade level show academic gains faster than they could in most traditional schools.

Method Schools identifies low performing students through a variety of student data, including Smarter Balanced Assessment Consortium scores, adaptive diagnostic and benchmark assessments, student transcripts, performance on the introductory packet assignments, parent input, and teacher observations.

Low achieving students will be referred to the interventions within the tier the diagnostic assessment placed them and will likely participate in the Student Success Team (SST) process. The School will set up a Student Success Team Meeting (SST), which will be comprised of parents, teachers, administrators, and other school professionals. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any teacher once they have made an attempt at curriculum and instructional modifications or interventions. Follow-up SST meetings for each student will be conducted and scheduled in intervals established in the prior SST meeting.

Before progressing to a full IEP evaluation, SST recommendations are implemented for a period of time determined in the SST to note student academic progress. From there it will be noted if they need to have an IEP. At risk interventions include, but are not limited to:

- Adaptive Diagnostic and Benchmark Assessments
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Course differentiation
- Curriculum course options: AP, Core, Remediation and Credit Recovery
- Mandatory office hours
- Individualized Web conference sessions
- Extended course pacing
- Supplemental online courses
- Project based assignments
- Student Success Team Meetings (SST)
- Attendance/Behavior contracts
- Counseling groups-counseling

Method Schools complies with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. In addition to other responsibilities that the District might place on the school, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide Method Schools services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

The School will set up a Student Success Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The SST team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be created that includes difficulty with academics, with language transition, with behavior and social interactions. A referral to initiate the SST process may be made by any teacher once they have made an attempt at instructional modifications or interventions.

Students may be referred for formal special education evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing, mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Resource Specialist Teacher (RSP), supervising teachers and administration will collaborate to provide an education that meets student needs and ensures that students' Individualized Educational Plans (IEP) are met. The IEP team will be comprised of the parent(s), the RSP teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Method Schools will have direct instruction materials that are specifically geared towards meeting and exceeding their IEP goals. All required services for students are delivered online or arranged at mutually convenient locations to conduct in person. Additionally, the school will serve its special education students by:

- Virtual small Group direct instruction
- Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- Technology assisted learning
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the teachers and will be reviewed annually.

ELL Students

As part of the enrollment process, parents complete the Home Language Survey. The California English Language Development Tests (CELDT) will then be given to those students who have been identified as English Learners through the Home Language Survey for their initial assessment in 2017-2018 and then transition to ELPAC moving forward. The results of each students' assessments are sent to their parents or guardians. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report.

Support options for English Language Learners include, but are not limited to:

- Curriculum that includes a variety of ELL tools to support learning in a second language. Tools include and are not limited to audio support, pre-teaching of vocabulary, and graphic organizers.
- Alternate EL curriculum available based on student need.
- Teachers will make effective use of their CLAD training.
- Project Presentations that foster multi-modalities

In addition, English Language Learners specifically:

- Acquisition of computer software to develop specific subject area language development.
- Small group direct instruction for mastery of Basic Skills.

Method Schools may provide English Language Learners' families with:

- Translated written communications based on identified need.
- Offer community resource information for English as a Second Language classes.

How students will be monitored:

- ELPAC testing conducted each year
- Regular assessments through ELL software or online assessments
- Staff observations according to created rubrics

All credentialed teachers will be trained and licensed in:

- Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)

Ongoing staff development to address English Learner challenges

- Special Education and ELL students are identified and served in a variety of ways. Some initial interventions are listed below:
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test Prep Instruction
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Alternate Curriculum
- One on One instruction
- Additional Workshops/Tutoring
- Individualized Educational Plan (IEP)
- Student Success Team Meeting (SST)
- Extended Time
- Web Conference Sessions

Informing through Continuous Student Monitoring

This version of a Response to Intervention program enables teachers to address needs for students of all levels on a continual basis. Through adaptive curriculum and regular ongoing assessment, Method is able to segment and track each student's progress. Because SmartFox is a mobile solution, monitoring student results is easy and effective for students, parents, and teachers, allowing for a very actionable test and learn environment.

E. Transferability of Courses

Method high school courses are credit bearing and transferable to other high schools to which students may transfer. Students will be able to fulfill all UC/a-g and NCAA requirements through the completion of Method's rigorous and CCSS aligned courses, along with taking courses at local community colleges through a dual enrollment agreement. See Method Schools Graduation requirements.

F. WASC Accreditation

Method Schools received a six-year WASC accreditation in 2018. Selected staff will also be urged to volunteer for WASC Visiting Committee Teams during each school year for enhanced experience and development with the WASC accrediting process and guiding principles.

G. What It Means to be an Educated Person in the 21st Century

All curriculum options will incorporate a focus on 21st Century Skills and will accomplish the following:

- Teach 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes.
- Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
- Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
- Encourage the integration of community resources beyond school walls.

The curricular and instructional approach will incorporate personalization, some opportunities for choice of curriculum, and an overall theme of student empowerment in their educational journey. The curriculum options will:

- Support a balance of assessments, including high-quality standardized testing along with effective formative and summative assessments.
- Emphasize useful feedback on student performance that is embedded into everyday learning.
- Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of skills.
- Enable development of portfolios of student work that demonstrate mastery of skills.
- Enable a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency.

The content support and instructional expertise is a critical component of the Method Schools model. Teachers not only need to be highly qualified in their subject areas, but also need to understand the evolution of educating students, allowing opportunities for student empowerment and ingenuity.

In alignment to the 21st Century Learner Profile, Method Schools teachers will incorporate the following points in their instructional design:

- Highlight ways to seize opportunities for integrating 21st century skills, tools and teaching strategies into their instructional practice and help them identify what activities they can replace/de-emphasize.
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other critical 21st century skills.
- Enable 21st century professional learning communities that model the kinds of virtual learning that best promotes 21st century skills for students.
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses and incorporate into their instructional approach per student.
- Develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning.
- Support the continuous evaluation of students' 21st century skills development.
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications.
- Method Schools utilizes a scalable and sustainable model of professional development.

2. Measurable Student Outcomes - Exit Outcomes/Graduation Standards

All curriculum and assessment tools offered to Method Schools students is aligned to the Common Core State Standards (CCSS) and include a variety of assessments to measure student outcomes. Student performance is evaluated through completed coursework and diagnostic, benchmark, and course assessments. As an independent study school, Method Schools complies with all aspects of its Board approved, Independent Study Policy, along with state laws relating to independent study as set forth in EC47612.5.

Method's academic program is standards-based and data driven. In alignment to California Education Code Section 47605(b)(5)(C), student progress is continuously measured. The Common Core State Standards (CCSS) and multiple sources of data form the basis of the School's instructional practices. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the standards for student work.

Method will use the Smarter Balanced Assessment Consortium as a primary measure of school success. The School will implement policy and procedures to meet or exceed annual assessment goals. The school will attain its goals by perform an analysis of the previous year's scores and establishing target areas among sub-groups, including low-achieving students and English learners, and among curricular areas. The school staff will then analyze standards results in each subject and set targets to raise an area that shows student deficiency and align financial and staff development resources with established target areas. Standards will be further assessed by monitoring results on diagnostic or benchmark assessments, especially those within the target areas, reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards, and focus on students whose scores are below grade level and create goals to raise their scores by at least one level each school year.

Method also uses Renaissance Learning, STAR adaptive diagnostic and benchmark assessments to generate student performance data that will be regularly reviewed by administration and teachers to guide instructional practices and allocation of resources. A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data and teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Performance of at-risk and low achieving students will be ongoing throughout the year and will be aligned to a RTI model to guide the implementation of interventions. All assessment data will be recorded in the student's SPP and regularly modified and aligned to interventions for optimal academic and instructional support.

Method administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Learning Coach for the student, their child's overall grade is always available to them. The learning management system used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports.

Parents and guardians review student achievement data when they meet with their child's teacher biweekly meetings. The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

Exit outcomes for each student includes:

1. Demonstration of mastery or growth within the content standards assigned through state, diagnostic, and benchmark assessments
2. Annual academic growth of at least one grade level in language arts and math
3. Demonstrate learning objectives of the 21st Century Learner Profile
4. Demonstrate skills developed through project based and deeper learning modalities
5. Established college and/or career path or goals

Method Schools Expected Outcomes

Method Schools partners with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. We're committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through student driven collaborative projects and self-paced academic content, students participate in activities that promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation:

Problem Solving

- Critical Thinking
- Creative Thinking
- Transfer knowledge to new situations
- Courage to take risks
- Collaboration
- Communication
- Agility and Adaptability
- Taking Initiative
- Synthesize information
- Curiosity and imagination

Character & Citizenship

- Adopt ethical and behavioral standards
- Civic and personal responsibility
- Compassion
- Global awareness
- Consideration of others
- Self-regulation
- Honesty
- Perseverance
- Trustworthiness
- Loyalty
- Optimism

Critical Thinking

- Strategizing
- Decision making
- Conflict-resolution
- Logic and reasoning

Life-Long Learner

- Development of one's own skills, gifts, and potential
- Development of self-confidence and self-esteem
- Setting personal and professional goals

As noted above, some outcomes might measure non-academic areas, such as socialization, citizenship, problem-solving skills, and more. Over time, Method Schools might may modify performance expectations and benchmarks to align to changing state or federal requirements or due to increases in student performance that necessitate higher performance standards.

3. The Methods by Which Pupil Progress Will Be Measured

Method Schools utilizes the following assessment and reporting tools:

- Smarter Balanced Assessment Consortium to measure academic achievement.
- Adaptive diagnostic assessments will be used to assist with course placement, diagnosis of instructional needs, and measurement of student gains across reporting periods.
- Benchmark assessments will be used to aggregate and disaggregate data by selected criteria to better inform instruction.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using assessments based on the California standards and blueprints for Language Arts and Math.
- Course lesson and unit assessments to measure achievement and confidence in the subject area.
- An annual Physical Fitness assessment for 5th, 7th and 9th grade students.
- ELPAC to measure progress for ELL students.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.

Common Core State Standards (CCSS)

The school-wide accountability measures at Method Schools are the Common Core State Standards (CCSS) included in the Smarter Balanced Assessment Consortium program. Method Schools uses the Smarter Balanced Assessment Consortium results as a primary measure of school success. The School will attain its growth target each year by doing the following:

- Perform an analysis of the previous year's scores.
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas.
- Analyze standards cluster results in each subject and set targets to raise an area that shows student deficiency.
- Align financial and staff development resources with established target areas.
- Monitor results on diagnostic or benchmark assessments, especially those within the target areas.
- Ensure students demonstrate a minimum of a year of academic growth in language arts and math
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards

SmartFox, the online curriculum of Method Schools, is aligned to California and Common Core State Standards.

4. Governance Structure of School

Parent Involvement in Governance

Parent and community involvement in the governance of Method Schools will be pursued by virtue of their participation in the Board of Directors and School Advisory Committee. Method Schools will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

Board of Directors

The Board of Directors of Method Schools shall be the School's Governing Board and will include approximately three (3) to seven (7) voting board members over time, with five at launch. The Board of Directors will be selected to represent the community-at large. One seat on the Board will be reserved for a parent of a student currently attending Method Schools and another seat will be reserved for an ex-officio authorizing School District representative. Board members will have a term of three years. A nominating committee, comprised of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board.

Board members at launch were selected based on the make-up of the community in which Method will operate and projected needs of the school at launch and through the first few years. Key skills that were sought after in board members included, in no particular order:

- Formal education industry and administration experience
- Financial experience, including auditing and IRS interfacing
- Connections with local community leadership and general public
- Home schooling experience
- Educational technology experience
- Marketing experience, including acquisition and retention
- Research and assessment experience

The Method Board of Directors:

Shannon Clark, Experienced Homeschool Parent

Shannon Clark is a mother of 2 with 6 years' experience as a parent in homeschooling and blended learning. She worked in the business and accounting field with responsibility ranging from general accounting to human resource management and the implementation of business policies and procedures. She was an active volunteer as a Girl Scout leader, softball coach and board member, volunteer, and community organizer. Shannon was an active volunteer at the charter school her children attended, being awarded volunteer of the year in 2010 at Coastal Academy in Oceanside. While her children are now attending a more traditional school environment, Shannon continues to be an avid supporter of choice in education and independent study programs. She is currently working as a fitness instructor continuing to focus on inspiring people to learn and achieve their goals. Shannon is in the process of completing her bachelor's degree in Business Administration with an emphasis in accounting. She is also a member of PEO, an organization that raises money for women in education providing opportunities for women to obtain their undergraduate and graduate degrees. After completing her bachelor's degree, Shannon plans to obtain her CPA and continue working in the field of education to provide new and innovative opportunities for children and parents to pursue their educational goals.

Steve Dorsey, Director at Los Angeles County Office of Education

Steve has been an educational professional for the last 16 years as a teacher, Assistant Principal, Elementary Principal, Middle School Principal, and is currently the Director of Pupil Personnel Services for Walnut Valley Unified School District. Prior to education, Steve worked in Law enforcement as Deputy Sheriff and a salesman for Coca-Cola Company. Steve is currently working on his EDD in Educational Leadership and is committed to developing students' innovative skills in order to truly succeed in today's digital world. Steve is very connected to issues facing Southern California students and is committed to providing solutions that work in this area.

Tyler Roberts, Marketing Director at T-Mobile USA

Tyler has an extensive consumer marketing background with more than 15 years' experience in customer Loyalty and Retention. Currently employed in a Senior Marketing role for T-Mobile, USA, he has held similar marketing positions for other industry leaders including Ancestry.com and 1-800 CONTACTS. Tyler received his B.S. in Business Management from Utah Valley University where he also served as President of the American Marketing Association. He resides with his wife and four children and is very active in local education issues.

Gloria Vargas, Girl Scouts of America, San Diego Chapter

Gloria has more than 20 years of experience in the nonprofit and education arenas, specializing in serving the Latino community. As regional manager for Girl Scouts San Diego, she supervises a staff of professionals dedicated to recruiting and engaging girl and adult members; and develops strategic alliances with community groups, schools and youth organizations. Her achievements include increasing council membership by four percent (the largest rise in five years), and establishing the region's first Spanish-speaking troops. Gloria's leadership was key to Girl Scouts of the USA's first-ever Latina CEO spotlighting Girl Scouts San Diego's successes in "best practice" videos created to show other councils how to reach the Latino population. Previously, Gloria was the assistant director at the UCSD's Student Affirmative Action and Human Relations Programs, responsible for promoting student diversity and fostering multicultural understanding and awareness. Gloria's experience also includes working as program director for Project Buscar – a YMCA/San Diego County of Social Services project designed to find permanent homes for special needs Latino foster children. Her work led to all 200 youth becoming adopted by loving families. Gloria holds a bachelor of arts degree in Spanish from the University of California, Irvine, and completed coursework for a master of arts in sociology from Humboldt State University. She is a committee member for the South County Economic Development Council, among other volunteer activities.

Carolyn Andrews, Account General Manager, Pearson

Carolyn Andrews has worked in K-12 and HiEd for over 22 years. Work experience includes teaching HiEd classes at Northern Illinois University and University of San Diego. Carolyn also has experience working with K12 Education. K12 experiences include teaching grades 1, 3, 4, and 5 at San Bernardino City Unified School District, working at the district office in SBCUSD conducting professional development for educators, writing grants and more. Carolyn's experience also includes working at Educational Companies that include Apple, K12, Schoology, and Pearson. Carolyn currently works as Account General Manager at Pearson partnering with school districts in Riverside and San Bernardino Counties on solutions such as textbooks and digital curriculum.

The governance structure of Method Schools is organized to meet the educational needs of all students. Each level has its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

Board Delegation of Duties and Director Responsibilities

The first duty and responsibility of the Method Schools Board is to promote and uphold the mission and vision of the School. The Method Schools Board of Trustees shall exercise final authority on all matters concerning the School. The Method Schools Board of

Trustees' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School. The Method Schools Executive Director have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. Both the Executive Director and Business Director shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Executive Director and Business Director reports to the Board and attend Board meetings.

Board Meetings

All meetings of the Method Schools Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly, and shall be held at a location within the authorizing School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Academy files. These records will be accessible for public and District review upon request.

Board Trainings

Board members may attend a variety of trainings throughout the school year to better support the entire Board and the School. Method Schools plans to offer the Dehesa School District Board members the opportunity to attend Board trainings scheduled for Method Schools Board members.

Legal Status & Bylaws

Method Schools is a California nonprofit public benefit corporation with its own bylaws, which were approved by majority vote in a November 2013 Method board meeting. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School. Once the School obtains 501c3 number, it will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the authorizing School District shall not be liable for the debts or obligations of Method Schools. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents.

The District will not be liable for any actions taken by the School. Method Schools will purchase and maintain, as necessary, general liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to

be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Method Schools further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. Method Schools will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

5. Qualifications to be Met by Individuals to be Employed by the School

Method Schools recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and recruit qualified employees throughout the organization. The School conducts background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. All staff is required to have TB testing clearance.

Method Schools provides excellent salaries and benefits to attract highly qualified teachers. Method Schools makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, and through the use of Ed-Join, LinkedIn or similar online tools. All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target populations, innovative and create thinkers, problem solvers, and willingness to support the goals of the charter are underscored in the hiring process.

Method Schools staff currently includes an Executive Director, Business Director, and one primary teacher per twenty-five students. On-going professional development will include and is not limited to:

- SIS training
- Curriculum platform training
- Virtual teaching training
- RTI training
- Governance training
- Charter School development

Employees meet specific qualifications for employment as outlined in their job descriptions. Teachers meet all requirements for employment set forth in applicable provisions of law, including credential requirements. Method does not hire emergency credentialed teachers unless the following conditions are met:

- Board of Director approval
- No other credentialed option is available and the need is acute
- A plan is in place to fully-credential the emergency-credentialed teacher with a Board-approved timeline

The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director checks all credentials prior to hiring any certificated personnel. The director annually checks credentials and/or transcripts to ensure that they meet the requirements for "highly qualified teachers" under the No Child Left Behind Act for each course for which a teacher assigned.

Executive Director Qualifications

The School's Executive Director serves as the instructional leader of the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition. The qualifications of the Executive Director include, but are not limited to, the following:

- Strong communication and community-building skills
- Deep knowledge of curriculum development and program design
- Commitment in carrying out the school's vision.

- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all “back office” operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- A minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.
- Executive Director will hold, at minimum, a Master’s Degree

Dr. Jessica Spallino, Chief Executive Officer and Lead Petitioner of Method Schools

Jessica has worked in the field of education for thirteen years. She has taught at the preschool, elementary, middle and high school levels as a classroom, substitute and independent study teacher. She has eight years of experience as the Curriculum Coordinator and then Program Manager for a kindergarten through twelfth grade independent study school in San Diego County. She has also worked for an international curriculum company where she helped launch schools and innovative programs throughout Southern California. She earned a BA in English/Education, MA in Educational Leadership and holds a multiple subject, single subject (English), and Administrative CA credential. She is currently working on her PhD in Curriculum and Instruction with an emphasis in Educational Technologies. Her combined education and experience have brought her to this exciting position at Method Schools with the goal to make an impact on students’ lives in creative and innovative ways.

Business Director (CBO) ualifications

The School’s Business Manager will be responsible for a variety of front and back office activities. The Business manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills.
- Manage front and back office tasks.
- Ability to develop and implement short and long term business and growth plans.
- Strengthen school branding, marketing, and manage student recruitment efforts.
- Tech-savvy with ability to manage online presence until growth allows for more technology FTEs
- Commitment to support the goals of the charter.
- Ability to work independently as well as with a team.
- 3 plus years-experience in a fast-paced administrative position.
- Experience in school front and back office tasks.
- Ability to maintain accurate records on school databases.
- Business Director will hold, at minimum, a Bachelor’s Degree in Business, Finance, or Marketing (MBA preferred)

Mark Holley, Chief Business Officer of Method Schools

Mark Holley began his career 20 years ago, working in operations, marketing and finance within the K-12 education space. He holds a B.S. in Business/Marketing, and an MBA where he specialized in New Venture Creation. Ever since he was a small child Mark found meaning in building things that helped others. Over the past few years, Mark has helped market some of the fastest-growing blended learning K-12 schools in the western U.S.. The ability to effectively market Method is an essential component of a truly scalable school model, and Mark’s expertise in this area is relied upon.



Lead Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject or Single Credential for the teaching available teaching position and be eligible to be Highly Qualified under NCLB.
- Must be CLAD certified.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

As part of the Method professional development plan, the LT will be the instructional expert in the following professional development categories:

- *Pedagogy*: Online Teacher Certification Program- Aimed to train teachers how to integrate technology into standards-based instruction and research-based teaching practices.
- *Systems Expertise*: Comprehensive systems training for enhanced content knowledge and data driven practices.
- *Teacher Collaboration*: The LT will manage the instructional staff through promoting a culture of collaborative learning not only with the students, but amongst the instructional staff through practices such as breakthrough 10.

Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject or Single Credential for the teaching available teaching position.
- Must be CLAD certified.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

Instructional Aide Qualifications

Instructional aide qualifications include, but are not limited to, the following:

- Ability to support students in a virtual and in person environment.
- Perform various clerical and record keeping tasks.
- Proficient in the use of technology.
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school

6. Health and Safety Procedures

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the work place in consultation with its insurance carriers and risk management experts.

Procedures for Background Checks

Employees and contractors of the School will be required to submit a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Method Schools Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and will follow [Admissions](#)

Requirements

Method Schools admissions process are available to all families to enable the school to have a diverse student body. All students are admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

All enrollment is managed internally by Method Schools. Based on the experience of the founding team this is preferable when the school has the ability to handle it correctly. Whether outsourced or managed internally, prior to enrollment families are informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

The Method admission policy includes:

- Preference may be given to siblings of admitted students. Method Schools is open to all students including those with special education needs. The School supports the administration of special education services by the Dehesa School District and participate in the search child/find efforts of the SELPA.
- Method Schools does not discriminate against any student.
- In the event Method Schools receives a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population.
- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.

7. Means to Achieve a Reflective Racial and Ethnic Balance

Method Schools strives to achieve a racial balance reflective of the Authorizing District and the local community. As reported in the 2010-2011 School Accountability Report Card, the racial and ethnic balance of the students attending Dehesa School District is as follows:

	Black or African American	American Indian, or Alaska Native	Asian	Filipino	Hispanic/ or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic	Not reported
Dehesa School District	4%	<1%	<1%	<1%	34%	<1%	50%	2%	7%

Method Schools serves students in grades K through 12th grade. Method Schools employs several specific actions to ensure a diverse applicant pool and student body. Some of these actions include:

- Online and print marketing targeted at various ZIPs of varying racial and ethnic populations
- Regular marketing and recruiting events at various locations that represent a diverse demographic; these events can be monthly or twice monthly depending on need
- Marketing materials with copy and text in languages that are reflective of the local population and those that Method can effectively serve
- No profiling or any other illegal tactic will be employed that might interfere with an eligible K-12 student's legal right to enroll in Method
- Method strives to partner with community organizations that have a similar mission and customer base, such as Boys and Girls Clubs, Girl Scouts, The Y, and other community centers within the enrollment area

Specific marketing actions

Method has, on the board and founding team, access to professional marketers with substantial K-12 marketing experience. Because Southern California is the most competitive charter school market in the country it's essential that a professional, formal plan is in place that attracts enough students to allow the school to grow and thrive. It also helps ensure a diverse and representative applicant pool and student population. Specific marketing actions include:

- An inbound approach that focuses on distributing content for free on the Method website, such as blogs, video, infographics, and more. This helps position Method as a field leader in alternative education options
- Substantial outreach with local and online homeschool and alternative education groups
- A coordinated media outreach plan to generate earned media
- Some online marketing could be executed, including, but not limited to, paid search campaigns and social media advertising
- An active social media presence, including pages and content posted to existing and emerging platforms frequented by parents and students

8. Admissions Requirements

Method Schools admissions process are available to all families to enable the school to have a diverse student body. All students are admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

All enrollment is managed internally by Method Schools. Based on the experience of the founding team this is preferable when the school has the ability to handle it correctly. Whether outsourced or managed internally, prior to enrollment families are informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be

selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

The Method admission policy includes:

- Preference may be given to siblings of admitted students. Method Schools is open to all students including those with special education needs. The School supports the administration of special education services by the Dehesa School District and participate in the search child/find efforts of the SELPA.
- Method Schools does not discriminate against any student.
- In the event Method Schools receives a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population.
- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
- The lottery shall draw names from pools of ballots differentiated by grade level. The drawing shall continue until all names for that grade level are drawn.
- Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
- Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/ guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.
- A continual lottery will also take place each time a student space becomes available throughout the school year's open enrollment period (July through March)

Method makes efforts to ensure that the school attracts and enrolls a diverse population that is representative of the overall demographics of Dehesa School District, which is situated in the largest and one of the most diverse counties in the United States. As a school authorized in San Diego County, it is essential to continually modify the marketing and recruiting process based on updated data. This includes the necessity to attract students who are classified as lower performers. In fact, many of these students are only performing at a lower level than their peers because they would benefit from an alternative environment and more self-pacing.

Method reaches potential students through:

- Partnerships with school districts
- Partnerships with athlete groups, dance clubs, acting groups, etc.
- School website (166,000+ views during past year)
- The Method blog (77,000+ views during past year)
- Social media
- Events, open houses and conferences
- Email marketing

www.methodschools.org by the numbers

166,476

Website visits
during past year

77,320

Blog views
during past year

37,258

Views of most
popular blog (so far)

The Method website is currently on pace to have more than 240,000 visitors in 2018. In addition to being a primary tool for recruiting students, involving parents and students, and sharing school information, the site has become an important publishing tool which allows the school to build a strong brand while becoming a reputable K-12 thought leader.

9. Financial Audit

An annual fiscal audit of Method Schools, required under the Charter Schools Act, is conducted by an auditor and uses generally accepted accounting principles.

- The audit is supervised by the Director and is shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions are communicated to the District in a timely manner. The Method Schools Board resolves any audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.
- Each year the school hires an independent firm to audit the operational and educational performance of the school. The findings of this audit is shared with the Method Schools Board of Trustees as well as the District's Charter School Office. Method Schools receives funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.
- The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one percent of the average daily attendance funds provided to Method Schools, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.
- The District agrees to allow Method Schools to separately purchase Administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Method Schools agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)
- Method Schools will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:
 - On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - On or before September 15, a final unaudited report for the full prior year.

- Method Schools shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- Method Schools will comply with all laws establishing minimum age for public school attendance.
- Method Schools shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
- Method Schools is a non-site based school by SB740 standards but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Method Schools offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

10. Pupil Suspension and Expulsion

Method Schools' Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. A student may be suspended or expelled if the policy is violated. This policy may be amended when necessary without the requirement to amend the authorized charter. This Policy is included in the Method Schools Student Handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student.

Discipline includes but is not limited to:

- Advising and counseling students
- Conferencing with parents/guardians
- Required attendance of a Student Success Study Team meeting (SST) that includes student, parent, administrator and teacher in problem solving and developing a plan for success for the student.
- Use of alternative educational environments
- Suspension
- Expulsion

Students and their parents/guardians are notified Administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or a Method Schools sponsored event at any time including but not limited to: a) while working virtually in Method Schools' platforms, b) while interacting with Method Schools' staff or students virtually or at an event, or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except 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 students had obtained written permission to possess the item from a certified school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code
4. 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in or attempted to engage in hazing of another.
19. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
20. Made terrorist threats against school officials and/or school property.
21. Committed sexual harassment.
22. Caused, attempted to cause, threatened to cause, or participated in an act of hate or violence.
23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Who May Suspend

Only the Director or the Director's designee may suspend a student.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the 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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Method Schools Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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 at the school to any other school district or school to 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 or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Method Schools may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day's notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Method Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Method Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

Written Notice to Expel

The Director or designee following a decision of the Method Schools Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Method Schools 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.

Disciplinary Records

Method Schools shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Method Schools as the School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Method Schools shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Method Schools Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Method Schools Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

11. Staff Retirement System

Method Schools does not participate in CalSTRS and CalPERS Retirement programs. Full and part time employees, including credentialed teachers and classified staff can participate in Method's 403(b) retirement program which is combined with Social Security. Method provides appropriate match of funds to the 403(b) program, which together with Social Security compares to traditional CalSTRS and CalPERS employer contributions. Method makes all required employer contributions and is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Method Schools may revise its retirement system at any time.

The salary schedule for certificated personnel is set up to attract highly qualified teachers, by providing excellent salaries at the entry level, and guarantee step increases during the first five years. Thereafter, the base pay increases on multi-year increments (for example, every five years). A matrix of incentive pay is added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff.

All full time staff are eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

12. Attendance Alternatives

No student may be required to attend Method Schools. Students who reside within the authorizing District who choose not to attend the School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Method Schools will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

13. Description of Employee Rights

Any district employee who obtains employment with Method Schools will have the right of return to employment in the district as per district policy. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

There is no collective bargaining agreement in place for Method Schools, however, for employees that have left the district to be employed by Method Schools and wish to return to district, the district's collective bargaining agreement may apply. Decisions on whether staff will accrue district credit (tenure) and/or sick and vacation leave during this time is at the sole discretion of the district.

14. Dispute Resolution Process

The School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the School and the District, School staff, employees and Board members of the School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Method Schools Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. 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 and the Director of the School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Method Schools. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Method Schools.

If the governing board of the District believes it has cause to revoke this charter, the Board agrees to notify the Method Schools governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.

The District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Method Schools prior to any observation or inspection. The School may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code. Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the School Director at which time the School Director will satisfy the District as to the implementation of the necessary safety procedures.

In the absence of a pre-negotiated case by case agreement, dispute resolution costs will be shared evenly between the district and the charter.

15. Labor Relations

Method Schools shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”).

Any district employee who obtains employment with Method Schools, an independent charter school, will have the right of return to employment in the district as per district policy. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

16. Closure Procedures and Transfer of Records

In the unanticipated event of closure, the following procedures will apply regardless of the reason:

- Closure will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.
- The Method Schools Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the School.
- As applicable, Method Schools will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Method Schools will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.
- As soon as reasonably practical, Method Schools will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.
- On closure of Method Schools, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation Method Schools Charter School Petition upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.
- As Method Schools is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Required Supplemental Information (Education Code 47605 (g))

In lieu of charter school start up costs and projections, which aren't relevant in this petition for reauthorization, Method is including a 3 year multi-year projection budget worksheet, passed by the Method Board of Directors 6/20/2018. The budget meets the requirements of CA Code 47605 and is included at the end of this petition.

Miscellaneous Information

DISTRICT IMPACT STATEMENT to be addressed fully in Memorandum of Understanding (MOU) between District and charter.

SPECIAL ED / SELPA to be addressed fully in Memorandum of Understanding (MOU) between District and charter.

AUDITOR: Method Schools is working with Wade McMullen, CPA, Partner at Vicenti, Lloyd, & Stutzman LLP for auditor for the 2017-18 school year

Graduation Requirements

220 Credits

Subject	Credits
English/Language Arts	40 Credits
Math (Geometry Required)	30 Credits
History/Social Science	30 Credits
World Language	20 Credits
Visual and Performing Arts	10 Credits
Health	5 Credits
Physical Education	20 Credits
Electives	35 Credits *Must include: - 20 Credits of Explorations Pathway - 15 Credits of Service Learning

Miscellaneous Information: Method Courses as of 2018

K-8 COURSES

LANGUAGE ARTS

Language Arts K
Language Arts 1
Language Arts 2
Language Arts 3
Language Arts 4
Language Arts 5
Language Arts 6
Language Arts 7
Language Arts 8

SCIENCE

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Science 6
Science 7
Science 8

MATH

Math K
Math 1
Math 2
Math 3
Math 4
Math 5
Math 7
Math 8

SOCIAL STUDIES

Social Studies K
Social Studies 1
Social Studies 2
Social Studies 3
Social Studies 4
Social Studies 5
Social Studies 6
Social Studies 7
Social Studies 8

HIGH SCHOOL COURSES

LANGUAGE ARTS

English 9 (A/B)
English 10 (A/B)
English 11 (A/B)
English 12 (A/B)

MATH

Algebra I (A/B)
Algebra II (A/B)
Geometry (A/B)
Integrated Math I (A/B)
Integrated Math II (A/B)
Integrated Math III (A/B)
Precalculus (A/B)

SCIENCE

Biology w/lab (A/B)
Engineering (A/B)

SOCIAL SCIENCES

American Government (Semester)
Economics (Semester)
US History (A/B)
World History (A/B)

WORLD LANGUAGES

French 1 (A/B)
French 2 (A/B)
French 3 (A/B)
French 4 (A/B)
Spanish 1 (A/B)
Spanish 2 (A/B)
Spanish 3 (A/B)
Spanish 4 (A/B)

PE & HEALTH

Health (Semester)
Physical Education 1 (Semester)
Physical Education 2 (Semester)

FINE ARTS

Art Appreciation (A/B)
Music Appreciation (A/B)

ELECTIVES

Web Design (Semester)
Entrepreneurship A (A/B)
Forensic Science (Semester)
Inbound Marketing (Semester)
Marketing (A/B)
Personal Finance (Semester)
Psychology (Semester)
Computer Literacy (Semester)
Earth Science (A/B)
Physical Science (A/B)
Study Skills A/B

CAREER

Intro to Renewable Technologies A/B
Sustainable Energy A/B
Game Design 1 A/B
Game Design 2 A/B
Entrepreneurship A/B
Advanced Business A/B
Marketing 1 A/B
Marketing 2 A/B
Early Childhood Education A/B
Introduction to Teaching A/B

AP/HONORS

AP Language (A/B)
AP Literature (A/B)
AP Government (Semester)
AP US History (A/B)
AP World History (A/B)
AP Calculus (A/B)
AP Calculus (B/C)
AP Statistics (A/B)
AP Environmental Science (A/B)
AP Macroeconomics (Semester)
AP Microeconomics (Semester)
AP Psychology (A/B)
Honors English 9 (A/B)
Honors English 10 (A/B)
Honors English 11 (A/B)
Honors English 12 (A/B)
Honors Algebra 1 (A/B)
Honors Algebra 2 (A/B)
Honors Geometry (A/B)
Honors US History (A/B)
Honors World History (A/B)

**CHARTER SCHOOL
MULTI-YEAR PROJECTION -**

Charter School Name: Method Schools
(name continued) _____

CDS #: 37-68049-01292

Charter Approving Entity: Dehesa Element

County: San Diego

Charter #: San Diego

Fiscal Year: 2018-19

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities obj**
- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 740**

Description	Object Code
A. REVENUES	
1. Revenue Limit Sources	
State Aid - Current Year	8011
Education Protection Account State Aid - Current Year	8015
State Aid - Prior Years	8019
Transfers to Charter in Lieu of Property Taxes	8096
Other LCFF Transfers	8091, 8097
Total, Revenue Limit Sources	
2. Federal Revenues	
No Child Left Behind	8290
Special Education - Federal	8181, 8182
Child Nutrition - Federal	8220
Other Federal Revenues	8110, 8260-8299
Total, Federal Revenues	
3. Other State Revenues	
Special Education - State	StateRevSE
All Other State Revenues	StateRevAO
Total, Other State Revenues	
4. Other Local Revenues	
All Other Local Revenues	LocalRevAO
Total, Local Revenues	

5. Services and Other Operating Expenditures	
Subagreements for Services	5100
Travel and Conferences	5200
Dues and Memberships	5300
Insurance	5400
Operations and Housekeeping Services	5500
Rentals, Leases, Repairs, and Noncap. Improvements	5600
Professional/Consulting Services and Operating Expend.	5800
Communications	5900
Total, Services and Other Operating Expenditures	
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)	
Sites and Improvements of Sites	6100-6170
Buildings and Improvements of Buildings	6200
Books and Media for New School Libraries or Major Expansion of School Libraries	6300
Equipment	6400
Equipment Replacement	6500
<i>Depreciation Expense (for full accrual only)</i>	6900
Total, Capital Outlay	
7. Other Outgo	
Tuition to Other Schools	7110-7143
Transfers of Pass-through Revenues to Other LEAs	7211-7213
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO
All Other Transfers	7281-7299
Debt Service:	
Interest	7438
Principal	7439
Total, Other Outgo	
8. TOTAL EXPENDITURES	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	

Description	Object Code
D. OTHER FINANCING SOURCES / USES	
1. Other Sources	8930-8979
2. Less: Other Uses	7630-7699
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999
4. TOTAL OTHER FINANCING SOURCES / USES	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)	

MethodSchools - Dehesa Elementary

Fall 2017 Dashboard Report




<https://caschooldashboard.org/#/Details/37680490129221/3/EquityReport>

Equity Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-12 Charter School: Yes

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)		3	0
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12) <u>Select for one year of available data</u>	N/A	N/A	N/A
English Language Arts (3-8)		0	0
Mathematics (3-8)		0	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		Very Low 50%	*
College/Career (9-12) Select for one year of available data	N/A	Low 12.5%	N/A
English Language Arts (3-8)		Low 32.7 points below level 3	Declined -13.8 points
Mathematics (3-8)		Low 79.5 points below level 3	Declined Significantly -15.2 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

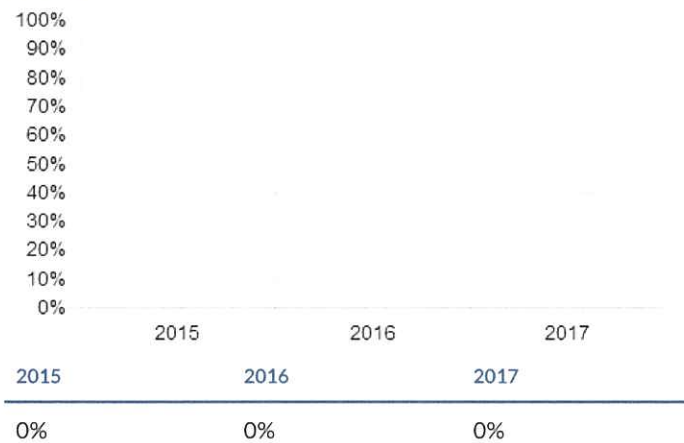
MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% **Dashboard Release: Fall 2017**
 Grade Span: K-12 Charter School: Yes

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

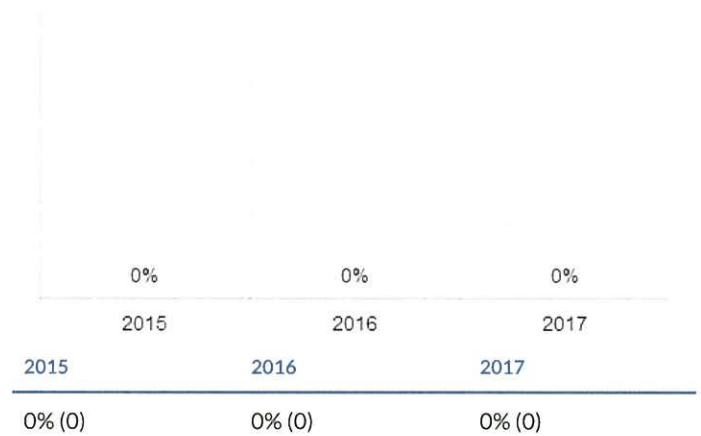
State Indicators

English Learner Progress Indicator (Grades K-12)

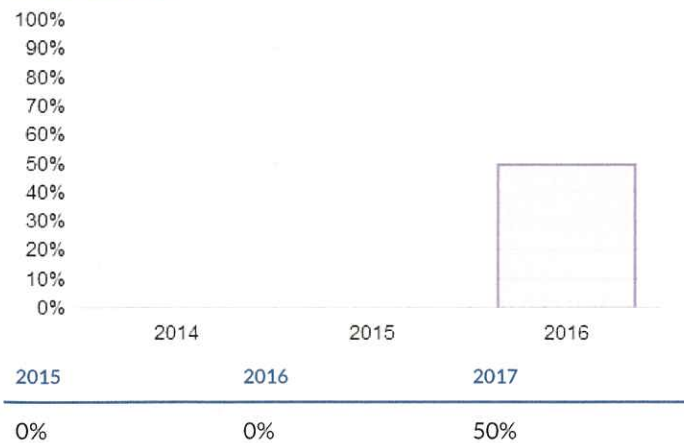


The percent of English Learners who made progress towards English proficiency.

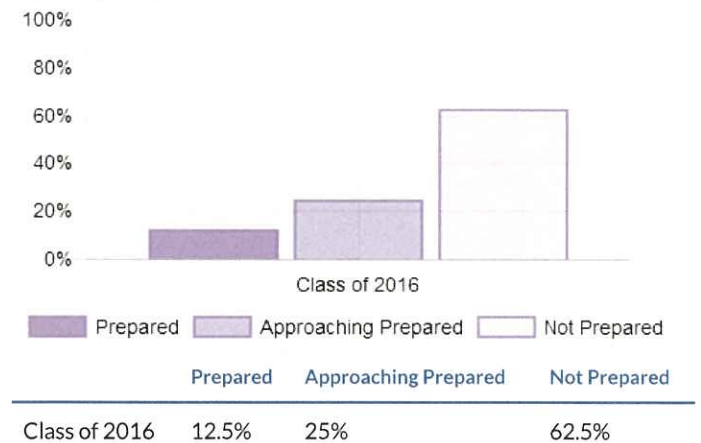
Suspension



Graduation

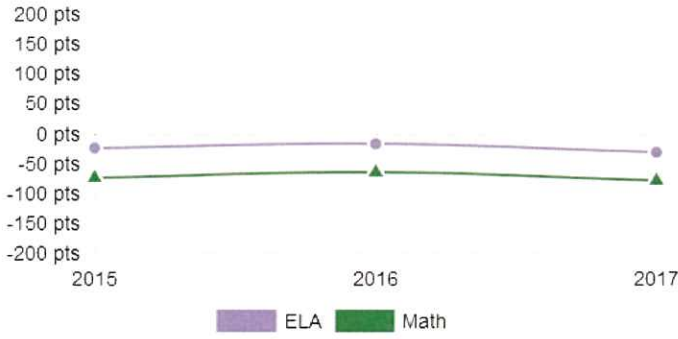


College/Career Indicator



For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

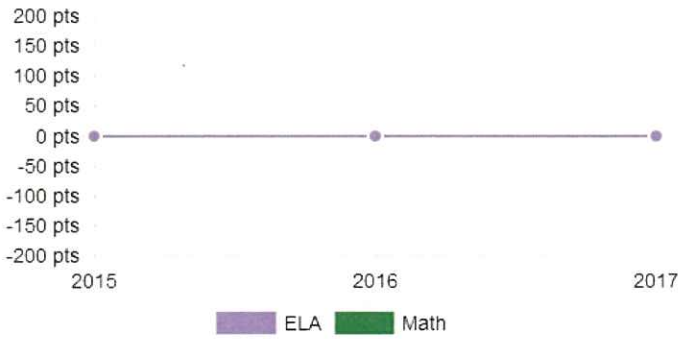
Academic Indicators (Grades 3-8): Distance from Level 3



	2015	2016	2017
ELA	-24.7 pts	-18.8 pts	-32.7 pts
Math	-74.7 pts	-64.3 pts	-79.5 pts

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



	2015	2016	2017
ELA	0 pts	0 pts	0 pts
Math	0 pts	0 pts	0 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

<u>Local Indicators</u>	<u>Ratings</u>
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Grade Span: K-12 Charter School: Yes Dashboard Release: Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)		*	*	*		*	*	*	*	*		*	*	
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Arts (3-8)		*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics (3-8)		*	*	*	*	*	*	*	*	*	*	*	*	*

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,226	Very Low 0%	Maintained 0%
English Learners		26	Very Low 0%	*
Foster Youth		3	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		186	Very Low 0%	Maintained 0%
Students with Disabilities		13	Very Low 0%	Maintained 0%
African American		64	Very Low 0%	Maintained 0%
American Indian		4	*	*
Asian		121	Very Low 0%	*
Filipino		23	Very Low 0%	*
Hispanic		398	Very Low 0%	Maintained 0%
Pacific Islander		9	*	*
Two or More Races		102	Very Low 0%	*
White		472	Very Low 0%	Maintained 0%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

MethodSchools - San Diego County




Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Fall 2017

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		16	Very Low 50%	*
English Learners		1	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		7	*	*
Students with Disabilities		2	*	*
African American		1	*	*
American Indian		0	*	*
Asian		1	*	*
Filipino		0	*	*
Hispanic		7	*	*
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		7	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	16	Low 12.5%	N/A
English Learners	N/A	1	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	7	*	N/A
Students with Disabilities	N/A	2	*	N/A
African American	N/A	1	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	1	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	7	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	7	*	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	7	0 points below level 3	0 points
Mathematics (Grade 11)	7	0 points below level 3	0 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-12 Charter School: Yes

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		36	Low 32.7 points below level 3	Declined -13.8 points
English Learners		3	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		17	Low 52.8 points below level 3	Declined -13.6 points
Students with Disabilities		2	*	*
African American		4	*	*
American Indian		1	*	*
Asian		3	*	*
Filipino		0	*	*
Hispanic		9	*	*
Pacific Islander		0	*	*
Two or More Races		1	*	*
White		18	Low 5.7 points below level 3	Declined -5 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - EL Only	3	No Data 0 points below level 3	No Data 0 points
English Only	33	Low 24.7 points below level 3	Declined -6.8 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Fall 2017

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		36	Low 79.5 points below level 3	Declined Significantly -15.2 points
English Learners		3	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		17	Low 93.4 points below level 3	Declined -14.5 points
Students with Disabilities		2	*	*
African American		4	*	*
American Indian		1	*	*
Asian		3	*	*
Filipino		0	*	*
Hispanic		9	*	*
Pacific Islander		0	*	*
Two or More Races		1	*	*
White		18	Low 51.7 points below level 3	Increased +5.5 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - EL Only	3	No Data 0 points below level 3	No Data 0 points
English Only	33	Low 77.4 points below level 3	Declined -12 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	0	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.




All Students Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		Very Low 50%	*
College/Career (9-12) Select for one year of available data		Low 12.5%	N/A
English Language Arts (3-8)		Low 32.7 points below level 3	Declined -13.8 points
Mathematics (3-8)		Low 79.5 points below level 3	Declined Significantly -15.2 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Fall 2017

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
English Learner Progress (1-12)		*	N/A
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)


An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-12 Charter School: Yes

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		Low 52.8 points below level 3	Declined -13.6 points
Mathematics (3-8)		Low 93.4 points below level 3	Declined -14.5 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

MethodSchools - San Diego County


Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%

Dashboard Release:






Grade Span: K-12 Charter School: Yes

Fall 2017

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

MethodSchools - San Diego County


Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%

Grade Span: K-12 Charter School: Yes





Dashboard Release:

Fall 2017

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


Asian Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Fall 2017

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

MethodSchools - San Diego County


Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Fall 2017

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) <u>Select for one year of available data</u>		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

MethodSchools - San Diego County


Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Fall 2017

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017

Grade Span: K-12 Charter School: Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) <small>Select for one year of available data</small>		*	N/A
English Language Arts (3-8)		Low 5.7 points below level 3	Declined -5 points
Mathematics (3-8)		Low 51.7 points below level 3	Increased +5.5 points

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)


An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


Foster Youth Student Group Report

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Fall 2017

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report






MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

<u>State Indicators</u>	<u>All Student Performance</u>	<u>Status</u>	<u>Change</u>
Chronic Absenteeism ↗	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

MethodSchools - San Diego County

Enrollment: 87

Socioeconomically Disadvantaged: 31%

English Learners: 6.9%

Foster Youth: 0%

Dashboard Release:

Grade Span: K-12

Charter School: Yes

Fall 2017

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by MethodSchools)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 5 – Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 5 – Full Implementation and Sustainability

History-Social Science

[LEA Submission] 5 – Full Implementation and Sustainability

2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 5 – Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 5 – Full Implementation and Sustainability

History-Social Science

[LEA Submission] 5 – Full Implementation and Sustainability

3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 4 – Full Implementation

Next Generation Science Standards

[LEA Submission] 4 – Full Implementation

History-Social Science

[LEA Submission] 4 – Full Implementation

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 3 – Initial Implementation

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 4 – Full Implementation

Visual and Performing Arts

[LEA Submission] 2 – Beginning Development

World Language

[LEA Submission] 5 – Full Implementation and Sustainability

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 5 – Full Implementation and Sustainability

Identifying the professional learning needs of individual teachers

[LEA Submission] 5 – Full Implementation and Sustainability

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 5 – Full Implementation and Sustainability

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K-5, 6-8, 9-12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Surveys are delivered to all parents annually. From surveys, parents express happiness with the level of supporting their children receives as well as the openness of staff, and small school culture. The survey also finds that parents request more frequent communication as well as education on how to monitor and help their students from home. Results from the survey are distributed to leadership and staff and used in writing LCAP goals.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

MethodSchools - San Diego County

Enrollment: 87 Socioeconomically Disadvantaged: 31% English Learners: 6.9% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-12 Charter School: Yes

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Method Schools has identified the following areas of strength in the category of School Culture and Support for Student Personal and Academic Growth: • Method Schools specializes in employing strategies in developing and implementing personalized approaches to learning through components of the program such as projects and TDI. • Method Schools demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. • Method Schools offers a variety of extended learning opportunities through developing community partnerships including the local food bank and foster home care through the Service Learning program. • The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards and support student learning such as projects, Service Learning opportunities and clubs/teams.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





Dehesa Elementary School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
Dehesa Elementary					
Dehesa Elementary					

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

MethodSchools - Dehesa Elementary

Spring 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/37680490129221/2/EquityReport>

Equity Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		N/A	N/A
Graduation Rate (9-12)		N/A	N/A
English Language Arts (3-8)		0	0
Mathematics (3-8)		0	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	N/A
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Low 18.8 points below level 3	Maintained +5.9 points
Mathematics (3-8)		Low 64.3 points below level 3	Increased +10.4 points

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.




Detailed Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Spring 2017






This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	N/A
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Low 18.8 points below level 3	Maintained +5.9 points
Mathematics (3-8)		Low 64.3 points below level 3	Increased +10.4 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0% Grade Span: K-12 Charter School: Yes Dashboard Release: Spring 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	*	*	N/A	N/A	*	*	*	*	*	*	*	*	*	*
Graduation Rate (9-12)	*	*	N/A	N/A	*	*	*	*	*	*	*	*	*	*
English Language Arts (3-8)		*	N/A	N/A	*	*	*	*	*	*	*	*	*	*
Mathematics (3-8)		*	N/A	N/A	*	*	*	*	*	*	*	*	*	*

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		160	Very Low 0%	*
English Learners		2	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		48	Very Low 0%	*
Students with Disabilities		20	Very Low 0%	*
African American		8	*	*
American Indian		4	*	*
Asian		4	*	*
Filipino		2	*	*
Hispanic		45	Very Low 0%	*
Pacific Islander		1	*	*
Two or More Races		0	*	*
White		85	Very Low 0%	*

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1	*	*
English Learners		0	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		0	*	*
Students with Disabilities		1	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		1	*	*
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		0	*	*

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Grade Span: K-12 Charter School: Yes

Dashboard Release:

Spring 2017

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	9	0 points below level 3	0 points
Mathematics (Grade 11)	9	0 points below level 3	0 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


English Language Arts Assessment Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%
 Grade Span: K-12 Charter School: Yes

Dashboard Release:
 Spring 2017

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		41	Low 18.8 points below level 3	Maintained +5.9 points
English Learners		2	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		22	Low 39.3 points below level 3	*
Students with Disabilities		2	*	*
African American		3	*	*
American Indian		1	*	*
Asian		5	*	*
Filipino		2	*	*
Hispanic		13	Low 69.8 points below level 3	*
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		14	Medium 0.6 points below level 3	Increased Significantly +41.9 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - EL Only	2	No Data 0 points below level 3	No Data 0 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		41	Low 64.3 points below level 3	Increased +10.4 points
English Learners		2	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		22	Low 78.9 points below level 3	*
Students with Disabilities		2	*	*
African American		3	*	*
American Indian		1	*	*
Asian		5	*	*
Filipino		2	*	*
Hispanic		13	Low 90.4 points below level 3	*
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		14	Low 57.2 points below level 3	Increased Significantly +31.2 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - EL Only	2	No Data 0 points below level 3	No Data 0 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)




An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-12 Charter School: Yes

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Low 18.8 points below level 3	Maintained +5.9 points
Mathematics (3-8)		Low 64.3 points below level 3	Increased +10.4 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Low 39.3 points below level 3	*
Mathematics (3-8)		Low 78.9 points below level 3	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Grade Span: K-12 Charter School: Yes

Dashboard Release:

Spring 2017

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism </u>	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Medium 0.6 points below level 3	Increased Significantly +41.9 points
Mathematics (3-8)		Low 57.2 points below level 3	Increased Significantly +31.2 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

MethodSchools - San Diego County


Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	*
Graduation Rate (9-12)		*	*
English Language Arts (3-8)		Low 69.8 points below level 3	*
Mathematics (3-8)		Low 90.4 points below level 3	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%

Dashboard Release:

Grade Span: K-12 Charter School: Yes

Spring 2017

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

<u>State Indicators</u>	<u>All Student Performance</u>	<u>Status</u>	<u>Change</u>
Chronic Absenteeism ↗	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

MethodSchools - San Diego County

Enrollment: 99

Socioeconomically Disadvantaged: 46%

English Learners: 3%

Foster Youth: 0%

Dashboard Release:

Grade Span: K-12

Charter School: Yes

Spring 2017

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

<u>State Indicators</u>	<u>All Student Performance</u>	<u>Status</u>	<u>Change</u>
Chronic Absenteeism ↗	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Spring 2017

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[\[LEA Submission\]](#) 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[\[LEA Submission\]](#) 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

[\[LEA Submission\]](#) 0

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-12 Charter School: Yes

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by MethodSchools)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 5 – Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 5 – Full Implementation and Sustainability

History-Social Science

[LEA Submission] 5 – Full Implementation and Sustainability

2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 5 – Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 5 – Full Implementation and Sustainability

Next Generation Science Standards

[LEA Submission] 5 – Full Implementation and Sustainability

History-Social Science

[LEA Submission] 5 – Full Implementation and Sustainability

3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 4 – Full Implementation

Next Generation Science Standards

[LEA Submission] 4 – Full Implementation

History-Social Science

[LEA Submission] 4 – Full Implementation

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 3 – Initial Implementation

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 4 – Full Implementation

Visual and Performing Arts

[LEA Submission] 2 – Beginning Development

World Language

[LEA Submission] 5 – Full Implementation and Sustainability

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 5 – Full Implementation and Sustainability

Identifying the professional learning needs of individual teachers

[LEA Submission] 5 – Full Implementation and Sustainability

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 5 – Full Implementation and Sustainability

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Spring 2017

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K-5, 6-8, 9-12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Surveys are delivered to all parents annually. From surveys, parents express happiness with the level of supporting their children receives as well as the openness of staff, and small school culture. The survey also finds that parents request more frequent communication as well as education on how to monitor and help their students from home. Results from the survey are distributed to leadership and staff and used in writing LCAP goals.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

MethodSchools - San Diego County

Enrollment: 99 Socioeconomically Disadvantaged: 46% English Learners: 3% Foster Youth: 0%
Grade Span: K-12 Charter School: Yes

Dashboard Release:
Spring 2017

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Method Schools has identified the following areas of strength in the category of School Culture and Support for Student Personal and Academic Growth: • Method Schools specializes in employing strategies in developing and implementing personalized approaches to learning through components of the program such as projects and TDI. • Method Schools demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. • Method Schools offers a variety of extended learning opportunities through developing community partnerships including the local food bank and foster home care through the Service Learning program. • The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards and support student learning such as projects, Service Learning opportunities and clubs/teams.

Performance Levels:







 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.






Dehesa Elementary School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
Dehesa Elementary					
Dehesa Elementary					

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Smarter Balanced Test Result Comparison

Report Options

Select Year: 2017 Select Grade: All Grades Select Group/Subgroup: All Students (Default)

Apply Selections

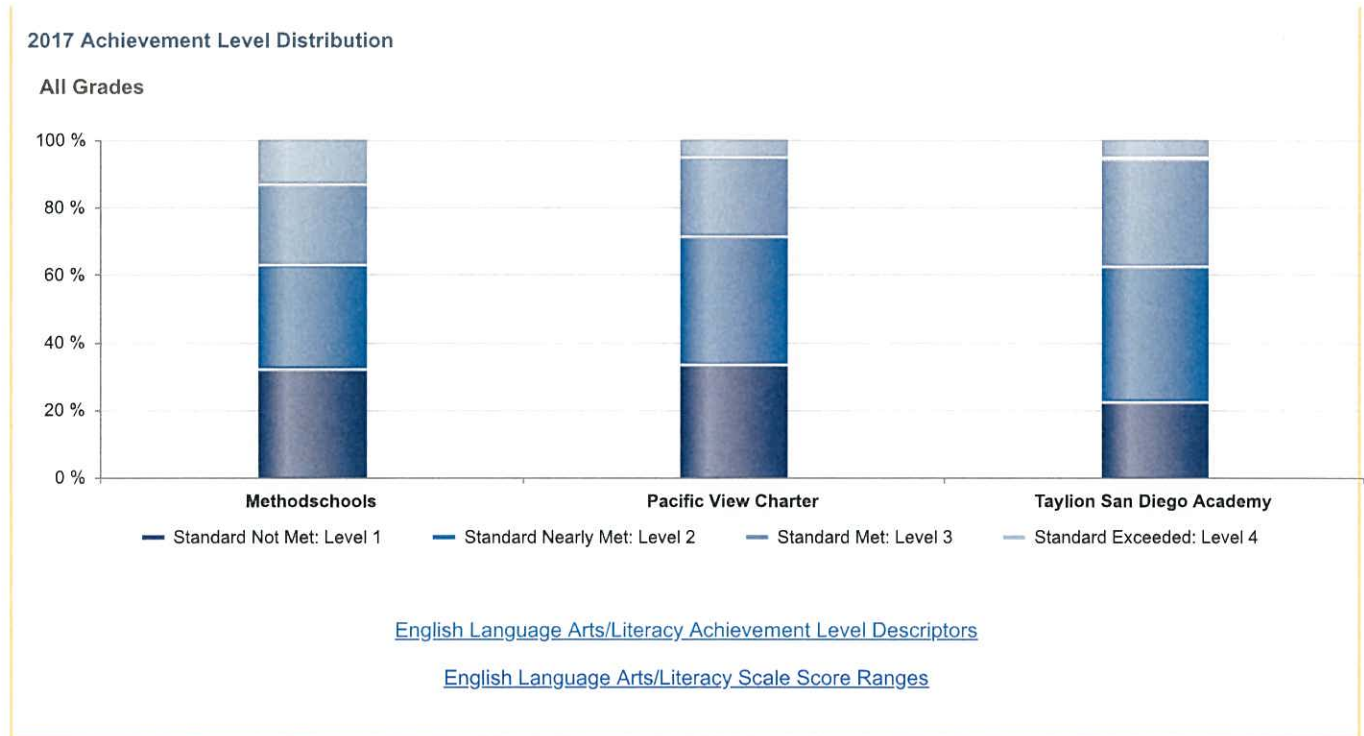
2017 Overall Achievement--All Grades

TABLE GRAPH

Comparing 3 out of 3 Results

SCHOOL #1	SCHOOL #2	SCHOOL #3
Methodschoools CDS Code: 37-68049-0129221 • Grades 3-8,11 View School #1 Full Test Results Remove School #1 Selection	Pacific View Charter CDS Code: 37-73569-3731221 • Grades 3-8,11 View School #2 Full Test Results Remove School #2 Selection	Taylion San Diego Academy CDS Code: 37-68437-0128470 • Grades 4-8,11 View School #3 Full Test Results Remove School #3 Selection

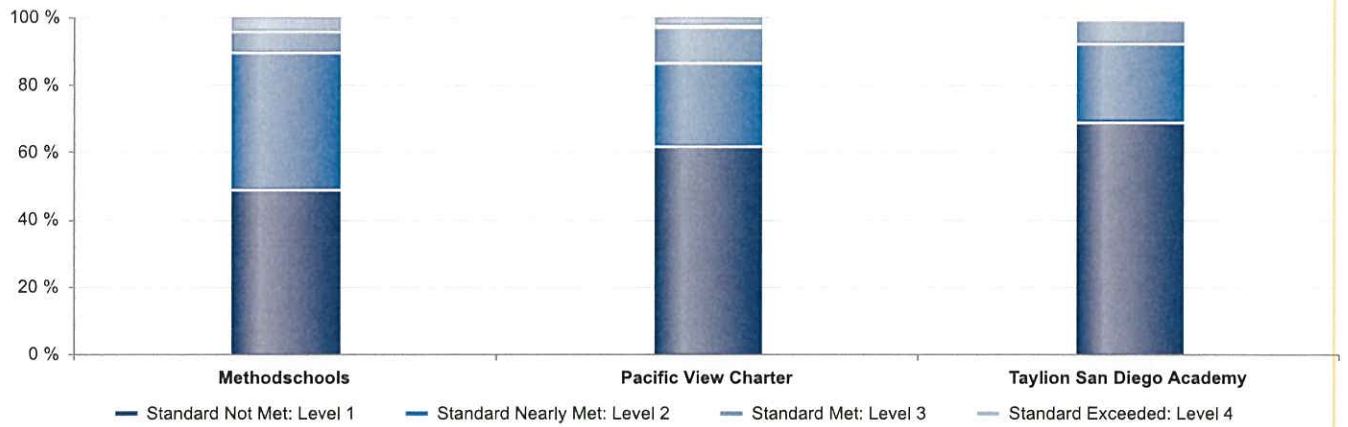
ENGLISH LANGUAGE ARTS/LITERACY



MATHEMATICS

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



Smarter Balanced Assessment Test Results for: School: Methodschools

CDS Code: 37-68049-0129221

District: Methodschools

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

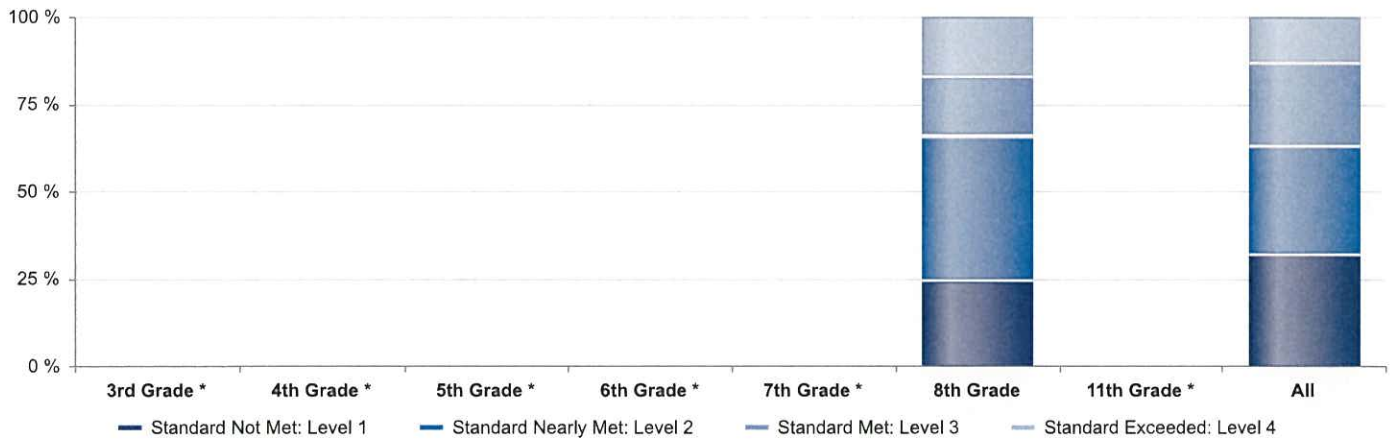
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	13	*	60
# of Students Tested	*	*	*	*	*	12	*	55
# of Students With Scores	*	*	*	*	*	12	*	55


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	2542.8	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	16.67 %	*	12.73 %
Standard Met: Level 3	*	*	*	*	*	16.67 %	*	23.64 %
Standard Nearly Met: Level 2	*	*	*	*	*	41.67 %	*	30.91 %
Standard Not Met: Level 1	*	*	*	*	*	25.00 %	*	32.73 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	16.67 %	*	11.11 %
Near Standard	*	*	*	*	*	33.33 %	*	55.56 %
Below Standard	*	*	*	*	*	50.00 %	*	33.33 %


WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	8.33 %	*	10.91 %
Near Standard	*	*	*	*	*	66.67 %	*	49.09 %
Below Standard	*	*	*	*	*	25.00 %	*	40.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	25.00 %	*	12.73 %
Near Standard	*	*	*	*	*	58.33 %	*	69.09 %
Below Standard	*	*	*	*	*	16.67 %	*	18.18 %

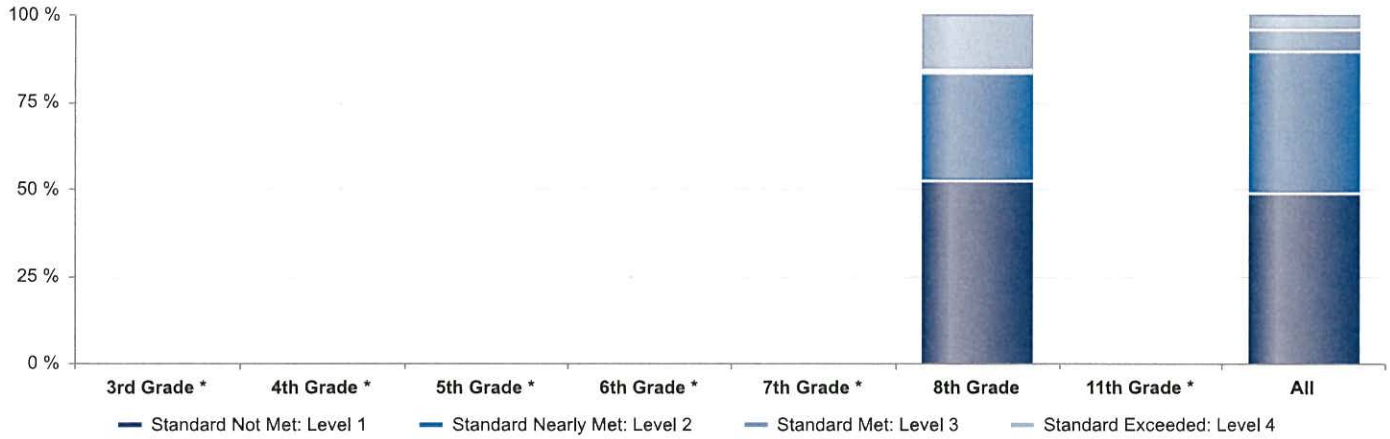
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	25.00 %	*	16.67 %
Near Standard	*	*	*	*	*	50.00 %	*	53.70 %
Below Standard	*	*	*	*	*	25.00 %	*	29.63 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	13	*	60
# of Students Tested	*	*	*	*	*	13	*	56
# of Students With Scores	*	*	*	*	*	13	*	56
Mean Scale Score	*	*	*	*	*	2493.5	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	15.38 %	*	3.57 %
Standard Met: Level 3	*	*	*	*	*	0.00 %	*	5.36 %
Standard Nearly Met: Level 2	*	*	*	*	*	30.77 %	*	41.07 %
Standard Not Met: Level 1	*	*	*	*	*	53.85 %	*	50.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	7.69 %	*	3.57 %
Near Standard	*	*	*	*	*	15.38 %	*	19.64 %
Below Standard	*	*	*	*	*	76.92 %	*	76.79 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	15.38 %	*	5.36 %
Near Standard	*	*	*	*	*	38.46 %	*	51.79 %
Below Standard	*	*	*	*	*	46.15 %	*	42.86 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	7.69 %	*	5.36 %
Near Standard	*	*	*	*	*	46.15 %	*	44.64 %
Below Standard	*	*	*	*	*	46.15 %	*	50.00 %

[Mathematics Area Achievement Level Descriptors](#)

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
**Subject: Charter Petition Renewal for
Method School**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Method Charter School was initially authorized by Dehesa for the 2013-2014 school year. The initial charter is for 5 years.

Report:

Method Charter has worked hard in developing a quality program for students. In addition to their regular program, they have created amazing partnerships with several districts assisting their students in credit recovery and additional credits during the summer months. With the exception of one to two years, they have developed solid financials. Their summer program has assisted in their cash flow issues and made their program solid. The renewal would be for 5 years commencing with the 2018-2019 school year and concluding with the 2022-2023 school year.

Financial Impact:

Dehesa School receives three percent (3%) for their oversight responsibilities from Method School based on their average daily attendance. (ADA).

Student Impact:

Allowing Method students to continue learning in their familiar environment is imperative to their success.

Recommendation:

Administration recommends that the Governance Board approve the five year (5) renewal of Method Charter School.

Agenda Item #: VII.C.1

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Program Specialist Services

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Prior to the 2013-14 school year, our District received Program Specialist Services through the East County SELPA (Special Education Local Plan Agency). Beginning in the 2013-14 school year we began hiring our own Program Specialist one day per week (.20FTE).

Report:

The contract for Program Specialist Services is attached for the Governing Board's consideration.

Financial Impact:

The financial impact is \$20,000.00 for the 2018-19 school year. This is actually less than it was through the SELPA and will be paid through Special Education funds.

Student Impact:

Our Program Specialist has proved to be invaluable as a resource and in guiding our staff to assist students. She has made a tremendous impact on student success, especially in the area of behavior management and specialized placement.

Recommendation:

It is recommended that the Governing Board approve the Contract for Program Specialist Services between the Dehesa School District and Deborah Burke.

Agenda Item #: VII.C.2



DEHESA SCHOOL

COMPUTER SCIENCE IMMERSION ACADEMY

“Excellence in Education Since 1876”

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Christina Becker, 2018
Mark Zacovic, 2020
Karen Kirkpatrick 2018
Cindy K. White, 2018

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El Cajon, CA 92019
Telephone (619) 444-2161 Fax (619) 444-2161

SUPERINTENDENT
Nancy Hauer
Principal
Heather Griffiths
BUSINESS MANAGER
Anna Buxbaum

AGREEMENT FOR THE PROVISION OF PROGRAM SPECIALIST SERVICES

This agreement is made and entered into this 1st day of July, 2018, by and between Deborah Burke (hereinafter referred to as “Debbie Burke”) and the Dehesa School District (hereinafter referred to as “Dehesa”) for the provision of Program Specialist services for the 2018-2019 school year.

Whereas, Dehesa is in need to Program Specialist services;
Whereas, Government Code sections 6500 and 6516 authorize Debbie Burke and Dehesa to jointly exercise their respective powers conferred by the Education Code to provide Program Specialist services to Dehesa through Debbie Burke; and
Now, therefore, the parties hereinto agree as follows for the 2018-2019 school year:

1. Upon the hiring of Debbie Burke as a Program Specialist, she will provide Program Specialist services to Dehesa students and staff effective July 1, 2018, for the 2018-19 school year.
2. For the service of a Program Specialist one day per week, Dehesa agrees to pay \$65.00 per hour. The work hours will be 8:00am-3:30 pm.
3. This contract may be terminated at any time by mutual agreement of both parties with a 30 day notice.
4. The term of this Agreement shall be from July 1, 2018 through June 30, 2019.

Deborah Burke
By: _____
Deborah Burke
_____ Date

Dehesa School District
By: _____
Nancy Hauer, Superintendent
_____ Date

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Approval of Salary
Schedules

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: A multi-year negotiated agreement between Dehesa School District and all bargaining units was approved in August 2017. This negotiated agreement included a 6% salary increase effective on July 1, 2018.

Report: Disclosure and Governing Board approval of the revised salary schedules are mandatory in an effort to enhance transparency of public employee compensation.

Financial Impact:

The revised salary schedules reflect a 6% increase effective July 1, 2018 as stated in the multi-year negotiated agreement.

Student Impact:

No Student Impact

Recommendation:

Administration recommends approval of the revised salary schedules.

Agenda Item #: VII.C.3

DEHESA SCHOOL DISTRICT
2018-19 SALARY SCHEDULE - CERTIFICATED
Effective 07/01/2018

STEP	RANGE					
	1	2	3	4	5	6
	BA or BA+15	BA+30	BA+45	BA+60 or MA	BA+75 or MA+15	BA+75 W/MA or MA+30
1	42,299	43,991	45,754	47,581	49,486	51,466
2	43,991	45,754	47,581	49,486	51,466	53,526
3	45,754	47,581	49,486	51,466	53,526	55,665
4	47,581	49,486	51,466	53,526	55,665	57,894
5	49,486	51,466	53,526	55,665	57,894	60,207
6	51,466	53,526	55,665	57,894	60,207	62,616
7		55,665	57,894	60,207	62,616	65,121
8		57,894	60,207	62,616	65,121	67,723
9			62,616	65,121	67,723	70,434
10			65,121	67,723	70,434	73,251
11			67,723	70,434	73,251	76,181
12			70,434	73,251	76,181	79,231
13			73,251	76,181	79,231	82,398
14-15			76,181	79,231	82,399	85,694
*16-18			77,903	80,951	84,189	87,414
19-21			79,622	82,673	85,979	89,135
22-24			81,342	84,392	87,559	90,856
25			83,064	86,112	89,280	92,575

6% Increase Effective 7/1/2018

*Longevity increments for ranges 3-6 of \$1,500.00 after completion of 15,18,21,24 years of District service

The EAK teacher shall be compensated at the long term substitute rate plus health benefits

Extra Pay Hourly:

Extra Pay Shall Apply:

1. Meetings which begin at 3:30 p.m.
2. Meetings held on Saturday
3. Meetings held after the end of the work year

Substitute Rate: 115.00 per day

Long Term Rate: 125.00 per day

**DEHESA SCHOOL DISTRICT
 2018-19 Management Salary Schedule
 Effective 07/01/2018**

Certificated Management	Grade	Rate	Step 1
Superintendent	001	Monthly	10,410.58
		Annual	124,927.00
Principal	002	Monthly	7,901.82
		Annual	86,920.00

Classified Management	Grade	Rate	Step 1
Business Manager	001	Monthly	8,350.75
		Annual	100,209.00

Dehesa School District
2018-19 Salary Schedule - Confidential

Effective 07/01/2018 (Approved 8/17/2017)

STEP	2018-19
1	38,930
2	40,488
3	42,107
4	43,791
5	45,542
6	47,364
7	47,364
8	47,364
9	47,364
10	49,258
11	49,258
12	49,258
13	49,258
14	51,231
15	51,231
16	51,231
17	51,231
18	53,278
19	53,278
20	53,278
21	53,278
22	55,410

Dehesa School District
2018-19 Salary Schedule Hourly - Confidential
Effective 07/01/2018 (Approved 8/17/2017)

STEP	1
1	18.72
2	19.47
3	20.25
4	21.06
5	21.90
6	22.78
7	22.78
8	22.78
9	22.78
10	23.69
11	23.69
12	23.69
13	23.69
14	24.64
15	24.64
16	24.64
17	24.64
18	25.62
19	25.62
20	25.62
21	25.62
22	26.64

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Contract with School
Facilities Consultants**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

School Facility Consultants (SFC) has assisted its clients in all aspects of school facility funding and planning since 1986. They have worked with clients to realize over two billion dollars in school facility funding including new construction, modernization, and renovation projects. Their knowledgeable staff understands the intricacies of the planning and funding process in California, including the procedures and requirements of the California Department of Education (CDE), Office of Public School Construction (OPSC), Department of the State Architect (DSA) and Department of Toxic Substances Control (DTSC).

Report:

SFC, offers a full-range of comprehensive services and work closely with clients to become a seamless extension of facility teams. Based in Sacramento, their consulting teams are active in the implementation, analysis, and monitoring of State programs and regulations. They have developed strong working relationships with state agency staff members and bring a deep understanding of facility planning to each of their client's projects.

SFC's team structure provides their clients with reliability, accessibility and a broad knowledge base. The SFC partners maintain direct involvement with clients through regular communications with the consulting teams which maintains strong connections between consultants and clients. A Senior Consultant serves as the primary client liaison and manager of each client's project issues. Additional consulting staff is available on the team to provide additional support, research, and production of work product. Team Leaders manage workload and troubleshoot potential issues for the team. The team approach ensures that a consultant is always available to provide immediate assistance to clients. By working collaboratively, their consulting team members contribute their individual expertise toward an extensive and comprehensive knowledge base that addresses the unique needs of individual clients.

SFC was built upon its strong values, culture, and work ethic. These qualities make for a highly effective and successful work environment for their staff, promoting teamwork and providing valuable opportunities for individual employee growth potential. This positive environment encourages productivity, and allows for the highest level of service for its clients.

Financial Impact:

The contract will be based on an hourly rate that varies from \$90.00-\$240.00 per hour based on the position you are working with.

Student Impact:

The possibility of offering every student the opportunity to learn in a new, state of the art classroom supports student learning and climate.

Recommendation:

Administration recommends approval of the contract with School Facility Consultants.

Agenda Item #: VII.C.4



School Facility Consultants
Contract for Services with
Dehesa Elementary School District

1303 J STREET, SUITE 500
SACRAMENTO, CA 95814
PHONE: (916) 441-5063
FACSIMILE: (916) 441-2848
WWW.S-F-C.ORG

This document represents an agreement between, Deshesa Elementary herein referred to as the Client, and School Facility Consultants, herein referred to as the Contractor.

For the remuneration stipulated, the Contractor shall provide the following services:

- Assist the Client with planning services, as requested by the Client, and as accepted by the Contractor.

For the services delineated above, the Client shall pay the Contractor according to the hourly rate schedule below. The Contractor will bill the Client in increments of 15 minutes, and invoice on a monthly basis. The fee shall cover all normal business expenses incurred in Sacramento by the Contractor on behalf of the Client. Client agrees that if it becomes necessary for a Consultant from School Facility Consultants to visit the Client, the Client will pay for travel time per the rate schedule below. Client also agrees to reimburse Contractor for all necessary and pre-approved travel expenses.

Hourly Rate Schedule

Table with 2 columns: Role and Hourly Rate. Roles include Principal (\$240), Director (\$200), Senior Consultant (\$195), Consultant (\$175), Research Analyst (\$145), and Administrative Support (\$90).

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms and reports.

It is understood that the Contractor shall function as an independent contractor without authority to obligate the Client for any indebtedness or other commitments. The Contractor will accurately and fairly represent the Client's position.

During the term of this agreement, the status of those individuals performing the work stipulated in this contract may change. Changes to an individual's status may affect billing rates. The Client agrees to accept these changes. The Contractor agrees that any such changes in status will be reflected on the bill.

The terms of the agreement shall remain in force unless mutually amended. This agreement may be terminated by either party upon 30 days written notice.

School Facility Consultants

Dehesa Elementary School District

Alexander R. Murdoch
Presidente

Authorized Signature

Date:

Date:

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Lego Kits for Coding**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Effective the 2018-2019 school year Dehesa School will become a Computer Science Immersion Academy.

Report:

As you are aware, laptops have been ordered to support this program. In addition, Lego sets and robotics need to be purchased as additional support for the program.

Financial Impact:

The cost for both the WeDo sets and EV3 sets is \$18,297.46. This is a one-time purchase. Eventually a limited number of replacements will be needed, but not on an annual basis.

Student Impact:

These kits will provide specific grade levels the opportunity to enhance their coding skills and experiment with robotics.

Recommendation:

Administration recommends approval for the purchase of Lego Educational WeDo 2.0 and EV3 Core sets.

Agenda Item #: VII.C.5



SALES QUOTATION

June 18, 2018

Quoted To:

Dominick Avera
dominick.avera@dehesasd.net

Sold To:

Customer Number:
Dehesa School
4612 Dehesa Road
El Cajon, CA 92019

Quotation ID: QUO-31811-P9C7G0 / 0
E-mail: sales@legoeducation.us
Phone: 866-788-5346

Ship-To:

Dehesa School
4612 Dehesa Road
El Cajon, CA 92019

Item No.	Description	QTY	Price	Total
45300	LEGO® Education WeDo 2.0 Core Set	20	\$189.95	\$3,799.00



5003400	EV3 Core Set w/ Charger	32	\$411.95	\$13,182.40
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- 1 Transformer 10V DC
- 1 LEGO® MINDSTORMS® Education EV3 Core Set

Net Amount:	\$16,981.40
Shipping & Handling:	\$0.00
Tax:	\$1,316.06
Total:	\$18,297.46

To guarantee pricing, please attach a copy of this proposal / quote to your purchase order or include the Quote ID listed above. Prices are valid through December 31, 2018. Prices based upon total purchase.

If you are tax exempt, please send a valid copy of your certificate to Orders@legoeducation.us. If applicable, tax above is an estimate. Actual tax will be calculated at time of order.

LEGO Education Tech Support (\$150.00/Hr.) will be free of charge for all LEGO Education customers

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum

Subject: 2018-19 Consolidated
Application Reporting
System (CARS) Spring
Release

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

CARS is an online system used by districts across the state to electronically apply for, manage, report and provide assurances that the district will comply with the legal requirements related to specific formulas driven by state and/or federal categorical programs. The online system enables districts to apply for categorical funding and track expenditures and program activities for the following federal programs for the 2017-18 fiscal year:

Title I, Part A: Helping Disadvantaged Children
Title II, Part A: Improving Teacher Quality
Title III: Immigrant Education

Report:

The consolidated application for Dehesa School District was submitted online prior to June 30, 2018.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

Administration recommends approval of the 2018-19 Consolidated Application Reporting System (CARS) Spring Release Submission to the California Department of Education.

Agenda Item #: VII.C.6

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Anna Buxbaum
Authorized Representative's Signature	
Authorized Representative's Title	Business Manager
Authorized Representative Signature Date	06/29/2018

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nancy Hauer
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/28/2018
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>09/08/2017</p>
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	
<p>Authorized Representative's Full Name</p>	<p>Nancy Hauer</p>
<p>Authorized Representative's Title</p>	<p>Superintendent</p>

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/19/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	LEA has fewer than 50 English Learners

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	Yes

*****Warning*****

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 5211 SACS 5810 ATTENTION: If participating, the LEA also needs to apply for the SRSA grant directly through the USED at https://www.grants.gov/ .	
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	Yes
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

*****Warning*****

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2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	4
Estimated immigrant entitlement amount	\$369

<H4>Note: Eligibility criteria</h4>

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$369
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$0
Total budget	\$369

*****Warning*****

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2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	\$3,580
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Professional Development Expenditures

Professional development for teachers	\$3,125
Professional development for administrators	\$271
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$184
Title V, Part B, Subpart 1 REAP	
Funds used for flexible use under REAP	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$3,580
2017-18 Unspent funds	\$0

*****Warning*****

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2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Nancy
Homeless liaison last name	Hauer
Homeless liaison title	Superintendent
Homeless liaison e-mail address (format: abc@xyz.zyx)	nancy.hauer@dehesasd.net
Homeless liaison telephone number (format: 999-999-9999)	619-444-2161
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, wheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/17/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	\$18,864
2017-18 Title I, Part A direct or indirect services to homeless children reservation	\$246
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$246
Homeless services provided (Maximum 500 characters)	Transportation services to homeless students were provided.
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	\$3,474
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Professional Development Expenditures

Professional development for teachers	\$3,474
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Title VI, Part B, Subpart 1 REAP	
Funds used for flexible use under REAP	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$3,474
2016-17 Unspent Funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III immigrant entitlement	\$692
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$224
5000-5999 Services and other operating expenditures	\$468
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$692
2016-17 Unspent funds	\$0

*****Warning*****

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DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Vista Hill Master Contract
2018/2019

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: Dehesa School has partnered with Vista Hill to provide mental health assessments and counseling for our special education students for the past 4 years. The services are contracted through the Master Contract Agreement with the East County SELPA.

Report: Dehesa will continue to contract for assessment and counseling services through Vista Hill. We are fortunate to have the same therapist as last year. This provides continuity for students and their families. She will continue to provide service on Thursdays.

Financial Impact: The cost of providing services one day per week is \$17,000.00 for the 2018/2019 school year. There is no increase over last year.

Student Impact: Our students and their families are very fortunate to continue with the same therapist, Tatiana Bogy. Their services will be uninterrupted by continuing with her.

Recommendation: Administration recommends approving the Master Contract with Vista Hill for the 2018/2019 school year.

Agenda Item #: VII.C.7

2018-19
San Diego County
Nonpublic
Master Contract

Directions:

- *Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract.*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

San Diego County Nonpublic Master Contract
Main Document

2018-2019

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MAIN DOCUMENT

APPENDIX A: SCHOOLS

APPENDIX B: AGENCIES

APPENDIX C: ROOM AND BOARD

Directions:

- *Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*

LEA: Dehesa School

Nonpublic: Vista Hill

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San Diego County Office of Education
Student Services and Programs Division
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**NONPUBLIC
MASTER CONTRACT**

CONTRACT YEAR 2018-2019

This Master Contract is made and entered into

this 1st day of July, 2018 between the

Dehesa School, County of San Diego,
(Local Education Agency)

hereinafter sometimes referred to as the "LEA," and

Vista Hill
(Nonpublic,)

hereinafter referred to as "CONTRACTOR."

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SECTION 1: AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.1 MASTER CONTRACT

For the purpose of providing special education and related services to individuals with exceptional needs under the authorization of Education Code sections 56157, 56361, and 56365-56366.5 the Master Contract consists of (the Main Document and Master Contract Appendices A (Schools), B (Agencies), C (Room & Board). The general term "Master Contract" refers to the Master Contract /Main Document/ and Master Contract /Appendices A (Schools), B (Agencies), and C (Room and Board) given to the CONTRACTOR by a representative of the LEA's Special Education Unit on terms acceptable to the LEA and CONTRACTOR.¹ It is also understood that this contract does not commit the CONTRACTOR to provide special education and related services to any individual unless and until an Individual Services Agreement is executed between the LEA and the CONTRACTOR on behalf of such individual or interim written approval is given to the CONTRACTOR by an authorized representative of the LEA's Special Education Unit. This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date, during which time the contract and/or Individual Services Agreement shall be completed and executed by the LEA and CONTRACTOR. If an Individual Services Agreement is not completed and executed by the LEA and the CONTRACTOR within this ninety-day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

1.2 SUPERSEDES PRIOR CONTRACTS

This Master Contract includes the Main Document, Appendix A (Schools), Appendix B (Agencies), Appendix C (Room and Board), to the extent that they are applicable, and each ISA, all of which are incorporated herein by this reference and any exhibits or attachments hereto constitute the entire agreement between the parties to this contract and supersedes any prior contract, understanding, or agreement with respect to the terms set forth in this contract.

1.3 MODIFICATIONS AND AMENDMENTS

The LEA and CONTRACTOR agree that any amendments to the contract must be in writing and approved by the LEA's Governing Board and the Board of Directors/Trustees or authorized representative of CONTRACTOR. Prior to executing a written amendment to the contract, the LEA shall obtain approval from the San Diego County SELPA Directors and the County Director of Special Education. In implementing this Master Contract, any specific terms related to an individual pupil shall be reflected in the Individual Services Agreement.

1.4 INDIVIDUAL SERVICES AGREEMENT

The LEA and CONTRACTOR shall enter into an Individual Services Agreement for each pupil who is to receive special education and/or related services provided by the CONTRACTOR. The LEA is responsible for completing each pupil's Individual Services Agreement, which shall identify the provider of each service required by the pupil's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) (CCR 3062(e)). Individual Services Agreements shall only be issued for those pupils enrolled with the approval of the LEA. Changes in any LEA pupil's educational program, including instruction, services, or instructional setting provided under this contract, may only be made on the basis of revisions to the pupil's IEP or IFSP. At any time during the term of this contract, the parent, the CONTRACTOR or LEA may request a review of the pupil's IEP/IFSP, subject to all procedural safeguards required by law, including notice given to and participation by the CONTRACTOR in the IEP Team meeting. In the event that the CONTRACTOR recommends that the pupil requires either a lesser or more restrictive placement than the CONTRACTOR can provide, the CONTRACTOR will notify the LEA immediately. The LEA shall expedite the review and/or the resulting change in placement, and shall modify the Individual Services Agreement as appropriate if there is a change in the instructional and/or other services provided.

¹ Please see Appendix B for Agencies for exceptions to NPA Hired as Full Time Equivalent.

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1.5 NONPUBLIC CERTIFICATION OR WAIVER

A current copy of the CONTRACTOR'S California Department of Education Nonpublic Certification or waiver of such certification issued by CDE pursuant to EC 56366.2 is attached hereto. This Master Contract shall be null and void if such certification is expired, revoked, rescinded, or otherwise nullified during the effective period of this contract.

1.6 TERM OF MASTER CONTRACT

Neither the CONTRACTOR nor the LEA is required to renew this contract in subsequent contract years. In the event that a pupil is enrolled with the CONTRACTOR during the term of this contract and said pupil continues to receive special education and/or related services by the CONTRACTOR as approved by the LEA in accordance with the pupil's IEP/IFSP and either (a) a new contract has not been fully executed or (b) the CONTRACTOR or the LEA chooses not to renew this contract, the terms of this contract and associated Individual Service Agreements shall apply to any and all special education and/or related services provided by CONTRACTOR and payment for those services by the LEA.

Upon agreement of both parties to this Master Contract, its provisions shall be retroactive to the beginning of this contract year (July 1st), to cover services provided by the CONTRACTOR to LEA students, unless otherwise mutually agreed upon by both parties.

The term of this Master Contract shall be from July 1, 20 18 to June 30, 20 19.

Any subsequent Master Contract is to be renegotiated prior to June 30 of each year.

This Master Contract has no force or effect until approved or ratified by the LEA's Governing Board.

1.7 COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS

During the term of this contract, the CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations relating to the required special education and designated instruction and services and facilities for individuals with exceptional needs, including those not expressly documented in this Master Contract.

a. Nondiscrimination

The CONTRACTOR and the LEA shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation disability or any other classification protected by federal or state laws in employment or operation of its programs.

b. Sexual Harassment Policy

The CONTRACTOR shall have a written policy on sexual harassment in accordance with state and federal regulations and guidelines.

c. Corporal Punishment Prohibitions

(l) No public education agency, or nonpublic school or agency serving individuals pursuant to Education Code Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain;
- (2) Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;
- (3) Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- (4) Any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma;
- (5) Restrictive interventions which employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by

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- trained personnel as a limited emergency intervention pursuant to subsection (i) of Ed Code Section 56521.2 (a) (5)
- (6) Locked seclusion, except pursuant to subsection (i)(4)(A) of Ed Code Section 56521.2 (a) (6)
- (7) Any intervention that precludes adequate supervision of the individual; and
- (8) Any intervention which deprives the individual of one or more of his or her senses.

d. Student Discipline

Contractor shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations, such that students who exhibit serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act and its implementing regulations.

When a CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, the CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. LEA will schedule an IEP meeting or if appropriate, a manifestation determination IEP meeting when required and in accordance with California Education Code.

e. Behavioral Emergency Reports (Ed. 56521.1(a))

(1) Anytime an emergency intervention is used pursuant to Ed Code Section 56521.1(a) subsection (i), CONTRACTOR must notify LEA and IEP team immediately and document emergency intervention in a "Behavioral Emergency Report" as defined by 56521.1(e).

(2) Whenever a "Behavioral Emergency Report" is written regarding an individual who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan.

(3) Anytime a "Behavioral Emergency Report" is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.

(4) "Behavioral Emergency Report" data shall be collected by CONTRACTOR and be submitted to LEA.

(5) A summary of Behavioral Emergency Reports shall be submitted at least monthly to the LEA and the Director of the Special Education Local Plan Area of which the LEA is a member.

1.8 DEFINITIONS

"DAYS": For the purpose of the contract, "days" refers to calendar days unless otherwise specified.

"PARENT": For the purpose of the contract, a parent (34CFR 300.3Da) is the natural parent, adoptive parent, or legal guardian or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction. A trained, certified surrogate parent, identified by the LEA, may act on behalf of the pupil if no parent, guardian or person acting as a parent can be located. The LEA shall be responsible for providing a translator for the parent if needed.

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SECTION 2: ADMINISTRATION OF CONTRACT

2.1 NOTICES

Notices provided for by this contract shall be in writing, be delivered to the individual identified below in this section, and shall be delivered by certified, registered, or return receipt requested mail, postage prepaid, or by facsimile transmission, unless a specific section of this contract requires or allows notice or contact to be made in a different manner or to a different individual. The effective date of an invoice shall be the date of its receipt by the LEA. The effective date of all other notices shall be the date of the postmark or of the facsimile transmittal date identified in the document. In the event there is a change in the individual to be notified, the CONTRACTOR or the LEA shall provide written notice of the change and, after such notice is provided, all future notices shall be addressed to that individual. Notice may be provided under this section pursuant to regular United States mail if the LEA and CONTRACTOR agree in writing to notice by regular United States mail. If the LEA or CONTRACTOR does not identify an individual to be notified in this section, the person to be notified under this section shall be the LEA or CONTRACTOR representative that executes this contract.

Notices mailed to the LEA shall be addressed to:

Nancy Hauer
Name/Title

Dehesa School District
Local Education Agency

4612 Dehesa Rd.
Address

El Cajon CA 92019
City State Zip

(619) 444-2161
Phone

(619) 444-2105
Facsimile

nancy.hauer@dehesasd.net
Email Address

Notices to the CONTRACTOR shall be addressed to:

Robert Dean, CEO
Name/Title

Vista Hill
Nonpublic School

8910 Clairemont Mesa Blvd.
Address

San Diego CA 92123
City State Zip

(858) 514.5121
Phone

(858) 514.5190
Facsimile

rdean@vistahill.org
Email Address

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2.2 INDEPENDENT CONTRACTOR STATUS

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

2.3 SUBCONTRACT AND ASSIGNMENT

The CONTRACTOR shall not enter into an initial subcontract with any noncertified Nonpublic Agency (NPA) or provider, for any of the instructional or related services contemplated under this contract without first obtaining written approval by a representative of the San Diego County Office of Education (i.e. County Director of Special Education or a SELPA Director). Such approval shall not be unreasonably withheld. The LEA and CONTRACTOR shall maintain a copy of the written approval.

2.4 INDEMNIFICATION

The CONTRACTOR hereby indemnifies, defends, and holds harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the CONTRACTOR, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The LEA hereby indemnifies, defends, and holds harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The CONTRACTOR shall have no obligation to indemnify, defend, or hold harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for the LEA's sole negligence or willful misconduct; and the LEA shall have no obligation to indemnify, defend, or hold harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives for the CONTRACTOR'S sole negligence or willful misconduct. This indemnity shall survive the termination of the Contract or final payment hereunder, and is in addition to any other rights or remedies that the CONTRACTOR or LEA may have under the law or this contract.

2.5 INSURANCE

During the entire term of this contract and any extension or modification thereof, the CONTRACTOR shall keep in effect a policy or policies of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by CONTRACTOR in relation to the performance of service(s) under this Master Contract, with minimum limits of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate. Such insurance shall name LEA as an additional insured, and an endorsement evidencing such coverage shall be provided within 90 days, only as to matters arising out of this Master Contract for which CONTRACTOR has an obligation to indemnify the LEA, under the Indemnification clause, Section 2.6, of this Master Contract.

Not later than the effective date of this contract, the CONTRACTOR shall provide the LEA with satisfactory evidence of insurance. The insurance maintained by CONTRACTOR shall include a provision for the insurance provider to send written notice of cancellation or modification to the CONTRACTOR at least 30 calendar days before cancellation or adverse material change, or 10 days for nonpayment of premium. Such CONTRACTOR'S insurance may contain the same notice requirement for the LEA. If the insurance provider is only required to send such notice to the CONTRACTOR (but not the LEA) CONTRACTOR shall provide the LEA written notice of cancellation or adverse material modification within one business day after receiving such notice from the insurer. Such notice shall be provided pursuant to Section 2.3 (Notices) of this contract. The CONTRACTOR shall at its own cost and expense procure and maintain insurance under the applicable state's Workers' Compensation laws. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this contract.

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LEA warrants that it is self-insured in compliance with the laws of the State of California, that the self insurance covers persons acting on its behalf or under its control, that its self insurance covers LEA's indemnification obligations to CONTRACTOR under this contract, and that LEA agrees to provide coverage to CONTRACTOR pursuant to this self insurance in the event the indemnification obligations of Section 2.6 of this contract are triggered. The LEA further warrants that it shall notify the CONTRACTOR pursuant to Section 2.3 (Notices) of this contract, of any material insurance coverage changes at least thirty days prior to the change.

CONTRACTOR agrees that any subcontractor with which it contracts to provide services pursuant to any Individual Services Agreement, shall submit written proof of insurance in a minimum amount of \$1,000,000 per occurrence, including general, liability, auto liability (if applicable), and professional liability (if applicable). Such insurance shall be maintained by any subcontractor for the scope of duties performed and duration of time it provides services to LEA pupils. Proof of insurance shall be provided to the LEA prior to the beginning of transportation services by a subcontractor, and upon renewal of coverage thereafter. Transportation subcontractors shall submit copies of insurance policies upon request of the LEA; otherwise, certificates of insurance may be acceptable proof, provided that the information thereon is adequate and verifiable. Subcontractors shall be required to provide to the CONTRACTOR written notice of cancellation of insurance or adverse material change in such insurance at least 30 days prior to cancellation or adverse material change or within one business day after receiving such notice, whichever is earlier.

2.6 TRANSPORTATION

Transportation to and from school, and the associated costs are the responsibility of the LEA unless otherwise agreed to in writing. LEA accepts full responsibility for pupil safety, and liability for accident, injury, or death, at all times pupil is on a LEA transportation vehicle.

In the event that the CONTRACTOR transports students to or from school due to health, behavior, other emergencies, or as otherwise agreed to by the CONTRACTOR and the LEA, the LEA shall reimburse CONTRACTOR at the rate specified in this Master Contract, (Rate Schedule - Schools: Section 4.1, Agencies: Section 5.1) or a temporary rate agreed to by LEA and CONTRACTOR.

The CONTRACTOR shall have in place a transportation safety plan that prescribes procedures for school personnel to follow to ensure safe transport of pupils. The safety plan shall specify, among other matters, that CONTRACTOR shall provide each pupil being transported with adequate supervision during the transport and with instruction in vehicle emergency procedures and passenger safety, as appropriate to the pupil needs. CONTRACTOR has liability for accident, injury, or death, at all times pupil is in CONTRACTOR vehicle.

2.7 WAIVERS

The LEA and/or CONTRACTOR may independently or jointly submit waivers of applicable state laws and regulations.

2.8 SUCCESSORS IN INTEREST

This contract binds the CONTRACTOR's successors and assignees. CONTRACTOR shall not assign this Master Contract without the written consent of LEA, and any attempt by Contractor to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of the LEA.

2.9 SEVERABILITY

If any provision or portion of a provision of this contract is held in whole or in part to be unenforceable for any reason, the remainder of the provision and of the entire contract shall be severable and shall remain in effect.

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2.10 CONFLICTS OF INTEREST

a. The CONTRACTOR agrees to furnish to the LEA a copy of its current bylaws and a current list of its Governing Board of Directors (or Trustees), if it is incorporated. LEA has the right to request a current list of the Board of Directors or Trustees at any time during the term of the Master Contract.

b. CONTRACTOR and members of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provisions of private party assessments and/or reports, and attendance at the IEP team meetings and/or due process proceedings.

c. Anytime the CONTRACTOR is contracted to conduct a formal Independent Educational Evaluation (IEE), and the IEP team determines that services are necessary as a result of that IEE the LEA shall be obligated to select a service provider who is not the CONTRACTOR. Unless, a service provider who is not the CONTRACTOR is unavailable or unable to provide that service.

2.11 INABILITY TO MEET CONTRACT REQUIREMENTS

The CONTRACTOR shall notify the LEA in writing when the CONTRACTOR is unable to meet the requirements of this contract. The LEA shall notify CONTRACTOR in writing when the LEA is unable to meet the requirements of this contract.

2.12 DISPUTE RESOLUTION

Disagreements concerning the meaning, requirements or performance of this contract shall first be brought to the attention of the other party in writing, pursuant to the notice provisions (Section 2.3) of this contract, in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved either 1) as voluntarily agreed to by the parties, 2) by equitable remedies, or 3) by other legal means.

2.13 DUE PROCESS AND COMPLAINT PROCEDURES

CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations related to Due Process and the rights of students and parents.

CONTRACTOR agrees to maintain policies and procedures as follows: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA).

2.14 VENUE AND GOVERNING LAW

This contract, and conditions of this contract, shall be governed by the laws of the State of California with venue in San Diego County, California.

2.15 RIGHT TO REPORT MASTER CONTRACT VIOLATIONS

The CONTRACTOR acknowledges and understands that the LEA may report to the CDE any violations of the provisions of this contract; and that may result in the suspension of the CDE nonpublic school certification pursuant to California EC section 56366.4(a).

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2.16 TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT

a. Master Contract

Either the LEA or the CONTRACTOR may terminate this Master Contract for cause as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 of this contract, or immediately if the CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. Cause shall include but not be limited to non maintenance of current nonpublic school certification, failure of either the LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or material breach of the contract by CONTRACTOR or LEA. To terminate the contract either party shall give a minimum of 20 days written notice pursuant to the provisions of Section 2.3 (Notices) of this contract. Upon termination, the LEA shall pay within 45 days, without duplication, for all services performed and expenses incurred to date of termination according to the provisions set forth in Schools Document Section 4.1, Agencies Document Section 5.1 (Rate Schedule) and Main Document Section 4.1 (Billing and Payment) of this contract. CONTRACTOR shall provide to the LEA the IEP/IFSP and all related documents in its possession or under its control pertaining to its services, for all pupils of the LEA who were receiving services from the CONTRACTOR in accordance with applicable state and federal laws regarding student records.

b. Individual Services Agreement

The Individual Services Agreement may be terminated or suspended by the LEA or the CONTRACTOR for cause, as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 (Notices) of this contract, or immediately if the CONTRACTOR and the LEA mutually agree that there are significant health or safety concerns.

Individual Services Agreements are null and void upon termination of the Master Contract.

The LEA shall not terminate Individual Services Agreements because of the availability of a public class initiated during the course of the contract unless the parent agrees to the transfer of a pupil to a public school program, which agreement must only be given in a duly called and held IEP/IFSP meeting at which the CONTRACTOR is present.

2.17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) / INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

When a pupil is accepted for enrollment in a nonpublic school, the CONTRACTOR shall provide the pupil a program of educational instruction and services within the nonpublic school, which is consistent with his or her IEP/IFSP as specified in each pupil's Individual Services Agreement.

The CONTRACTOR shall implement those responsibilities delegated to CONTRACTOR in the plan for transition services (per EC section 56445 and EC section 56462) as stated by the IEP/IFSP.

The CONTRACTOR shall provide an appropriate adult to pupil ratio for pupils with exceptional needs between three and five years of age, in accordance with EC 56441.5.

The LEA shall invite the CONTRACTOR and the CONTRACTOR shall participate in all IEP/IFSP meetings, including those related to placement and those called by the parent in accordance with EC section 56343.5, so long as the pupil is to be served by the CONTRACTOR pursuant to an Individual Services Agreement. The child's present teacher shall participate in the IEP meeting in accordance with EC 56341(b)(3). Every effort shall be made to schedule the meeting at a time and place that is mutually convenient to parents, CONTRACTOR's staff, and LEA's staff.

The local educational agency shall oversee and evaluate the pupil's placement in the NPS through the IEP process. The IEP team shall evaluate whether the pupil is making appropriate educational progress through a review of the student's progress toward IEP goals and, as appropriate, a review of the pupil's scores on state assessments. If the NPS staff or LEA will be making recommendation(s) for significant changes to the student's program, placement or services, the LEA Case Manager and representative of the NPS shall discuss the recommendation(s) prior to the IEP meeting. The IEP team will consider whether or not the needs of the pupil continue to be best met at the nonpublic school, whether changes to the pupil's IEP are necessary,

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and whether the pupil may be transitioned to a public school setting (EC 56366(a)(2)(B), EC 56343(d), EC 56043(h)). Partial day attendance at the NPS may be appropriate to support transition to a public school program.

2.18 FREE APPROPRIATE PUBLIC EDUCATION

No charge of any kind to parents shall be made by the CONTRACTOR for educational activities and related services specified on the pupil's IEP/IFSP, including screening or interviews which occur prior to or as a condition of a pupil's enrollment under the terms of the contract, except as specified in writing in a due process procedure that is signed by all relevant parties and attached to the relevant pupil's Individual Services Agreement, or for voluntary extracurricular activities conducted subsequent to written notification to parents as to the cost and the voluntary and extracurricular nature of the activity. Unless the activity (for example, field trips) takes place during a school vacation or holiday, pupils not participating in such activities shall continue to receive special education and/or related services as set forth in their IEP/IFSPs.

2.19 TRANSITION TO A LRE

CONTRACTOR & LEA shall support Least Restrictive Environment options, including dual enrollment, if appropriate, for students enrolled in NPS to have access to the general curriculum and to be educated with nondisabled peers to the maximum extent appropriate.

CONTRACTOR & LEA shall address LRE placement options for students enrolled in NPS at all IEP team meetings, including whether the students may be transitioned to a public school setting.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations activities to support the transition.

2.20 PUPIL PROGRESS

The CONTRACTOR shall have written procedures in place for measuring progress utilizing on-going data collection in the goal areas identified on the IEP/IFSP.

The CONTRACTOR shall provide to parents and the LEA case manager written pupil progress reports on the goals in the IEP/IFSP, no less than quarterly. The CONTRACTOR shall submit an updated report if there is no current progress report when pupils are scheduled for a review by the IEP/IFSP team or when a pupil's enrollment is terminated.

The CONTRACTOR shall allow periodic review of each pupil's instructional program by the LEA. Representatives of the LEA shall have reasonable access to observe each pupil at work, observe the instructional setting, meet with the CONTRACTOR and review each pupil's progress, including the behavioral intervention plan, if any. LEA representatives making site visits shall initially report to the CONTRACTOR's site administrative office.

2.21 ASSESSMENTS

a. Individual Student Assessments

If the CONTRACTOR receives a parent request for evaluation, the CONTRACTOR shall inform the parent of his or her ability to submit a written request for evaluation to the LEA in accordance with applicable law. The LEA shall collaborate with the CONTRACTOR to develop the evaluation plan and submit it to the parent for approval. The LEA retains the responsibility for conducting triennial evaluations (EC 56381(c)).

2.22 CONFIDENTIALITY OF RECORDS

All reports, records and other documents that CONTRACTOR is required to submit to LEA, the Special Education Local Plan Area, or otherwise, pursuant to this contract, shall be redacted to the extent necessary and appropriate to protect the confidentiality and privacy of pupils, employees, and subcontractors, as provided for pursuant to state and federal law.

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2.23 FORWARDING OF EDUCATIONAL RECORDS

The CONTRACTOR agrees, in the event of school closure, to immediately forward pupil records to the LEA pertaining to the LEA's pupils enrolled in CONTRACTOR's educational program. These records shall include, but need not be limited to, current transcripts, IEP/IFSPs and results of performance testing.

2.24 DATA REPORTING

CONTRACTOR agrees to provide LEA with all student information required for LEA to report to the California Longitudinal Pupil Achievement Data System (CALPADS) as well as other data as required by Every Student Succeeds Act (ESSA) or any federal data reporting requirements, including, but not limited to, data required to calculate enrollment and dropout and graduation rates.

SECTION 3: PERSONNEL

3.1 VERIFICATION OF CREDENTIALS, LICENSES AND OTHER QUALIFICATIONS

The CONTRACTOR shall provide all contracted special education, and/or related services required by the IEP/IFSP, Master Contract and Individual Services Agreement by appropriately qualified staff. The CONTRACTOR shall provide appropriately credentialed teachers and/or licensed or license-eligible personnel or other education related mental health provider consistent with the California laws and regulations unless the California Department of Education has granted a written waiver. The CONTRACTOR shall be responsible for monitoring the status of waiver applications submitted to the state for all non-credentialed teachers and non-licensed service providers. All non-credentialed teachers and non-licensed service providers shall apply for a waiver.

For a NPSs A-G course credits, only University of California A-G approved courses will be accepted by contracting districts.

The CONTRACTOR shall be responsible for verification of credentials and licenses held by its employees, agents and subcontractors. Once the CONTRACTOR has provided the LEA with a copy of the credential or license for all staff providing services to children with disabilities, the CONTRACTOR shall supply the LEA with copies of any changes in the credentials or licenses of staff within 45 days of the change in accordance with Title 5, Section 3062.

The CONTRACTOR is fiscally responsible for all training necessary to provide appropriate services per IEP/IFSP. The LEA shall not reimburse CONTRACTOR for training that occurs outside of contact time with student, and that is not during implementation of IEP/IFSP.

Where behavior intervention services are provided by a nonpublic agency, the CONTRACTOR shall train staff in implementing the behavior support plan or Behavior Intervention Plan and pupils shall receive the level of supervision required in the pupil's IEP/IFSP.

The CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including the provisions with respect to supervision.

3.2 EMPLOYEE FINGERPRINTS AND TUBERCULOSIS TESTING

The CONTRACTOR shall ensure that employee fingerprints have been processed in a manner required by EC section 44237. The CONTRACTOR shall maintain a file containing a current certificate of each person covered by Health and Safety Code Sections 121525-121555 (tuberculosis testing). In addition, contractor will adhere to all of the requirements under AB 389.

3.3 QUALIFICATIONS OF INSTRUCTIONAL AIDES AND TEACHER ASSISTANTS

Effective July 1, 2001 the CONTRACTOR shall ensure that newly hired instructional aides and teacher assistants have demonstrated proficiency in basic reading, writing, and mathematics skills, based on a test selected and administered by the CONTRACTOR.

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3.4 REQUIREMENT TO REPORT

a. Child Abuse or Molestation

The CONTRACTOR shall maintain a signed statement by all personnel required to sign such a statement under the child abuse reporting laws, acknowledging their training and understanding of the reporting requirements regarding observed or suspected cases of child abuse.

b. Missing Students

The CONTRACTOR shall ensure that staff is aware of its responsibility and requirement to report to parents, and local law enforcement as appropriate, when a pupil leaves campus without permission, immediately upon confirmation that the pupil is missing, in accordance with EC 49370. The CONTRACTOR shall contact the LEA Case Manager by telephone no later than the end of the day in the event a pupil leaves campus without permission, does not return that school day, and is not located at his or her residence or in the custody of his or her parent or guardian.

c. Student Injury

The CONTRACTOR agrees to complete a written report when a pupil has suffered an injury that requires medical attention, and notify the LEA case manager within 48 hours.

In case of incident, the CONTRACTOR agrees to submit a written report to the LEA case manager by the end of the following school day, in cases of injury resulting from physical restraint or the death of a student. The CONTRACTOR agrees to reasonably participate in any communications between a pupil's parents and the LEA regarding any injuries resulting from physical restraint.

SECTION 4: FISCAL

4.1 BILLING AND PAYMENT

a. Invoices

The CONTRACTOR shall submit invoices monthly. The effective date of an invoice shall be the date of the receipt by the LEA. Invoices should clearly reflect rates as specified in the Master Contract, be in accordance with the Individual Services Agreements, and include all days of creditable service, beginning no earlier than the date specified in the Interim Written Approval or ISA. The CONTRACTOR shall submit said invoice for services rendered no later than thirty (30) days from the end of the attendance accounting period calendar month in which said services are actually provided and the invoice shall be submitted pursuant to Section 2.3 (Notices) of this contract. All education related mental health services will be billed by contractor in separate invoice.

b. Late Invoices

If the LEA does not receive a properly submitted invoice within thirty (30) days from the end of the attendance accounting period calendar month, the LEA may deduct 1.5% per month, calculated proportionately per day, of that total invoice, if the LEA does not agree to the request of the CONTRACTOR to an extension of time to submit the invoice.

c. Payment

The LEA shall make payment within forty-five (45) days of receipt of a properly prepared and submitted invoice and such payment shall be submitted pursuant to Section 2.3 (Notices) of this contract. This payment shall be at the rates agreed to in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and shall be in an amount equal to the number of creditable days of attendance during both the regular and extended school years, make-up

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sessions (including "excused" absences) per the individual services agreement for each pupil. This calculation shall include the Extended School Year if the pupil is enrolled in the Extended School Year, and any other absence for which the LEA has agreed to pay CONTRACTOR and any related services and transportation costs as specified in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and in accordance with the Individual Services Agreements. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Payment by the LEA shall refer to the invoice number or the date of the bill submitted by the CONTRACTOR. If CONTRACTOR agrees to accept credit card payments, and LEA chooses to pay invoices by credit card, the LEA agrees to add the CONTRACTOR'S credit card processing fee to the invoice balance of the credit card payment. Credit card payments will be assumed to have been made on the date the payment posts to the CONTRACTOR'S bank account for late payment and interest calculation purposes.

d. Pupil Enrolled Prior to Approval of Agreement to a Contract

Ed Code addresses situations when a contract has not yet been developed and the pupil is enrolled and receiving services from the Nonpublic School or Agency (ED 56366.9 c (1)).

"If a pupil is enrolled in a nonpublic, nonsectarian school or agency with the approval of the local educational agency prior to agreement to a contract or individual services agreement, the local educational agency shall issue a warrant, upon submission of an attendance report and claim, for an amount equal to the number of creditable days of attendance at the per diem tuition rate agreed upon prior to the enrollment of the pupil. This provision shall be allowed for 90 days during which time the contract shall be consummated."

e. Late Payment

If the payment is not postmarked from the LEA within forty-five (45) days of the receipt of the invoice, the LEA agrees to pay an additional fee of 1.5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. The CONTRACTOR shall bill the LEA for the interest. Failure by the LEA to pay an appropriately submitted invoice within 90 days of receipt may be considered a breach of contract.

f. Medi-Cal Reimbursement

Documentation of LEA Medi-CAL Billable Services will be completed by the provider. All documentation of provider services shall be given to the District/SELPA for reimbursement submissions to Medi-Cal. The contractor will not submit any claims in the LBO (LEA) program and the LEA has the right to submit claims for reimbursement.

4.2 RIGHT TO WITHHOLD

The LEA has the right to withhold payment to the CONTRACTOR when the LEA has reliable evidence, described in writing to the CONTRACTOR at the time the notice of withholding is submitted that: (A) service is provided by personnel who are not appropriately credentialed/licensed; (B) records required by the LEA prior to school closure with respect to one or more LEA pupil(s) enrolled in CONTRACTOR's educational program have not been received; (C) the CONTRACTOR confirms a pupil's change of residence to another district but neglects to notify the LEA within 5 days; or (D) the CONTRACTOR fails to notify the LEA within 5 days after the 10th consecutive school day of a pupil's absence. If the basis for withholding is subsections (B) (C) or (D) of this section the LEA may only withhold the proportionate amount of the bill related to that pupil. If the basis for withholding is subsection (A) of this section, the LEA may only withhold payment for services provided by that personnel.

The LEA shall notify CONTRACTOR in writing within 10 working days of receipt of an invoice of any reason why requested payment shall not be paid. (EC section 56366.5(a)). Such notice shall specify the basis for the LEA's withholding payment and shall be made pursuant to Section 2.3 (Notices) of this contract. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Within fourteen (14) days from the date of receipt of such notice, the CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment. Upon receipt of the CONTRACTOR'S written request showing good cause sent

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pursuant to Section 2.3 (Notices) of this Contract, the LEA shall extend the CONTRACTOR'S time to respond by an additional fourteen days. The CONTRACTOR shall submit rebilling for payment no later than thirty (30) calendar days when an invoice is returned to the CONTRACTOR with a notice of withholding. Upon verification of remediation of identified deficiencies and receipt of rebilling, the LEA shall pay the resubmitted invoice in accordance with Schools: Section 4.1, Agencies: Section 5.1 (Rate Schedule) of this contract. If CONTRACTOR does not resubmit sufficient rebilling or verify remediation of identified deficiencies within thirty (30) calendar days, that shall constitute a reason to continue to withhold payment unless and until CONTRACTOR resubmits the bill and corrects the deficiencies as noted in the original notice of withholding.

4.3 INSPECTION AND AUDIT

a. Maintenance of Fiscal Records

The CONTRACTOR shall maintain cost data in sufficient detail to verify the annual operating budget in providing education and designated instructional services to children with disabilities and shall make that data available to the LEA upon reasonable request consistent with the provisions of this section. Fiscal records shall be maintained by the CONTRACTOR for five years and shall be available for audit consistent with the provisions of this section.

b. Maintenance of Student Records

District of residence is the custodian of the student records.

c. LEA Access to Documents Related to the Master Contract

The CONTRACTOR shall provide access to, or forward copies of, any documents or other matters relating to the contract within 20 days upon reasonable request by the LEA except as otherwise provided by law. The reason for this request for records shall be provided to the CONTRACTOR at the time it is made. The CONTRACTOR may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld. Such documents may include: 1) registers and roll books of teachers; 2) daily service logs and notes or other documents used to record the provision of related services; 3) absence verification records; 4) transportation records; 5) staff lists specifying credentials held, business and/or professional licenses held documents evidencing other qualifications; 6) dates of hire, and dates of termination; 7) staff time sheets; 8) non-paid volunteer sign-in sheets; 9) related services contracts; 10) school calendars; 11) bell/class schedules; 12) liability and workers' compensation insurance policies; 13) state nonpublic school certifications; 14) marketing materials; 15) statements of income and expenses; 16) general ledgers and supporting documents; 17) all budgetary information and projections submitted by the CONTRACTOR to LEA for purpose of contract negotiations.

d. Audit Exceptions

The CONTRACTOR agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions identified by appropriate LEA personnel or State or Federal audit agencies occurring as a result of the CONTRACTOR's performance of this contract. The CONTRACTOR also agrees to pay to the LEA within thirty days of demand by LEA for any financial penalties resulting from any audit exceptions to the extent they are attributable to the CONTRACTOR's failure to perform properly any of its obligations under this contract unless the LEA agrees to different terms in writing and any demand by LEA for such payment shall be made pursuant to the notice provisions of Section 2.3 of this contract. Any, and all audit exceptions must be specified in complete detail before any demand from the LEA for any amount set forth therein.

e. Reasons for Unannounced Visits

LEA and/or Special Education Local Plan Area representatives may make unannounced inspections when there is a concern regarding the health, safety, or welfare of a child, or a substantial concern regarding the implementation of the IEP.

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SECTION 5: SIGNATURES

This Nonpublic Master Contract 2018-2019, including its component parts, may be signed in counterparts and the signatures may appear on separate signature pages. A copy and/or original, with all signatures attached, shall be deemed a fully executed document. A facsimile version of any party's signature shall be deemed an original. The parties hereto have executed this Contract by and through their duly authorized agents or representatives as indicated by their signatures.

This contract is effective on July 1, 2018 and terminates at 5:00 p.m. on June 30, 2019 unless sooner terminated as provided herein.

CONTRACTOR

Nonpublic School Agency

Authorized Representative Signature

DATE: _____

(Type) Name and Title

APPROVED AS TO FORM:

SELPA DIRECTOR

Authorized Representative Signature

DATE: _____

Heather Difede Director

(Type) Name and Title

LEA

Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent

(Type) Name and Title

LEA Board Approval

DATE: _____

LEA: Dehesa School District

Nonpublic: Vista Hill

2018-2019

Nonpublic

Master Contract

Appendix B: Agencies



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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NONPUBLIC MASTER CONTRACT
Appendix B: Agencies

CONTRACT YEAR 2018-2019

SECTION 1: EDUCATIONAL PROGRAM

1.1 ADMISSION/ENROLLMENT PROCEDURES

Prior to the CONTRACTOR deciding whether or not to enroll a pupil, the LEA shall provide the CONTRACTOR a copy of the pupil's current IEP/IFSP, and facilitate an observation of the pupil, data gathering from the current or prior education providers, and any other reasonable information gathering CONTRACTOR wishes to undertake prior to making an enrollment decision. The CONTRACTOR retains the right to decline enrollment of any pupil and nothing in this contract shall be construed to limit this right.

If a pupil is being considered for enrollment, his or her IEP/IFSP shall be reviewed in collaboration with the LEA, CONTRACTOR, parents, and other invited participants, as appropriate.

The CONTRACTOR shall notify the LEA of its decision to decline enrollment or the effective date of enrollment of the pupil in accordance with Section 9 (Notices) of this contract within 10 working days of receipt of the referral.

1.2 SUPPLIES AND EQUIPMENT

The CONTRACTOR shall be responsible for providing all standard and usual supplies and equipment required for the general program provided by CONTRACTOR. If an individual pupil's IEP/IFSP requires specialized equipment and/or supplies beyond the CONTRACTOR'S general program, the LEA shall provide them unless otherwise specified in the Individual Services Agreement. The LEA shall provide the low incidence equipment assigned to the pupil through the IEP/IFSP unless CONTRACTOR specifically agrees in the Individual Services Agreement to provide the low incidence equipment. Supplies and/or equipment purchased and/or provided by the LEA remain the property of the LEA and supplies and/or equipment purchased and/or provided by CONTRACTOR remain the property of CONTRACTOR, if not specifically reimbursed by the LEA for that specific supply or equipment. If the CONTRACTOR provides DIS and/or related services, the CONTRACTOR shall be responsible for providing usual and reasonable supplies and assessment tools necessary to implement the provision of services unless otherwise agreed in the Individual Services Agreement.

1.3 CALENDAR

The CONTRACTOR shall only provide designated instruction and services during the period of the pupil's regular or extended school year program, or both, at the location designated by the IEP, unless otherwise specified by the pupil's IEP/IFSP. The CONTRACTOR shall observe the following legal holidays including Independence Day, Veteran's Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King Jr. Day, President's Day, and Memorial Day, as specified in the CONTRACTOR'S official calendar. Make-up sessions may be scheduled for other days of school vacations.

1.4 PARENT VISITS/COMMUNICATION

- a. The CONTRACTOR shall provide for reasonable parental visits to all of the agency facilities including, but not limited to, the instructional setting attended by pupils and recreational activity areas. CONTRACTOR shall notify case manager or other authorized district representative of all planned parental visits, and provide opportunity for case manager or other district representative to attend visit. The CONTRACTOR shall use its good faith efforts to provide that parental visits are in agreement with a court order, if any.

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- b. All communication between CONTRACTOR and Parent regarding programmatic decisions must include case manager or other authorized IEP team member, unless authorized by LEA representative or case manager, regarding program recommendations.

1.5 OWNERSHIP

All activity plans, token systems, reinforce systems or inventories, visual schedules, data, drills, progress reports, quarterly reports, behavior intervention plans, behavior support plans, behavior graphs, student assessment results, and program materials created specifically for individual pupils by CONTRACTOR under this Agreement shall be the joint property of CONTRACTOR and LEA.

1.6 STAFF ABSENCES

When a provider is absent, The CONTRACTOR shall provide appropriate coverage in accordance with EC section 56061. The CONTRACTOR shall provide the LEA the documentation of such coverage upon request. As appropriate, the CONTRACTOR and the LEA may make arrangements for make-up sessions, usually within 30 days, at a mutually convenient time and location if appropriate staff is not available to provide coverage for staff absences.

CONTRACTORS who provide nurses, 1:1 aides or 1:1 behavior intervention staff in accordance with an individual student's IEP/IFSP shall provide substitute coverage when the staff member is absent, unless other arrangements have been made with the LEA on a case by case basis.

SECTION 2: ATTENDANCE

The CONTRACTOR shall keep original records of services provided to each pupil in a register, report or record with the pupil's absences clearly indicated. The CONTRACTOR shall file the signed copies of such service logs with monthly invoices to the LEA within thirty (30) days of the close of the school month. The documents and reports identified in this section shall be provided to LEA pursuant to the provisions in Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. The CONTRACTOR is responsible for verifying accuracy of the service logs and for informing subcontractors of their personal responsibility for the completion and accuracy of said forms. A unit of service for payment purposes is one session as specified in the pupil's IEP/IFSP.

If a pupil's absences exceed more than ten days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to review the placement, modify the IEP/IFSP if appropriate, or determine another appropriate placement option for the student.

If a CONTRACTOR attempts to provide services for 5 consecutive days or sessions, and the student is not available for the service, the CONTRACTOR may suspend the Individual Services Agreement and notify the district of the need to convene a meeting of the IEP/IFSP team to attempt to resolve the problem. If a pupil's absences exceed more than ten unreimbursed days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to determine another appropriate placement option for the student.

SECTION 3: SAFETY

3.1 SAFE AND APPROPRIATE ENVIRONMENT

If nonpublic agency services are not provided on a school site, the CONTRACTOR shall be responsible for providing facilities in which it provides the services agreed to in the Individual Services Agreement, unless there is written agreement to the contrary. CONTRACTOR shall comply with applicable law with respect to the structural specifications of the facilities in which it provides services. CONTRACTOR shall comply with all applicable local, county, and/or state ordinances and statutes relating to fire,

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health, sanitation and building safety. If services are provided at a school site, the CONTRACTOR shall participate in the regularly scheduled fire, earthquake, and disaster drills as appropriate.

When the IEP specifies that NPA services are to be provided in the child's home, the parent/guardian or another adult caregiver designated by the parent shall be present in the home while the services are delivered.

SECTION 4: CONFLICT OF INTEREST

All recommendations for service by CONTRACTOR are the decisions of the IEP team.

To the extent required by EC section 56366.3, CONTRACTOR shall not provide special education and related services, administration, or supervision by an individual who is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days, except if the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to 10 months of the school year by the district, special education local plan area, or county office. For purposes of this section the special education local plan area shall be the special education local plan area of which the LEA is a member and the county office shall refer to the San Diego County Office of Education.

In terms of determining whether an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or whether the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office, the information provided to the CONTRACTOR by the individual in his or her application for employment, resume, or other paperwork, shall be conclusive evidence on this issue for purposes of determining compliance (if required) with EC section 56366.3. No payment shall be withheld or reimbursement demanded from CONTRACTOR if the individual failed to disclose on his or her application, resume, or paperwork, submitted to the CONTRACTOR that he or she is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or misstates the reason for separation. However, if the LEA subsequently provides CONTRACTOR written notice (pursuant to Section 9 of this contract) that an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days (and was not involuntarily terminated or laid off as part of necessary staff reductions) the CONTRACTOR shall have five school days from receipt of the written notice to investigate the matter and to determine the accurate facts and whether the individual should be terminated. The CONTRACTOR shall not be subject to any payment withholding or reimbursement demands ("penalties") for the time period prior to receiving the written notice or for the five school days after such written notice is received.

The CONTRACTOR shall be subject to penalties required by EC section 56366.3, commencing the sixth school day after such notice is provided only if both of the following conditions occur: 1) if it is determined that the individual was an employee of a contracting district, special education local plan area, or county office within the last 365 days and was not involuntarily terminated or laid off as part of necessary staff reductions and 2) if the individual was not terminated prior to the sixth school day after receiving written notice from the LEA, special education local plan, or county office, or did not otherwise stop providing special education and related services, administration or supervision on behalf of CONTRACTOR. If the CONTRACTOR is subject to penalties, the time period for which penalties may be assessed, if required by EC section 56366.3, shall not be retroactive but shall only commence on the sixth school day after the CONTRACTOR received written notice from the LEA as specified in this paragraph. The penalty, if imposed, shall only apply to the salary of the person who was previously employed by an LEA within the last 365 days.

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SECTION 5: FINANCIAL

5.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Vista Hill

The CONTRACTOR NUMBER: _____

Education service(s) offered by the CONTRACTOR, and the charges for such service(s) during the term of this contract, shall be as follows:

<u>RELATED SERVICES</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Individual and Small Group Instruction (Ages 3-5 only) (350)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Language and Speech (415) - SLP-A (Credentialed)</u>	_____	_____
<u>Language and Speech (415) – Speech Therapy Assistant</u>	_____	_____
<u>Language and Speech (415) – Bilingual SLP</u>	_____	_____
<u>Language and Speech (415) - Assessment</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Adapted Physical Education Assessment (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care LVN (435)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care RN (435)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care CRN (435)</u>	_____	_____
<u>Health and Nursing: Other Services LVN (436)</u>	_____	_____
<u>Health and Nursing: Other Services RN (436)</u>	_____	_____
<u>Health and Nursing: Other Services CRN (436)</u>	_____	_____
<u>Health and Nursing: Other Services Health Aide/CNA (436)</u>	_____	_____
<u>Assistive Technology Services – Credentialed (445)</u>	_____	_____
<u>Assistive Technology Services - Classified (445)</u>	_____	_____
<u>Assistive Technology Services Assessment (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019

<u>Occupational Therapy (450) – Certified OT Assistant</u>	_____	_____
<u>Occupational Therapy (460) - Assessment</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Physical Therapy PT Assistant (460)</u>	_____	_____
<u>Physical Therapy Assessment (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	<u>\$85,000.FTE</u>	<u>.20FTE</u>
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Psychological Services Assessment (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Behavior Intervention Services (535) - Supervision</u>	_____	_____
<u>Behavior Intervention Services (535) – Other Provider/Beh. Tech</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities Assess (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing Assessment (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Interpreter Services Shift Differential (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Audiological Services Assessment (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Specialized Vision Services Assessment (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Orientation and Mobility Assessment (730)</u>	_____	_____
<u>Braille Transcription (735)</u>	_____	_____

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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Specialized Orthopedic Services (740)		
Specialized Orthopedic Services Assessment (740)		
Reader Services (745)		
Note Taking Services (750)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness Preparation (820)		
Vocational Assessment, Counseling/Guidance Assessment (830)		
Career Awareness (840)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Agency Linkages (referral and placement) (865)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) Music Therapy		
Other (900) Vision Therapy		
Transportation – Emergency		
Bus Passes		
Professional Development		

NOTES: _____

*Parent transportation reimbursement rates to be set forth in Individual Services Agreements.

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019

SECTION 6: APPROVALS

CONTRACTOR
Nonpublic Agency

Robert Dean

DATE: 7/9/18

Authorized Representative Signature

Robert Dean, CEO
(Type) Name and Title

APPROVED AS TO FORM:

SELPA DIRECTOR

Heather Dife

DATE: 07/10/18

Authorized Representative Signature

Heather Dife Director
(Type) Name and Title

LEA
Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent
(Type) Name and Title

LEA Board Approval

DATE: _____

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019

INTERIM WRITTEN APPROVAL

For Provision of Special Education/Related Services and Payment

Pursuant to Section 1.1 of the Master Contract (Main Document),
the Local Education Agency (LEA) _____
provides to the CONTRACTOR _____
interim written approval for CONTRACTOR to provide the agreed upon Special Education and/or Related Services
identified in the most recent IEP/IFSP of _____,
(Student Name)

at the rates set forth in Schools: Section 4.1 of the Master Contract for the 201____ - 201____ Contract
Year.

Anticipated Student Start Date: _____.

This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date at the nonpublic school or nonpublic agency. If an Individual Services Agreement and/or Master Contract is not completed and executed by the LEA and the CONTRACTOR within this 90 day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

This interim written approval does not require the CONTRACTOR to provide services for 90 days, or for any maximum period of time. The parties have already agreed, or may agree, to hold an IEP meeting within 30 days of the student's first day of attendance.

Agreed to by the District Representative of the Special Education Unit of the LEA:

Signature _____
Date

Name/Title

Agreed to by the CONTRACTOR:

Robert Dean

Signature 7/9/18
Date

Robert Dean, CEO

Name/Title

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
 2018-2019

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES
 (Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 201_____, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic Agency _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____
 (Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
 (Residence) (Business)

Address _____ City _____ State/Zip _____
 (if different from student)

AGREEMENT TERMS:

A. DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Intensive Individual Services (340)							
Individual and Small Group Instruction (Ages 3-5 only) (350)							
Language and Speech (415)							
Language and Speech – SLP-A (Credentialed) (415)							
Language and Speech – Speech Therapy Assistant (415)							
Language and Speech – Bilingual SLP (415)							
Language and Speech – Assessment (415)							
Adapted Physical Ed. (425)							
Adapted Physical Ed. - Assessment (425)							
Health and Nursing: Specialized Physical Health Care - LVN (435)							
Health and Nursing: Specialized Physical Health Care - RN (435)							
Health and Nursing: Specialized Physical Health Care - CRN (435)							
Health and Nursing Services: Other - LVN (436)							

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Health and Nursing Services: Other - RN (436)							
Health and Nursing Services: Other - CRN (436)							
Health and Nursing Services: Other - Health Aide/CNA (436)							
Assistive Technology Services - Credentialed (445)							
Assistive Technology Services – Classified (445)							
Assistive Technology Services - Assessment (445)							
Occupational Therapy (450)							
Occupational Therapy – Certified OT Assistant (450)							
Occupational Therapy – Assessment (450)							
Physical Therapy (460)							
Physical Therapy - PT Assistant (460)							
Physical Therapy - PT Assessment (460)							
Individual Counseling (510)							
Counseling and Guidance (515)							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Behavior Intervention Services - Supervision (535)							
Behavior Intervention Services – Other Provider (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Services for Low Incidence Disabilities – Assessment (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Specialized Deaf and Hard of Hearing Services – Assessment (710)							

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Interpreter Services (715)							
Interpreter Services – Shift Differential (715)							
Audiological Services (720)							
Audiological Services Assessment (720)							
Specialized Vision Services (725)							
Specialized Vision Services Assessment (725)							
Orientation and Mobility (730)							
Orientation and Mobility Assessment (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Specialized Orthopedic Service Assessment (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services, including Therapeutic (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Job Coaching (855)							
Mentoring (860)							
Agency Linkages (referral and placement) (865)							

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
 2018-2019

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Travel Training (870)							
Other Transition Services (890)							
Other (900) Music Therapy							
Other (900) Vision Therapy							
Transportation-Emergency							
Bus Passes							
Professional Development							

ESTIMATED MAXIMUM RELATED SERVICES COST (A)\$ _____

1. Other Provisions/Attachments:

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICES AGREEMENT APPROVED BY CASE MANAGER:

 (Signature)

 (Date)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-DISTRICT-

 (Name of Nonpublic Agency)

 (Name of School District)

 (Signature)

 (Date)

 (Signature)

 (Date)

 (Name and Title)

 (Name of Superintendent or Authorized Designee)

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Contract with County
Speech Pathologists**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Dehesa School has been partnering with County Speech Pathologists since the 2013/14 school year.

Report:

We are extremely fortunate to continue to utilize County Speech Pathologists. This will be the 4th year we have had Miss Krystine as our assistant and the 3rd year we have had Ms. Janis as our speech pathologist. Both ladies do an incredible job of supporting our students.

Financial Impact:

There has been no increase of fees for the 2018/2019 school year. Our SELPA (Assistant) rate is \$55.00 per hour and she comes one day per week. Our Pathologist rate is \$75.00 per hour and she attends almost a full day per week.

Student Impact:

We are fortunate to continue our partnership with County Speech Pathologists. This provides our students uninterrupted service for their therapy needs.

Recommendation:

Administration recommends approval of the Master Contract with County Speech Pathologists.

Agenda Item #: VII.C.8

2018-19
San Diego County
Nonpublic
Master Contract

Directions:

- *Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract.*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

San Diego County Nonpublic Master Contract
Main Document

2018-2019

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APPENDIX B: AGENCIES

APPENDIX C: ROOM AND BOARD

Directions:

- *Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*

LEA: Dehesa School District

Nonpublic: San Diego County Speech Pathologists

2018-2019
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Master Contract

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San Diego County Office of Education
Student Services and Programs Division
Special Education Department

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2018-2019

**NONPUBLIC
MASTER CONTRACT**

CONTRACT YEAR 2018-2019

This Master Contract is made and entered into

this 1st day of July, 2018 between the

Dehesa School District, County of San Diego,
(Local Education Agency)

hereinafter sometimes referred to as the "LEA," and

San Diego County Speech Pathologists
(Nonpublic,)

hereinafter referred to as "CONTRACTOR."

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SECTION 1: AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.1 MASTER CONTRACT

For the purpose of providing special education and related services to individuals with exceptional needs under the authorization of Education Code sections 56157, 56361, and 56365-56366.5 the Master Contract consists of (the Main Document and Master Contract Appendices A (Schools), B (Agencies), C (Room & Board). The general term "Master Contract" refers to the Master Contract /Main Document/ and Master Contract /Appendices A (Schools), B (Agencies), and C (Room and Board) given to the CONTRACTOR by a representative of the LEA's Special Education Unit on terms acceptable to the LEA and CONTRACTOR.¹ It is also understood that this contract does not commit the CONTRACTOR to provide special education and related services to any individual unless and until an Individual Services Agreement is executed between the LEA and the CONTRACTOR on behalf of such individual or interim written approval is given to the CONTRACTOR by an authorized representative of the LEA's Special Education Unit. This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date, during which time the contract and/or Individual Services Agreement shall be completed and executed by the LEA and CONTRACTOR. If an Individual Services Agreement is not completed and executed by the LEA and the CONTRACTOR within this ninety-day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

1.2 SUPERSEDES PRIOR CONTRACTS

This Master Contract includes the Main Document, Appendix A (Schools), Appendix B (Agencies), Appendix C (Room and Board), to the extent that they are applicable, and each ISA, all of which are incorporated herein by this reference and any exhibits or attachments hereto constitute the entire agreement between the parties to this contract and supersedes any prior contract, understanding, or agreement with respect to the terms set forth in this contract.

1.3 MODIFICATIONS AND AMENDMENTS

The LEA and CONTRACTOR agree that any amendments to the contract must be in writing and approved by the LEA's Governing Board and the Board of Directors/Trustees or authorized representative of CONTRACTOR. Prior to executing a written amendment to the contract, the LEA shall obtain approval from the San Diego County SELPA Directors and the County Director of Special Education. In implementing this Master Contract, any specific terms related to an individual pupil shall be reflected in the Individual Services Agreement.

1.4 INDIVIDUAL SERVICES AGREEMENT

The LEA and CONTRACTOR shall enter into an Individual Services Agreement for each pupil who is to receive special education and/or related services provided by the CONTRACTOR. The LEA is responsible for completing each pupil's Individual Services Agreement, which shall identify the provider of each service required by the pupil's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) (CCR 3062(e)). Individual Services Agreements shall only be issued for those pupils enrolled with the approval of the LEA. Changes in any LEA pupil's educational program, including instruction, services, or instructional setting provided under this contract, may only be made on the basis of revisions to the pupil's IEP or IFSP. At any time during the term of this contract, the parent, the CONTRACTOR or LEA may request a review of the pupil's IEP/IFSP, subject to all procedural safeguards required by law, including notice given to and participation by the CONTRACTOR in the IEP Team meeting. In the event that the CONTRACTOR recommends that the pupil requires either a lesser or more restrictive placement than the CONTRACTOR can provide, the CONTRACTOR will notify the LEA immediately. The LEA shall expedite the review and/or the resulting change in placement, and shall modify the Individual Services Agreement as appropriate if there is a change in the instructional and/or other services provided.

¹ Please see Appendix B for Agencies for exceptions to NPA Hired as Full Time Equivalent.

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1.5 NONPUBLIC CERTIFICATION OR WAIVER

A current copy of the CONTRACTOR'S California Department of Education Nonpublic Certification or waiver of such certification issued by CDE pursuant to EC 56366.2 is attached hereto. This Master Contract shall be null and void if such certification is expired, revoked, rescinded, or otherwise nullified during the effective period of this contract.

1.6 TERM OF MASTER CONTRACT

Neither the CONTRACTOR nor the LEA is required to renew this contract in subsequent contract years. In the event that a pupil is enrolled with the CONTRACTOR during the term of this contract and said pupil continues to receive special education and/or related services by the CONTRACTOR as approved by the LEA in accordance with the pupil's IEP/IFSP and either (a) a new contract has not been fully executed or (b) the CONTRACTOR or the LEA chooses not to renew this contract, the terms of this contract and associated Individual Service Agreements shall apply to any and all special education and/or related services provided by CONTRACTOR and payment for those services by the LEA.

Upon agreement of both parties to this Master Contract, its provisions shall be retroactive to the beginning of this contract year (July 1st), to cover services provided by the CONTRACTOR to LEA students, unless otherwise mutually agreed upon by both parties.

The term of this Master Contract shall be from July 1, 20 18 to June 30, 20 19.

Any subsequent Master Contract is to be renegotiated prior to June 30 of each year.

This Master Contract has no force or effect until approved or ratified by the LEA's Governing Board.

1.7 COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS

During the term of this contract, the CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations relating to the required special education and designated instruction and services and facilities for individuals with exceptional needs, including those not expressly documented in this Master Contract.

a. Nondiscrimination

The CONTRACTOR and the LEA shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation disability or any other classification protected by federal or state laws in employment or operation of its programs.

b. Sexual Harassment Policy

The CONTRACTOR shall have a written policy on sexual harassment in accordance with state and federal regulations and guidelines.

c. Corporal Punishment Prohibitions

(l) No public education agency, or nonpublic school or agency serving individuals pursuant to Education Code Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain;
- (2) Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;
- (3) Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- (4) Any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma;
- (5) Restrictive interventions which employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by

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2018-2019

- trained personnel as a limited emergency intervention pursuant to subsection (i) of Ed Code Section 56521.2 (a) (5)
- (6) Locked seclusion, except pursuant to subsection (i)(4)(A) of Ed Code Section 56521.2 (a) (6)
- (7) Any intervention that precludes adequate supervision of the individual; and
- (8) Any intervention which deprives the individual of one or more of his or her senses.

d. Student Discipline

Contractor shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations, such that students who exhibit serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act and its implementing regulations.

When a CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, the CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. LEA will schedule an IEP meeting or if appropriate, a manifestation determination IEP meeting when required and in accordance with California Education Code.

e. Behavioral Emergency Reports (Ed. 56521.1(a))

- (1) Anytime an emergency intervention is used pursuant to Ed Code Section 56521.1(a) subsection (i), CONTRACTOR must notify LEA and IEP team immediately and document emergency intervention in a "Behavioral Emergency Report" as defined by 56521.1(e).
- (2) Whenever a "Behavioral Emergency Report" is written regarding an individual who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan.
- (3) Anytime a "Behavioral Emergency Report" is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.
- (4) "Behavioral Emergency Report" data shall be collected by CONTRACTOR and be submitted to LEA.
- (5) A summary of Behavioral Emergency Reports shall be submitted at least monthly to the LEA and the Director of the Special Education Local Plan Area of which the LEA is a member.

1.8 DEFINITIONS

"DAYS": For the purpose of the contract, "days" refers to calendar days unless otherwise specified.

"PARENT": For the purpose of the contract, a parent (34CFR 300.3Da) is the natural parent, adoptive parent, or legal guardian or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction. A trained, certified surrogate parent, identified by the LEA, may act on behalf of the pupil if no parent, guardian or person acting as a parent can be located. The LEA shall be responsible for providing a translator for the parent if needed.

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SECTION 2: ADMINISTRATION OF CONTRACT

2.1 NOTICES

Notices provided for by this contract shall be in writing, be delivered to the individual identified below in this section, and shall be delivered by certified, registered, or return receipt requested mail, postage prepaid, or by facsimile transmission, unless a specific section of this contract requires or allows notice or contact to be made in a different manner or to a different individual. The effective date of an invoice shall be the date of its receipt by the LEA. The effective date of all other notices shall be the date of the postmark or of the facsimile transmittal date identified in the document. In the event there is a change in the individual to be notified, the CONTRACTOR or the LEA shall provide written notice of the change and, after such notice is provided, all future notices shall be addressed to that individual. Notice may be provided under this section pursuant to regular United States mail if the LEA and CONTRACTOR agree in writing to notice by regular United States mail. If the LEA or CONTRACTOR does not identify an individual to be notified in this section, the person to be notified under this section shall be the LEA or CONTRACTOR representative that executes this contract.

Notices mailed to the LEA shall be addressed to:

Nancy Hauer Superintendent
Name/Title

Dehesa School District
Local Education Agency

4612 Dehesa Rd.
Address

El Cajon CA 92019
City State Zip

(619) 444-2161
Phone

(619) 444-2105
Facsimile

nancy.hauer@dehesasd.net
Email Address

Notices to the CONTRACTOR shall be addressed to:

Janis Schumacher Director
Name/Title

San Diego County Speech Pathologists
Nonpublic School

Address

City State Zip

()
Phone

()
Facsimile

janis.schumacher@dehesasd.net
Email Address

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2.2 INDEPENDENT CONTRACTOR STATUS

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

2.3 SUBCONTRACT AND ASSIGNMENT

The CONTRACTOR shall not enter into an initial subcontract with any noncertified Nonpublic Agency (NPA) or provider, for any of the instructional or related services contemplated under this contract without first obtaining written approval by a representative of the San Diego County Office of Education (i.e. County Director of Special Education or a SELPA Director). Such approval shall not be unreasonably withheld. The LEA and CONTRACTOR shall maintain a copy of the written approval.

2.4 INDEMNIFICATION

The CONTRACTOR hereby indemnifies, defends, and holds harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the CONTRACTOR, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The LEA hereby indemnifies, defends, and holds harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The CONTRACTOR shall have no obligation to indemnify, defend, or hold harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for the LEA's sole negligence or willful misconduct; and the LEA shall have no obligation to indemnify, defend, or hold harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives for the CONTRACTOR'S sole negligence or willful misconduct. This indemnity shall survive the termination of the Contract or final payment hereunder, and is in addition to any other rights or remedies that the CONTRACTOR or LEA may have under the law or this contract.

2.5 INSURANCE

During the entire term of this contract and any extension or modification thereof, the CONTRACTOR shall keep in effect a policy or policies of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by CONTRACTOR in relation to the performance of service(s) under this Master Contract, with minimum limits of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate. Such insurance shall name LEA as an additional insured, and an endorsement evidencing such coverage shall be provided within 90 days, only as to matters arising out of this Master Contract for which CONTRACTOR has an obligation to indemnify the LEA, under the Indemnification clause, Section 2.6, of this Master Contract.

Not later than the effective date of this contract, the CONTRACTOR shall provide the LEA with satisfactory evidence of insurance. The insurance maintained by CONTRACTOR shall include a provision for the insurance provider to send written notice of cancellation or modification to the CONTRACTOR at least 30 calendar days before cancellation or adverse material change, or 10 days for nonpayment of premium. Such CONTRACTOR'S insurance may contain the same notice requirement for the LEA. If the insurance provider is only required to send such notice to the CONTRACTOR (but not the LEA) CONTRACTOR shall provide the LEA written notice of cancellation or adverse material modification within one business day after receiving such notice from the insurer. Such notice shall be provided pursuant to Section 2.3 (Notices) of this contract. The CONTRACTOR shall at its own cost and expense procure and maintain insurance under the applicable state's Workers' Compensation laws. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this contract.

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LEA warrants that it is self-insured in compliance with the laws of the State of California, that the self insurance covers persons acting on its behalf or under its control, that its self insurance covers LEA's indemnification obligations to CONTRACTOR under this contract, and that LEA agrees to provide coverage to CONTRACTOR pursuant to this self insurance in the event the indemnification obligations of Section 2.6 of this contract are triggered. The LEA further warrants that it shall notify the CONTRACTOR pursuant to Section 2.3 (Notices) of this contract, of any material insurance coverage changes at least thirty days prior to the change.

CONTRACTOR agrees that any subcontractor with which it contracts to provide services pursuant to any Individual Services Agreement, shall submit written proof of insurance in a minimum amount of \$1,000,000 per occurrence, including general liability, auto liability (if applicable), and professional liability (if applicable). Such insurance shall be maintained by any subcontractor for the scope of duties performed and duration of time it provides services to LEA pupils. Proof of insurance shall be provided to the LEA prior to the beginning of transportation services by a subcontractor, and upon renewal of coverage thereafter. Transportation subcontractors shall submit copies of insurance policies upon request of the LEA; otherwise, certificates of insurance may be acceptable proof, provided that the information thereon is adequate and verifiable. Subcontractors shall be required to provide to the CONTRACTOR written notice of cancellation of insurance or adverse material change in such insurance at least 30 days prior to cancellation or adverse material change or within one business day after receiving such notice, whichever is earlier.

2.6 TRANSPORTATION

Transportation to and from school, and the associated costs are the responsibility of the LEA unless otherwise agreed to in writing. LEA accepts full responsibility for pupil safety, and liability for accident, injury, or death, at all times pupil is on a LEA transportation vehicle.

In the event that the CONTRACTOR transports students to or from school due to health, behavior, other emergencies, or as otherwise agreed to by the CONTRACTOR and the LEA, the LEA shall reimburse CONTRACTOR at the rate specified in this Master Contract, (Rate Schedule - Schools: Section 4.1, Agencies: Section 5.1) or a temporary rate agreed to by LEA and CONTRACTOR.

The CONTRACTOR shall have in place a transportation safety plan that prescribes procedures for school personnel to follow to ensure safe transport of pupils. The safety plan shall specify, among other matters, that CONTRACTOR shall provide each pupil being transported with adequate supervision during the transport and with instruction in vehicle emergency procedures and passenger safety, as appropriate to the pupil needs. CONTRACTOR has liability for accident, injury, or death, at all times pupil is in CONTRACTOR vehicle.

2.7 WAIVERS

The LEA and/or CONTRACTOR may independently or jointly submit waivers of applicable state laws and regulations.

2.8 SUCCESSORS IN INTEREST

This contract binds the CONTRACTOR's successors and assignees. CONTRACTOR shall not assign this Master Contract without the written consent of LEA, and any attempt by Contractor to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of the LEA.

2.9 SEVERABILITY

If any provision or portion of a provision of this contract is held in whole or in part to be unenforceable for any reason, the remainder of the provision and of the entire contract shall be severable and shall remain in effect.

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2.10 CONFLICTS OF INTEREST

a. The CONTRACTOR agrees to furnish to the LEA a copy of its current bylaws and a current list of its Governing Board of Directors (or Trustees), if it is incorporated. LEA has the right to request a current list of the Board of Directors or Trustees at any time during the term of the Master Contract.

b. CONTRACTOR and members of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provisions of private party assessments and/or reports, and attendance at the IEP team meetings and/or due process proceedings.

c. Anytime the CONTRACTOR is contracted to conduct a formal Independent Educational Evaluation (IEE), and the IEP team determines that services are necessary as a result of that IEE the LEA shall be obligated to select a service provider who is not the CONTRACTOR. Unless, a service provider who is not the CONTRACTOR is unavailable or unable to provide that service.

2.11 INABILITY TO MEET CONTRACT REQUIREMENTS

The CONTRACTOR shall notify the LEA in writing when the CONTRACTOR is unable to meet the requirements of this contract. The LEA shall notify CONTRACTOR in writing when the LEA is unable to meet the requirements of this contract.

2.12 DISPUTE RESOLUTION

Disagreements concerning the meaning, requirements or performance of this contract shall first be brought to the attention of the other party in writing, pursuant to the notice provisions (Section 2.3) of this contract, in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved either 1) as voluntarily agreed to by the parties, 2) by equitable remedies, or 3) by other legal means.

2.13 DUE PROCESS AND COMPLAINT PROCEDURES

CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations related to Due Process and the rights of students and parents.

CONTRACTOR agrees to maintain policies and procedures as follows: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA).

2.14 VENUE AND GOVERNING LAW

This contract, and conditions of this contract, shall be governed by the laws of the State of California with venue in San Diego County, California.

2.15 RIGHT TO REPORT MASTER CONTRACT VIOLATIONS

The CONTRACTOR acknowledges and understands that the LEA may report to the CDE any violations of the provisions of this contract; and that may result in the suspension of the CDE nonpublic school certification pursuant to California EC section 56366.4(a).

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2.16 TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT

a. Master Contract

Either the LEA or the CONTRACTOR may terminate this Master Contract for cause as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 of this contract, or immediately if the CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. Cause shall include but not be limited to non maintenance of current nonpublic school certification, failure of either the LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or material breach of the contract by CONTRACTOR or LEA. To terminate the contract either party shall give a minimum of 20 days written notice pursuant to the provisions of Section 2.3 (Notices) of this contract. Upon termination, the LEA shall pay within 45 days, without duplication, for all services performed and expenses incurred to date of termination according to the provisions set forth in Schools Document Section 4.1, Agencies Document Section 5.1 (Rate Schedule) and Main Document Section 4.1 (Billing and Payment) of this contract. CONTRACTOR shall provide to the LEA the IEP/IFSP and all related documents in its possession or under its control pertaining to its services, for all pupils of the LEA who were receiving services from the CONTRACTOR in accordance with applicable state and federal laws regarding student records.

b. Individual Services Agreement

The Individual Services Agreement may be terminated or suspended by the LEA or the CONTRACTOR for cause, as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 (Notices) of this contract, or immediately if the CONTRACTOR and the LEA mutually agree that there are significant health or safety concerns.

Individual Services Agreements are null and void upon termination of the Master Contract.

The LEA shall not terminate Individual Services Agreements because of the availability of a public class initiated during the course of the contract unless the parent agrees to the transfer of a pupil to a public school program, which agreement must only be given in a duly called and held IEP/IFSP meeting at which the CONTRACTOR is present.

2.17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) / INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

When a pupil is accepted for enrollment in a nonpublic school, the CONTRACTOR shall provide the pupil a program of educational instruction and services within the nonpublic school, which is consistent with his or her IEP/IFSP as specified in each pupil's Individual Services Agreement.

The CONTRACTOR shall implement those responsibilities delegated to CONTRACTOR in the plan for transition services (per EC section 56445 and EC section 56462) as stated by the IEP/IFSP.

The CONTRACTOR shall provide an appropriate adult to pupil ratio for pupils with exceptional needs between three and five years of age, in accordance with EC 56441.5.

The LEA shall invite the CONTRACTOR and the CONTRACTOR shall participate in all IEP/IFSP meetings, including those related to placement and those called by the parent in accordance with EC section 56343.5, so long as the pupil is to be served by the CONTRACTOR pursuant to an Individual Services Agreement. The child's present teacher shall participate in the IEP meeting in accordance with EC 56341(b)(3). Every effort shall be made to schedule the meeting at a time and place that is mutually convenient to parents, CONTRACTOR's staff, and LEA's staff.

The local educational agency shall oversee and evaluate the pupil's placement in the NPS through the IEP process. The IEP team shall evaluate whether the pupil is making appropriate educational progress through a review of the student's progress toward IEP goals and, as appropriate, a review of the pupil's scores on state assessments. If the NPS staff or LEA will be making recommendation(s) for significant changes to the student's program, placement or services, the LEA Case Manager and representative of the NPS shall discuss the recommendation(s) prior to the IEP meeting. The IEP team will consider whether or not the needs of the pupil continue to be best met at the nonpublic school, whether changes to the pupil's IEP are necessary,

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and whether the pupil may be transitioned to a public school setting (EC 56366(a)(2)(B), EC 56343(d), EC 56043(h)). Partial day attendance at the NPS may be appropriate to support transition to a public school program.

2.18 FREE APPROPRIATE PUBLIC EDUCATION

No charge of any kind to parents shall be made by the CONTRACTOR for educational activities and related services specified on the pupil's IEP/IFSP, including screening or interviews which occur prior to or as a condition of a pupil's enrollment under the terms of the contract, except as specified in writing in a due process procedure that is signed by all relevant parties and attached to the relevant pupil's Individual Services Agreement, or for voluntary extracurricular activities conducted subsequent to written notification to parents as to the cost and the voluntary and extracurricular nature of the activity. Unless the activity (for example, field trips) takes place during a school vacation or holiday, pupils not participating in such activities shall continue to receive special education and/or related services as set forth in their IEP/IFSPs.

2.19 TRANSITION TO A LRE

CONTRACTOR & LEA shall support Least Restrictive Environment options, including dual enrollment, if appropriate, for students enrolled in NPS to have access to the general curriculum and to be educated with nondisabled peers to the maximum extent appropriate.

CONTRACTOR & LEA shall address LRE placement options for students enrolled in NPS at all IEP team meetings, including whether the students may be transitioned to a public school setting.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations activities to support the transition.

2.20 PUPIL PROGRESS

The CONTRACTOR shall have written procedures in place for measuring progress utilizing on-going data collection in the goal areas identified on the IEP/IFSP.

The CONTRACTOR shall provide to parents and the LEA case manager written pupil progress reports on the goals in the IEP/IFSP, no less than quarterly. The CONTRACTOR shall submit an updated report if there is no current progress report when pupils are scheduled for a review by the IEP/IFSP team or when a pupil's enrollment is terminated.

The CONTRACTOR shall allow periodic review of each pupil's instructional program by the LEA. Representatives of the LEA shall have reasonable access to observe each pupil at work, observe the instructional setting, meet with the CONTRACTOR and review each pupil's progress, including the behavioral intervention plan, if any. LEA representatives making site visits shall initially report to the CONTRACTOR's site administrative office.

2.21 ASSESSMENTS

a. Individual Student Assessments

If the CONTRACTOR receives a parent request for evaluation, the CONTRACTOR shall inform the parent of his or her ability to submit a written request for evaluation to the LEA in accordance with applicable law. The LEA shall collaborate with the CONTRACTOR to develop the evaluation plan and submit it to the parent for approval. The LEA retains the responsibility for conducting triennial evaluations (EC 56381(c)).

2.22 CONFIDENTIALITY OF RECORDS

All reports, records and other documents that CONTRACTOR is required to submit to LEA, the Special Education Local Plan Area, or otherwise, pursuant to this contract, shall be redacted to the extent necessary and appropriate to protect the confidentiality and privacy of pupils, employees, and subcontractors, as provided for pursuant to state and federal law.

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2.23 FORWARDING OF EDUCATIONAL RECORDS

The CONTRACTOR agrees, in the event of school closure, to immediately forward pupil records to the LEA pertaining to the LEA's pupils enrolled in CONTRACTOR's educational program. These records shall include, but need not be limited to, current transcripts, IEP/IFSPs and results of performance testing.

2.24 DATA REPORTING

CONTRACTOR agrees to provide LEA with all student information required for LEA to report to the California Longitudinal Pupil Achievement Data System (CALPADS) as well as other data as required by Every Student Succeeds Act (ESSA) or any federal data reporting requirements, including, but not limited to, data required to calculate enrollment and dropout and graduation rates.

SECTION 3: PERSONNEL

3.1 VERIFICATION OF CREDENTIALS, LICENSES AND OTHER QUALIFICATIONS

The CONTRACTOR shall provide all contracted special education, and/or related services required by the IEP/IFSP, Master Contract and Individual Services Agreement by appropriately qualified staff. The CONTRACTOR shall provide appropriately credentialed teachers and/or licensed or license-eligible personnel or other education related mental health provider consistent with the California laws and regulations unless the California Department of Education has granted a written waiver. The CONTRACTOR shall be responsible for monitoring the status of waiver applications submitted to the state for all non-credentialed teachers and non-licensed service providers. All non-credentialed teachers and non-licensed service providers shall apply for a waiver.

For a NPSs A-G course credits, only University of California A-G approved courses will be accepted by contracting districts.

The CONTRACTOR shall be responsible for verification of credentials and licenses held by its employees, agents and subcontractors. Once the CONTRACTOR has provided the LEA with a copy of the credential or license for all staff providing services to children with disabilities, the CONTRACTOR shall supply the LEA with copies of any changes in the credentials or licenses of staff within 45 days of the change in accordance with Title 5, Section 3062.

The CONTRACTOR is fiscally responsible for all training necessary to provide appropriate services per IEP/IFSP. The LEA shall not reimburse CONTRACTOR for training that occurs outside of contact time with student, and that is not during implementation of IEP/IFSP.

Where behavior intervention services are provided by a nonpublic agency, the CONTRACTOR shall train staff in implementing the behavior support plan or Behavior Intervention Plan and pupils shall receive the level of supervision required in the pupil's IEP/IFSP.

The CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including the provisions with respect to supervision.

3.2 EMPLOYEE FINGERPRINTS AND TUBERCULOSIS TESTING

The CONTRACTOR shall ensure that employee fingerprints have been processed in a manner required by EC section 44237. The CONTRACTOR shall maintain a file containing a current certificate of each person covered by Health and Safety Code Sections 121525-121555 (tuberculosis testing). In addition, contractor will adhere to all of the requirements under AB 389.

3.3 QUALIFICATIONS OF INSTRUCTIONAL AIDES AND TEACHER ASSISTANTS

Effective July 1, 2001 the CONTRACTOR shall ensure that newly hired instructional aides and teacher assistants have demonstrated proficiency in basic reading, writing, and mathematics skills, based on a test selected and administered by the CONTRACTOR.

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3.4 REQUIREMENT TO REPORT

a. Child Abuse or Molestation

The CONTRACTOR shall maintain a signed statement by all personnel required to sign such a statement under the child abuse reporting laws, acknowledging their training and understanding of the reporting requirements regarding observed or suspected cases of child abuse.

b. Missing Students

The CONTRACTOR shall ensure that staff is aware of its responsibility and requirement to report to parents, and local law enforcement as appropriate, when a pupil leaves campus without permission, immediately upon confirmation that the pupil is missing, in accordance with EC 49370. The CONTRACTOR shall contact the LEA Case Manager by telephone no later than the end of the day in the event a pupil leaves campus without permission, does not return that school day, and is not located at his or her residence or in the custody of his or her parent or guardian.

c. Student Injury

The CONTRACTOR agrees to complete a written report when a pupil has suffered an injury that requires medical attention, and notify the LEA case manager within 48 hours.

In case of incident, the CONTRACTOR agrees to submit a written report to the LEA case manager by the end of the following school day, in cases of injury resulting from physical restraint or the death of a student. The CONTRACTOR agrees to reasonably participate in any communications between a pupil's parents and the LEA regarding any injuries resulting from physical restraint.

SECTION 4: FISCAL

4.1 BILLING AND PAYMENT

a. Invoices

The CONTRACTOR shall submit invoices monthly. The effective date of an invoice shall be the date of the receipt by the LEA. Invoices should clearly reflect rates as specified in the Master Contract, be in accordance with the Individual Services Agreements, and include all days of creditable service, beginning no earlier than the date specified in the Interim Written Approval or ISA. The CONTRACTOR shall submit said invoice for services rendered no later than thirty (30) days from the end of the attendance accounting period calendar month in which said services are actually provided and the invoice shall be submitted pursuant to Section 2.3 (Notices) of this contract. All education related mental health services will be billed by contractor in separate invoice.

b. Late Invoices

If the LEA does not receive a properly submitted invoice within thirty (30) days from the end of the attendance accounting period calendar month, the LEA may deduct 1.5% per month, calculated proportionately per day, of that total invoice, if the LEA does not agree to the request of the CONTRACTOR to an extension of time to submit the invoice.

c. Payment

The LEA shall make payment within forty-five (45) days of receipt of a properly prepared and submitted invoice and such payment shall be submitted pursuant to Section 2.3 (Notices) of this contract. This payment shall be at the rates agreed to in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and shall be in an amount equal to the number of creditable days of attendance during both the regular and extended school years, make-up

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sessions (including "excused" absences) per the individual services agreement for each pupil. This calculation shall include the Extended School Year if the pupil is enrolled in the Extended School Year, and any other absence for which the LEA has agreed to pay CONTRACTOR and any related services and transportation costs as specified in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and in accordance with the Individual Services Agreements. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Payment by the LEA shall refer to the invoice number or the date of the bill submitted by the CONTRACTOR. If CONTRACTOR agrees to accept credit card payments, and LEA chooses to pay invoices by credit card, the LEA agrees to add the CONTRACTOR'S credit card processing fee to the invoice balance of the credit card payment. Credit card payments will be assumed to have been made on the date the payment posts to the CONTRACTOR'S bank account for late payment and interest calculation purposes.

d. Pupil Enrolled Prior to Approval of Agreement to a Contract

Ed Code addresses situations when a contract has not yet been developed and the pupil is enrolled and receiving services from the Nonpublic School or Agency (ED 56366.9 c (1)).

"If a pupil is enrolled in a nonpublic, nonsectarian school or agency with the approval of the local educational agency prior to agreement to a contract or individual services agreement, the local educational agency shall issue a warrant, upon submission of an attendance report and claim, for an amount equal to the number of creditable days of attendance at the per diem tuition rate agreed upon prior to the enrollment of the pupil. This provision shall be allowed for 90 days during which time the contract shall be consummated."

e. Late Payment

If the payment is not postmarked from the LEA within forty-five (45) days of the receipt of the invoice, the LEA agrees to pay an additional fee of 1.5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. The CONTRACTOR shall bill the LEA for the interest. Failure by the LEA to pay an appropriately submitted invoice within 90 days of receipt may be considered a breach of contract.

f. Medi-Cal Reimbursement

Documentation of LEA Medi-CAL Billable Services will be completed by the provider. All documentation of provider services shall be given to the District/SELPA for reimbursement submissions to Medi-Cal. The contractor will not submit any claims in the LBO (LEA) program and the LEA has the right to submit claims for reimbursement.

4.2 RIGHT TO WITHHOLD

The LEA has the right to withhold payment to the CONTRACTOR when the LEA has reliable evidence, described in writing to the CONTRACTOR at the time the notice of withholding is submitted that: (A) service is provided by personnel who are not appropriately credentialed/licensed; (B) records required by the LEA prior to school closure with respect to one or more LEA pupil(s) enrolled in CONTRACTOR's educational program have not been received; (C) the CONTRACTOR confirms a pupil's change of residence to another district but neglects to notify the LEA within 5 days; or (D) the CONTRACTOR fails to notify the LEA within 5 days after the 10th consecutive school day of a pupil's absence. If the basis for withholding is subsections (B) (C) or (D) of this section the LEA may only withhold the proportionate amount of the bill related to that pupil. If the basis for withholding is subsection (A) of this section, the LEA may only withhold payment for services provided by that personnel.

The LEA shall notify CONTRACTOR in writing within 10 working days of receipt of an invoice of any reason why requested payment shall not be paid. (EC section 56366.5(a)). Such notice shall specify the basis for the LEA's withholding payment and shall be made pursuant to Section 2.3 (Notices) of this contract. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Within fourteen (14) days from the date of receipt of such notice, the CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment. Upon receipt of the CONTRACTOR'S written request showing good cause sent

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pursuant to Section 2.3 (Notices) of this Contract, the LEA shall extend the CONTRACTOR'S time to respond by an additional fourteen days. The CONTRACTOR shall submit rebilling for payment no later than thirty (30) calendar days when an invoice is returned to the CONTRACTOR with a notice of withholding. Upon verification of remediation of identified deficiencies and receipt of rebilling, the LEA shall pay the resubmitted invoice in accordance with Schools: Section 4.1, Agencies: Section 5.1 (Rate Schedule) of this contract. If CONTRACTOR does not resubmit sufficient rebilling or verify remediation of identified deficiencies within thirty (30) calendar days, that shall constitute a reason to continue to withhold payment unless and until CONTRACTOR resubmits the bill and corrects the deficiencies as noted in the original notice of withholding.

4.3 INSPECTION AND AUDIT

a. Maintenance of Fiscal Records

The CONTRACTOR shall maintain cost data in sufficient detail to verify the annual operating budget in providing education and designated instructional services to children with disabilities and shall make that data available to the LEA upon reasonable request consistent with the provisions of this section. Fiscal records shall be maintained by the CONTRACTOR for five years and shall be available for audit consistent with the provisions of this section.

b. Maintenance of Student Records

District of residence is the custodian of the student records.

c. LEA Access to Documents Related to the Master Contract

The CONTRACTOR shall provide access to, or forward copies of, any documents or other matters relating to the contract within 20 days upon reasonable request by the LEA except as otherwise provided by law. The reason for this request for records shall be provided to the CONTRACTOR at the time it is made. The CONTRACTOR may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld. Such documents may include: 1) registers and roll books of teachers; 2) daily service logs and notes or other documents used to record the provision of related services; 3) absence verification records; 4) transportation records; 5) staff lists specifying credentials held, business and/or professional licenses held documents evidencing other qualifications; 6) dates of hire, and dates of termination; 7) staff time sheets; 8) non-paid volunteer sign-in sheets; 9) related services contracts; 10) school calendars; 11) bell/class schedules; 12) liability and workers' compensation insurance policies; 13) state nonpublic school certifications; 14) marketing materials; 15) statements of income and expenses; 16) general ledgers and supporting documents; 17) all budgetary information and projections submitted by the CONTRACTOR to LEA for purpose of contract negotiations.

d. Audit Exceptions

The CONTRACTOR agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions identified by appropriate LEA personnel or State or Federal audit agencies occurring as a result of the CONTRACTOR's performance of this contract. The CONTRACTOR also agrees to pay to the LEA within thirty days of demand by LEA for any financial penalties resulting from any audit exceptions to the extent they are attributable to the CONTRACTOR's failure to perform properly any of its obligations under this contract unless the LEA agrees to different terms in writing and any demand by LEA for such payment shall be made pursuant to the notice provisions of Section 2.3 of this contract. Any, and all audit exceptions must be specified in complete detail before any demand from the LEA for any amount set forth therein.

e. Reasons for Unannounced Visits

LEA and/or Special Education Local Plan Area representatives may make unannounced inspections when there is a concern regarding the health, safety, or welfare of a child, or a substantial concern regarding the implementation of the IEP.

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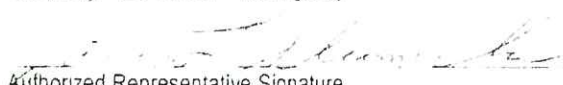
SECTION 5: SIGNATURES

This Nonpublic Master Contract 2018-2019 including its component parts, may be signed in counterparts and the signatures may appear on separate signature pages. A copy and/or original, with all signatures attached, shall be deemed a fully executed document. A facsimile version of any party's signature shall be deemed an original. The parties hereto have executed this Contract by and through their duly authorized agents or representatives as indicated by their signatures.

This contract is effective on July 1, 2018 and terminates at 5:00 p.m. on June 30, 2018 unless sooner terminated as provided herein.

CONTRACTOR

Nonpublic School Agency

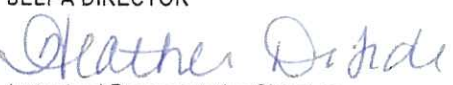

Authorized Representative Signature

DATE: 7-6

Janis Schumacher Director
(Type) Name and Title

APPROVED AS TO FORM.

SELPA DIRECTOR


Authorized Representative Signature

DATE: 7/9/18

Heather Difede Director
(Type) Name and Title

LEA
Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent
(Type) Name and Title

LEA Board Approval

DATE

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Appendix B: Agencies



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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NONPUBLIC MASTER CONTRACT
Appendix B: Agencies

CONTRACT YEAR 2018-2019

SECTION 1: EDUCATIONAL PROGRAM

1.1 ADMISSION/ENROLLMENT PROCEDURES

Prior to the CONTRACTOR deciding whether or not to enroll a pupil, the LEA shall provide the CONTRACTOR a copy of the pupil's current IEP/IFSP, and facilitate an observation of the pupil, data gathering from the current or prior education providers, and any other reasonable information gathering CONTRACTOR wishes to undertake prior to making an enrollment decision. The CONTRACTOR retains the right to decline enrollment of any pupil and nothing in this contract shall be construed to limit this right.

If a pupil is being considered for enrollment, his or her IEP/IFSP shall be reviewed in collaboration with the LEA, CONTRACTOR, parents, and other invited participants, as appropriate.

The CONTRACTOR shall notify the LEA of its decision to decline enrollment or the effective date of enrollment of the pupil in accordance with Section 9 (Notices) of this contract within 10 working days of receipt of the referral.

1.2 SUPPLIES AND EQUIPMENT

The CONTRACTOR shall be responsible for providing all standard and usual supplies and equipment required for the general program provided by CONTRACTOR. If an individual pupil's IEP/IFSP requires specialized equipment and/or supplies beyond the CONTRACTOR'S general program, the LEA shall provide them unless otherwise specified in the Individual Services Agreement. The LEA shall provide the low incidence equipment assigned to the pupil through the IEP/IFSP unless CONTRACTOR specifically agrees in the Individual Services Agreement to provide the low incidence equipment. Supplies and/or equipment purchased and/or provided by the LEA remain the property of the LEA and supplies and/or equipment purchased and/or provided by CONTRACTOR remain the property of CONTRACTOR, if not specifically reimbursed by the LEA for that specific supply or equipment. If the CONTRACTOR provides DIS and/or related services, the CONTRACTOR shall be responsible for providing usual and reasonable supplies and assessment tools necessary to implement the provision of services unless otherwise agreed in the Individual Services Agreement.

1.3 CALENDAR

The CONTRACTOR shall only provide designated instruction and services during the period of the pupil's regular or extended school year program, or both, at the location designated by the IEP, unless otherwise specified by the pupil's IEP/IFSP. The CONTRACTOR shall observe the following legal holidays including Independence Day, Veteran's Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King Jr. Day, President's Day, and Memorial Day, as specified in the CONTRACTOR'S official calendar. Make-up sessions may be scheduled for other days of school vacations.

1.4 PARENT VISITS/COMMUNICATION

- a. The CONTRACTOR shall provide for reasonable parental visits to all of the agency facilities including, but not limited to, the instructional setting attended by pupils and recreational activity areas. CONTRACTOR shall notify case manager or other authorized district representative of all planned parental visits, and provide opportunity for case manager or other district representative to attend visit. The CONTRACTOR shall use its good faith efforts to provide that parental visits are in agreement with a court order, if any.

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- b. All communication between CONTRACTOR and Parent regarding programmatic decisions must include case manager or other authorized IEP team member, unless authorized by LEA representative or case manager, regarding program recommendations.

1.5 OWNERSHIP

All activity plans, token systems, reinforce systems or inventories, visual schedules, data, drills, progress reports, quarterly reports, behavior intervention plans, behavior support plans, behavior graphs, student assessment results, and program materials created specifically for individual pupils by CONTRACTOR under this Agreement shall be the joint property of CONTRACTOR and LEA.

1.6 STAFF ABSENCES

When a provider is absent, The CONTRACTOR shall provide appropriate coverage in accordance with EC section 56061. The CONTRACTOR shall provide the LEA the documentation of such coverage upon request. As appropriate, the CONTRACTOR and the LEA may make arrangements for make-up sessions, usually within 30 days, at a mutually convenient time and location if appropriate staff is not available to provide coverage for staff absences.

CONTRACTORS who provide nurses, 1:1 aides or 1:1 behavior intervention staff in accordance with an individual student's IEP/IFSP shall provide substitute coverage when the staff member is absent, unless other arrangements have been made with the LEA on a case by case basis.

SECTION 2: ATTENDANCE

The CONTRACTOR shall keep original records of services provided to each pupil in a register, report or record with the pupil's absences clearly indicated. The CONTRACTOR shall file the signed copies of such service logs with monthly invoices to the LEA within thirty (30) days of the close of the school month. The documents and reports identified in this section shall be provided to LEA pursuant to the provisions in Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. The CONTRACTOR is responsible for verifying accuracy of the service logs and for informing subcontractors of their personal responsibility for the completion and accuracy of said forms. A unit of service for payment purposes is one session as specified in the pupil's IEP/IFSP.

If a pupil's absences exceed more than ten days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to review the placement, modify the IEP/IFSP if appropriate, or determine another appropriate placement option for the student.

If a CONTRACTOR attempts to provide services for 5 consecutive days or sessions, and the student is not available for the service, the CONTRACTOR may suspend the Individual Services Agreement and notify the district of the need to convene a meeting of the IEP/IFSP team to attempt to resolve the problem. If a pupil's absences exceed more than ten unreimbursed days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to determine another appropriate placement option for the student.

SECTION 3: SAFETY

3.1 SAFE AND APPROPRIATE ENVIRONMENT

If nonpublic agency services are not provided on a school site, the CONTRACTOR shall be responsible for providing facilities in which it provides the services agreed to in the Individual Services Agreement, unless there is written agreement to the contrary. CONTRACTOR shall comply with applicable law with respect to the structural specifications of the facilities in which it provides services. CONTRACTOR shall comply with all applicable local, county, and/or state ordinances and statutes relating to fire,

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health, sanitation and building safety. If services are provided at a school site, the CONTRACTOR shall participate in the regularly scheduled fire, earthquake, and disaster drills as appropriate.

When the IEP specifies that NPA services are to be provided in the child's home, the parent/guardian or another adult caregiver designated by the parent shall be present in the home while the services are delivered.

SECTION 4: CONFLICT OF INTEREST

All recommendations for service by CONTRACTOR are the decisions of the IEP team.

To the extent required by EC section 56366.3, CONTRACTOR shall not provide special education and related services, administration, or supervision by an individual who is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days, except if the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to 10 months of the school year by the district, special education local plan area, or county office. For purposes of this section the special education local plan area shall be the special education local plan area of which the LEA is a member and the county office shall refer to the San Diego County Office of Education.

In terms of determining whether an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or whether the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office, the information provided to the CONTRACTOR by the individual in his or her application for employment, resume, or other paperwork, shall be conclusive evidence on this issue for purposes of determining compliance (if required) with EC section 56366.3. No payment shall be withheld or reimbursement demanded from CONTRACTOR if the individual failed to disclose on his or her application, resume, or paperwork, submitted to the CONTRACTOR that he or she is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or misstates the reason for separation. However, if the LEA subsequently provides CONTRACTOR written notice (pursuant to Section 9 of this contract) that an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days (and was not involuntarily terminated or laid off as part of necessary staff reductions) the CONTRACTOR shall have five school days from receipt of the written notice to investigate the matter and to determine the accurate facts and whether the individual should be terminated. The CONTRACTOR shall not be subject to any payment withholding or reimbursement demands ("penalties") for the time period prior to receiving the written notice or for the five school days after such written notice is received.

The CONTRACTOR shall be subject to penalties required by EC section 56366.3, commencing the sixth school day after such notice is provided only if both of the following conditions occur: 1) if it is determined that the individual was an employee of a contracting district, special education local plan area, or county office within the last 365 days and was not involuntarily terminated or laid off as part of necessary staff reductions and 2) if the individual was not terminated prior to the sixth school day after receiving written notice from the LEA, special education local plan, or county office, or did not otherwise stop providing special education and related services, administration or supervision on behalf of CONTRACTOR. If the CONTRACTOR is subject to penalties, the time period for which penalties may be assessed, if required by EC section 56366.3, shall not be retroactive but shall only commence on the sixth school day after the CONTRACTOR received written notice from the LEA as specified in this paragraph. The penalty, if imposed, shall only apply to the salary of the person who was previously employed by an LEA within the last 365 days.

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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SECTION 5: FINANCIAL

5.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR San Diego County Speech Pathologists

The CONTRACTOR NUMBER 1A-37-162

Education service(s) offered by the CONTRACTOR, and the charges for such service(s) during the term of this contract, shall be as follows

<u>RELATED SERVICES</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>		
<u>Individual and Small Group Instruction (Ages 3-5 only) (350)</u>		
<u>Language and Speech (415)</u>		
<u>Language and Speech (415) - SLP-A (Credentialed)</u>	<u>\$75.00</u>	<u>hourly</u>
<u>Language and Speech (415) - Speech Therapy Assistant</u>	<u>\$55.00</u>	<u>hourly</u>
<u>Language and Speech (415) - Bilingual SLP</u>		
<u>Language and Speech (415) - Assessment</u>		
<u>Adapted Physical Education (425)</u>		
<u>Adapted Physical Education Assessment (425)</u>		
<u>Health and Nursing - Specialized Physical Health Care LVN (435)</u>		
<u>Health and Nursing - Specialized Physical Health Care RN (435)</u>		
<u>Health and Nursing - Specialized Physical Health Care CRN (435)</u>		
<u>Health and Nursing - Other Services LVN (436)</u>		
<u>Health and Nursing - Other Services RN (436)</u>		
<u>Health and Nursing - Other Services CRN (436)</u>		
<u>Health and Nursing - Other Services Health Aide/CNA (436)</u>		
<u>Assistive Technology Services - Credentialed (445)</u>		
<u>Assistive Technology Services - Classified (445)</u>		
<u>Assistive Technology Services Assessment (445)</u>		
<u>Occupational Therapy (450)</u>		

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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<u>Occupational Therapy (450) – Certified OT Assistant</u>	_____	_____
<u>Occupational Therapy (460) - Assessment</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Physical Therapy PT Assistant (460)</u>	_____	_____
<u>Physical Therapy Assessment (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Psychological Services Assessment (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Behavior Intervention Services (535) - Supervision</u>	_____	_____
<u>Behavior Intervention Services (535) – Other Provider/Beh.Tech</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities Assess (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing Assessment (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Interpreter Services Shift Differential (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Audiological Services Assessment (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Specialized Vision Services Assessment (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Orientation and Mobility Assessment (730)</u>	_____	_____
<u>Braille Transcription (735)</u>	_____	_____

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Specialized Orthopedic Services (740)		
Specialized Orthopedic Services Assessment (740)		
Reader Services (745)		
Note Taking Services (750)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness Preparation (820)		
Vocational Assessment, Counseling/Guidance Assessment (830)		
Career Awareness (840)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Agency Linkages (referral and placement) (865)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) Music Therapy		
Other (900) Vision Therapy		
Transportation – Emergency		
Bus Passes		
Professional Development		

NOTES: _____

*Parent transportation reimbursement rates to be set forth in Individual Services Agreements.

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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SECTION 6: APPROVALS

CONTRACTOR
Nonpublic Agency


Authorized Representative Signature

DATE: 7-9-18

Janis Schumacher Director
(Type) Name and Title

APPROVED AS TO FORM

SELPA DIRECTOR


Authorized Representative Signature

DATE 7-9-18

Heather Difede Director
(Type) Name and Title

LEA
Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent
(Type) Name and Title

LEA Board Approval

DATE: _____

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
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INTERIM WRITTEN APPROVAL

For Provision of Special Education/Related Services and Payment

Pursuant to Section 1.1 of the Master Contract (Main Document),
the Local Education Agency (LEA) _____
provides to the CONTRACTOR _____
interim written approval for CONTRACTOR to provide the agreed upon Special Education and/or Related Services
identified in the most recent IEP/IFSP of _____,
(Student Name)
at the rates set forth in Schools: Section 4.1 of the Master Contract for the 201_____ - 201_____ Contract
Year.

Anticipated Student Start Date: _____.

This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date at the nonpublic school or nonpublic agency. If an Individual Services Agreement and/or Master Contract is not completed and executed by the LEA and the CONTRACTOR within this 90 day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

This interim written approval does not require the CONTRACTOR to provide services for 90 days, or for any maximum period of time. The parties have already agreed, or may agree, to hold an IEP meeting within 30 days of the student's first day of attendance.

Agreed to by the District Representative of the Special Education Unit of the LEA:

Signature Date

Name/Title

Agreed to by the CONTRACTOR:

Signature Date

Name/Title

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES
 (Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 201_____, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic Agency _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____
 (Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
 (Residence) (Business)

Address _____ City _____ State/Zip _____
 (if different from student)

AGREEMENT TERMS:

A. DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Intensive Individual Services (340)							
Individual and Small Group Instruction (Ages 3-5 only) (350)							
Language and Speech (415)							
Language and Speech – SLP-A (Credentialed) (415)							
Language and Speech – Speech Therapy Assistant (415)							
Language and Speech – Bilingual SLP (415)							
Language and Speech – Assessment (415)							
Adapted Physical Ed. (425)							
Adapted Physical Ed. - Assessment (425)							
Health and Nursing: Specialized Physical Health Care - LVN (435)							
Health and Nursing: Specialized Physical Health Care - RN (435)							
Health and Nursing: Specialized Physical Health Care - CRN (435)							
Health and Nursing Services: Other - LVN (436)							

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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Health and Nursing Services: Other - RN (436)							
Health and Nursing Services: Other - CRN (436)							
Health and Nursing Services: Other - Health Aide/CNA (436)							
Assistive Technology Services - Credentialed (445)							
Assistive Technology Services – Classified (445)							
Assistive Technology Services - Assessment (445)							
Occupational Therapy (450)							
Occupational Therapy – Certified OT Assistant (450)							
Occupational Therapy – Assessment (450)							
Physical Therapy (460)							
Physical Therapy - PT Assistant (460)							
Physical Therapy - PT Assessment (460)							
Individual Counseling (510)							
Counseling and Guidance (515)							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Behavior Intervention Services - Supervision (535)							
Behavior Intervention Services – Other Provider (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Services for Low Incidence Disabilities – Assessment (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Specialized Deaf and Hard of Hearing Services – Assessment (710)							

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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Interpreter Services (715)							
Interpreter Services – Shift Differential (715)							
Audiological Services (720)							
Audiological Services Assessment (720)							
Specialized Vision Services (725)							
Specialized Vision Services Assessment (725)							
Orientation and Mobility (730)							
Orientation and Mobility Assessment (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Specialized Orthopedic Service Assessment (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services, Including Therapeutic (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Job Coaching (855)							
Mentoring (860)							
Agency Linkages (referral and placement) (865)							

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Travel Training (870)							
Other Transition Services (890)							
Other (900) Music Therapy							
Other (900) Vision Therapy							
Transportation-Emergency							
Bus Passes							
Professional Development							

ESTIMATED MAXIMUM RELATED SERVICES COST (A)\$ _____

1. Other Provisions/Attachments:

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICES AGREEMENT APPROVED BY CASE MANAGER:

 (Signature) (Date)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-DISTRICT-

 (Name of Nonpublic Agency) (Name of School District)

 (Signature) (Date) (Signature) (Date)

 (Name and Title) (Name of Superintendent or Authorized Designee)

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Advertising Campaign
Target River

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: Target River came to the Superintendent's meeting at the County Office to share their company's strategies and efforts to boost enrollment. The Superintendents who have utilized this company recommend their service and have signed up to utilize them again.

Report: Target River seeks out men and women who have children in the home in zip codes served by Dehesa. They will market our school through YouTube (video impressions and view of promotional video) Display Ads, Search Ads via Google, Bing, Yahoo and AOL, Retargeting Ads, Facebook, Instagram, Yard Signs, Direct Mail, Newspaper Ads, Blog Posts, Press Releases, Flyers, Search Engine Optimization and a Landing Page. He has worked with both Chula Vista and South Bay and had tremendous success. He will also be working with an unnamed East County District. The cost of this service will be recouped with the additional enrollment of just over 2 students. There is no obligation to continue to utilize their service once the contract period is complete. Target River successfully completed a 3 month campaign for Dehesa. With our rebranding here is a new campaign for 6 months.

Financial Impact: The cost to run this program for 6 months is \$19,917.00.

Student Impact: Students will benefit from increased enrollment funding opportunities.

Recommendation: Administration recommends the approval of the Contract with Target River.

Agenda Item #: VII.C.9

Dehesa School District

We are excited to present our 2018/2019 Marketing plan to build off the success achieved with the previous plan. Further, we are able to provide some tremendous cost efficiencies and extend the support from three months to six months for a nominal increase overall.



Target River

Recommended Marketing Tactics:

- **Who** we recommend targeting
 - Men and women who have children in the home
 - Secondary target of homeowners
 - Zip codes served by Dehesa

- **How** we recommend reaching them
 - YouTube (video impressions and views of promotional video)
 - Display Ads (commonly referred to as banner ads)
 - Search ads via Google, Bing, Yahoo, and AOL targeting people searching for education options (public, private, charter, and home school options)
 - Retargeting Ads (delivered to devices who have viewed video content and/or visited the campaign landing pages)
 - Facebook
 - Instagram
 - Yard Signs
 - Newspaper Ads
 - Blog Posts
 - Press Releases
 - Flyers distributed to community organizations, realtors, pre-schools, etc
 - Search Engine Optimization to further grow the number of visitors to the district website
 - Landing Page to generate leads
 - Overall reach exceeding 1,200,000 impressions delivered to the community

- **What** we suggest the content to be
 - Reputation building content to validate Dehesa as the right school for their child, highlighting achievements, programs offered, etc.
 - Variable creative and content based on marketing channel and user experience (first time targeting vs. retargeting)
 - Target River to produce video, direct mail, display ads, retargeting ads, Facebook ads, search ads, Instagram ads, yard signs, and flyers)

- **Campaign** timing and expenses
 - Campaign timeframe to be six months
 - Campaign can "go live" as quickly as 12 business days after receipt of agreement and initial payment
 - We will work with the district to identify the six months to execute the campaign during

- o Campaign expenses are: \$19,917 total for six months

Terms

All ad copy to be reviewed and approved by authorized individual from client and client shall be responsible for the accuracy of all ads published. No warranty is expressed or implied. Campaign payments to be received as follows: initial payment of one-third received prior to go-live, second-third received by the first of the third month, and third and final payment received by the first of the fifth month. No cancellation once insertion order is executed.

Print Name

Authorized Signature

Title

Date

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Approval of Contract with
New York Giant Pizza

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

In order to obtain the quality of product and service Dehesa School District requires for our lunch program, we performed a search for a pizza supplier that would fulfill all district requirements. New York Giant Pizza has proposed to provide pizzas that are compliant with the National School Lunch Program. References from a neighboring school district confirm the outstanding level of service given by this local vendor.

Report:

The cost of pizzas with the current supplier is \$7.75 and \$8.25. New York Giant Pizza will provide each pizza at a cost of \$7.20.

Financial Impact:

An average of 18 pizzas are ordered per week. The cost savings will be approximately \$103.00 per year.

Student Impact:

NA – For Informational Purposes Only

Recommendation:

Administration recommends approval of the contract with New York Giant Pizza.

Budget: Child Nutrition Fund

Dehesa School District Independent Contractor Agreement

This agreement is hereby entered into this 19th day of July, 2018, by and between the **Dehesa School District**, 4612 Dehesa Road, El Cajon, CA 92019, hereinafter referred to as "District," and

New York Giant Pizza		356 N Magnolia Ave
Contractor	Taxpayer ID Number	Mailing Address

El Cajon	CA	92019	hereinafter referred to as "Contractor."
City	State	Zip Code	

1. **Services to be provided by Contractor.** New York Giant Pizza (NYGP) shall provide pizzas on a weekly basis as requested by Dehesa. Pizzas provided by NYGP shall comply with USDA, National School Lunch Program nutrition guidelines. Delivery of pizzas shall be provided by NYGP to Dehesa. at Dehesa School.
Location

2. **Term.** Contractor shall provide services under this Agreement on August 24th, 2018.

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a total fee not to exceed Seven dollars and twenty cents per 8 slice pizza Dollars (\$ 7.20 per Pizza). District shall pay Contractor within 15 days of receipt of invoice by Business Services.

4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:

5. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:

6. **Hold Harmless.** Contractor agrees to and does hereby indemnify, hold harmless, and defend the District and its officers, agents and employees from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever.

7. **Insurance.** Contractor agrees to carry comprehensive general and automobile liability insurance to protect Contractor and District against liability or claims of liability that may

arise out of this Agreement. Contractor shall provide District with certificates of insurance evidencing all coverage and endorsements. Contractor agrees to name District and its officers, agents, and employees as additional insured under said policy.

8. Worker's Compensation Insurance. Contractor agrees to procure and maintain in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against District by a bona fide employee of Contractor participating under this Agreement, Contractor agrees to defend and hold harmless the District from such claim.
9. Fingerprinting Requirements. Consultant agrees to provide the District with written certification that Consultant has complied with the fingerprinting and criminal background investigation requirements of the California Education Code with respect to all Consultant's employees who may have contact with District students in the course of providing said services, and that the California Department of Justice has determined that none of those employees has been convicted of a felony, as defined in Education Code Section 45122.1 through 45125.5.
10. Employment with Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
11. If employed by another school district in the State of California, please specify:

N/A

District Name	Address	State	Zip	Phone
DEHESA SCHOOL DISTRICT				
CONTRACTOR				
_____ Signature of Authorized Agent	_____ Signature of Authorized Agent			
_____ Typed or Printed Name	_____ Typed Name			
_____ Title	_____ Social Security or Taxpayer I. D. No.			
Board Approval Date: _____	_____ (Area Code) Telephone Number			

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt Nancy Hauer

From: Anna Buxbaum

Subject: Approve Increase in Student
Lunch Price

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, school districts are required to gradually increase the price of school lunches each year until the district's price per lunch equals the difference between the federal rate of reimbursement for a free school lunch and a paid school lunch. For the 2018-19 school year, the difference between these two rates is \$2.80. The current lunch price in Dehesa is \$2.75 per meal. It is recommended that the District increase the lunch price to \$2.80 per meal.

Financial Impact:

On average, the District serves approximately 600 paid lunches per month. The additional \$0.05 per meal would increase revenues in the Cafeteria fund by approximately \$290.00 per year.

Student Impact:

The cost of a student lunch would increase by \$0.05 for the students that purchase lunches daily (approximately 30% of the lunches served each day).

Recommendation:

Administration recommends that the Board approve the increase in the cost of student lunches to \$2.80.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Conflict of Interest Code**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: The PRA (Government Code 87100-87500.1) requires all public agencies, including school districts and county offices of education to adopt a conflict of interest code and to review that code biannually.

Report: The law requires that the conflict of interest code contain three components: An incorporation statement which states the terms of the code and incorporates relevant Fair Political Practices Commission (FPPC) regulations by reference. Designated positions, which lists the specific positions in the district that make or participate in making governmental decisions. Disclosure categories, which specify the types of investments, income and interest in property that must be disclosed by each person holding a designated position. The district's conflict of interest code is the basis for the information that is reported on the Statement of Economic Interest/Form 700. All board members and staff who hold a designated position must file a Form 700 by April 1 of each year.

Financial Impact: There is no financial impact to adopt the Conflict of Interest Code.

Student Impact: There is no student impact on adopting a Conflict of Interest Code.

Recommendation: Administration recommends the Board approve the updated Conflict of Interest Code.

Agenda Item #: VII.E.1



County of San Diego

DAVID HALL
EXECUTIVE OFFICER/CLERK

CLERK OF THE BOARD OF SUPERVISORS
1600 PACIFIC HIGHWAY, ROOM 402, SAN DIEGO, CALIFORNIA 92101-2471
PHONE (619) 531-5600 FAX (619) 338-8146
www.sandiegocob.com

ANDREW POTTER
ASSISTANT CLERK OF THE BOARD

June 28, 2018

TO: Agency Officials

FROM: David Hall
Clerk of the Board of Supervisors

CONFLICT OF INTEREST CODE: LOCAL GOVERNMENT AGENCY BIENNIAL REVIEW

Every even numbered year, local government agencies are required to review their Conflict of Interest Codes to determine if it is accurate or if the code must be amended (Government Code Section 87306.5). Once the determination has been made, a notice must be submitted to the code reviewing body.

The San Diego County Board of Supervisors, as the code reviewing body for your agency, hereby notifies you of the requirements of this Government Code Section. In order to comply with these requirements, the following is required:

1. Review your Agency's Conflict of Interest (COI) Code including designated employees and disclosure categories. Conflict of Interest Codes are available online at: www.sdcounty.ca.gov/cob/conflict_interest/.
2. Determine whether or not amendments are necessary. If no amendments are necessary, go to Item 3. If amendments are necessary, go to Item 4.

As we indicated through correspondence in November 2017, we encourage your agency to consider amending its COI Code to specify that Statements of Economic Interest (Form 700s) may be filed directly with your agency, rather than with the County of San Diego Clerk of the Board of Supervisors. By amending your COI Code to specify that eligible officials file original Form 700s directly with your agency, you would be able to:

- Retain direct access to your filers' Form 700s;
- Reduce confusion among filers about filing with the County versus their own agency;
- Easily communicate with your filers when there are issues with their Form 700s; and

- Eliminate the need to prepare transmittals to submit filings to the Clerk of the Board of Supervisors, and the need to mail original Form 700s to the Clerk of the Board of Supervisors.

The Model Conflict of Interest Code has been updated to reflect the suggested language to specify the place of filing for certain individuals (see 4.b. below).

3. **If no amendments are necessary**, complete the form of official action (Biennial Reply Form enclosed with this letter) indicating that no amendment is required and return it to the Clerk of the Board no later than **October 1, 2018**. No further action will be required beyond returning the form of official action.
4. **If amendments are necessary:**
 - a. Complete the form of official action (Biennial Reply Form enclosed with this letter) indicating that an amendment is required and return it to the Clerk of the Board no later than **October 1, 2018**; and
 - b. Amend your Conflict of Interest Code and submit to the Clerk of the Board no later than **October 10, 2018**. County Counsel has developed a Model Conflict of Interest Code and provided additional resources to help simplify the process. You are not required to use this model. The Model Code and additional written material are available at the Clerk of the Board's website at:
www.sdcounty.ca.gov/cob/conflict_interest/.

The Clerk of the Board will submit the proposed amendments to the Board of Supervisors for approval. An Agency's amended Conflict of Interest Code is not effective until the Board of Supervisors has approved it. The Clerk of the Board will notify you upon Board of Supervisors' action.

Please complete and submit the enclosed "2018 Local Agency Biennial Notice" form, signed by the head of your agency, and mail no later than October 1, 2018 to:

**Clerk of the Board of Supervisors
Attn: Biennial Review
1600 Pacific Highway, Room 402
San Diego, CA 92101**

Fair Political Practices Commission

The FPPC has online resources to assist you in this process. The resources include articles such as, "Local Government Agencies – Adopting & Amending Conflict of Interest Codes" and others available on the FPPC website: www.fppc.ca.gov/learn/rules-on-conflict-of-interest-codes.html.

Non-Compliance Agencies

Agencies who fail to respond by the deadline may be referred to the FPPC's enforcement division for investigation and possible prosecution.

Conflict of Interest Biennial Review

Page 3

June 28, 2018

Thank you for your prompt attention to this matter. If further information is needed, you may call Brian Andrade, Senior Board Assistant, at (619) 685-2593 or e-mail via brian.andrade@sdcountry.ca.gov.

A handwritten signature in black ink, appearing to read "D. Hall". The signature is fluid and cursive, with the first letter "D" being large and prominent.

DAVID HALL

Clerk of the Board of Supervisors

DH:GM:lb

Attachments

cc: Helen Robbins-Meyer, Chief Administrative Officer
Thomas Montgomery, County Counsel
Board of Supervisors Communications Received (CR)

2018 Local Agency Biennial Notice

Name of Agency: _____

Mailing Address: _____

Contact Person: _____ Phone No. _____

Email: _____ Alternate Email: _____

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

An amendment is required. The following amendments are necessary:

(Check all that apply.)

- Include new positions
- Revise disclosure categories
- Revise the titles of existing positions
- Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- Other (*describe*) _____

The code is currently under review by the code reviewing body.

No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2018**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. *Relative* means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

CONFLICT OF INTEREST (continued)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, designated employee, or other person in a designated position makes a governmental decision when he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.

CONFLICT OF INTEREST (continued)

2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

CONFLICT OF INTEREST (continued)

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or

CONFLICT OF INTEREST (continued)

nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term *honorarium* does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

CONFLICT OF INTEREST

**RESOLUTION ADOPTING A
CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the Dehesa School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the Dehesa School District has recently reviewed its positions, and the duties of each position, and has determined no changes to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Dehesa School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

Secretary/President

CONFLICT OF INTEREST (continued)**Conflict of Interest Code of the
Dehesa School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX**Disclosure Categories**

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)**Designated Positions**

<u>Designated Position</u>	<u>Disclosure Category</u>
Governing Board Members	1
Superintendent of Schools	1
Business Manager	1
Principal	2

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract

CONFLICT OF INTEREST (continued)

6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704, subsections (a) and (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Personnel
Recommendations**

Meeting Date: July 19, 2018

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

The Governing Board is requested to approve/ratify the following personnel recommendations:

Personnel:

Classified:
None

Certificated:

1. To hire a 3rd grade teacher.
2. To hire a 4th grade teacher.
3. To hire a 6th grade teacher.
4. To hire a 7/8 math and science teacher.
5. To hire an intervention teacher.
6. To hire a .60 counselor

Administration:

1. The Principal's contract effective July 1, 2018-June 30, 2019.
2. The Business Manager's contract effective July 1, 2018-June 30, 2021
3. The Superintendent's Contract—effective July 1, 2018-June 30, 2021

Agenda Item #: VII.F

DEHESA SCHOOL DISTRICT

Board of Trustees
Karl Becker, 2018
Karen Kirkpatrick 2018
Cindy K. White, 2018
Christina Becker, 2018
Mark Zacovic 2020

"Excellence in Education Since 1876"

4612 Dehesa Road
El Cajon, CA 92019

Superintendent
Nancy Hauer
Principal
Heather Griffiths
Business Manager
Anna Buxbaum

Telephone (619) 444-2161 / Fax (619) 444-2105

NOTICE OF OFFER OF EMPLOYMENT **CERTIFICATED MANAGEMENT**

Name: Heather Griffiths Employee Number: 144-164

You are hereby offered employment as Principal with the Dehesa School District for the 2018-2019 school year. This contract is in effect from July 1, 2018-June 30, 2019. For the 2018-19 school year you are to report to work on August 1, 2018, and your last day for the 2018-19 school year will be July 1, 2019. There are three additional flex days to be used for personnel interviews, test data analysis, and other administrative responsibilities. This arrangement will be mutually agreed upon with between you and the Superintendent.

1. **SALARY**

As the Principal you will be compensated at the rate of \$ 8 6 , 9 2 0 . 0 0 on a 1.0 FTE position.

2. **WORK YEAR**

Your work year is based on 207 work days per work year.

3. **SICK LEAVE**

You will accrue sick leave at the rate of 11 days per year at the rate of one sick leave day per full calendar month of service. Sick leave shall accumulate year to year without limitation.

4. **TERMINATION**

Employment may be terminated at any time by mutual consent of the employee and the District.

5. **MISCELLANEOUS**

The terms of your employment may be modified by mutual consent of the parties. Any modifications must be reduced to writing and signed by both parties.

6. EVALUATION

You will be evaluated by the DEHESA SCHOOL DISTRICT Superintendent and your evaluation will be given on or before June 1, 2019. If you are rated as being effective or highly effective with a satisfactory or excellent evaluation the term of this employment contract may be extended for an additional year.

7. STIPEND

You will receive a \$40.00 per month cell phone stipend as it is expected that you will need to be contacted outside of school.

As Principal, you will be responsible for:

- Discipline
- SSC/DLAC/ELAC meetings
- Monthly Instructional Assistant Meetings
- Instructional Assistant Supervision and Evaluations
- Bilingual Education
- Title III
- Program Improvement
- Teacher Evaluations and Supervision
- Parents' Club meetings
- State Assessments
- NWEA/MAP Assessments
- Title VII Goal Setting Meetings
- LCAP
- Trimester Awards Assemblies
- Character Awards Assemblies
- Attending monthly curriculum meetings
- NEU Leadership Team
- Data Assessment Coordinator
- Common Core Coach
- Teacher Coaching
- All other duties as assigned

As a current employee of the Dehesa School District, this offer is expressly conditioned upon your compliance with the District policy regarding tuberculosis and medical examinations. Employees shall notify the District office in writing, of any change in mailing address prior to the effective date of such change.

Employees shall comply with and abide by all rules, regulations, policies, negotiated agreements, and procedures approved and established by the District. Employment is subject to the laws of the State of California and the lawful rules of the State Board of Education and of the Governing Board affecting the terms and conditions of employment, the same as though they had expressly set forth herein.

Date _____ Signature _____

By signing, I hereby accept this Offer of Employment and agree to comply with its terms and conditions. I agree to faithfully adhere to all laws of the State of California and the United States, the regulations of the State Board of Education, the regulations, policies, and directives of the District, and all lawful directives of the Superintendent and the Governing Board of the Dehesa School District. I certify that I have not entered into a valid contract of employment with a school district governing board or county superintendent of schools which will in any way conflict with my employment pursuant to this offer. I understand it is my responsibility to obtain and register any credential required to cover my services before I can be paid for services rendered, although I may contact the District for assistance.

Date _____ Nancy Hauer, Superintendent

Date _____ Cynthia White, President Dehesa Board of Trustees

Date _____ Karl Becker, Vice President, Dehesa Board of Trustees

Date _____ Christina Becker, Clerk, Dehesa Board of Trustees

Date _____ Mark Zacovic Member, Dehesa Board of Trustees

Date _____ Karen Kirkpatrick, Member, Dehesa Board of Trustees

EMPLOYMENT AGREEMENT BETWEEN THE
DEHESA SCHOOL DISTRICT
AND
ANNA BUXBAUM

Contract

THIS AGREEMENT is made on December 21, 2016 and revised on November 15, 2017 and again on Jul1 19, 2018 by and between the Governing Board of the Dehesa School District ("District" or "Board") and Anna Buxbaum.

1. **Term:** District hereby employs Anna Buxbaum as Business Manager. This contract is effective July 1, 2018 – June 30, 2020 subject to the terms and conditions set forth below.

2. **Salary:**

- a. The Business Manager's annual base salary shall be \$100,209.00 payable in twelve (12) equal monthly payments. The Board and Business Manager agree to pay the respective Retirement System contribution on the total creditable compensation.

At any time should the Budget or Interim Financial reports of the District indicate, or show signs of fiscal distress, the employee's salary may be reduced.

- b. Based upon a satisfactory annual evaluation as determined by the Superintendent, the Governing Board may grant annual increases in salary and other compensation to the Business Manager. Such increases shall be considered part of the Business Manager's total creditable compensation.
- c. The Business Manager is considered to be a member of the Senior Management team.

3. **Duties:**

- a. The Business Manager's Duties are assigned as per the Business

Manager's Job Description.

4. **Fringe Benefits:** The Business Manger shall be afforded the following fringe benefits of employment:
 - a. The Business Manager shall receive health and welfare benefits as granted to the district's management employees.
 - b. The District shall provide a separate \$85,000.00 term life insurance policy. Proceeds of this policy are to insure to the benefit of a beneficiary named by the Business Manager.

5. **Memberships:** The District shall pay individual membership for the Business Manager in the following organizations:
 - a. California Association of School Business Officials (CASBO)
 - b. An organization as selected by the Business Manager.

6. **Expense Reimbursement:** The District shall reimburse the Business Manager for all actual and necessary expenses incurred by her within the scope of her employment. For reimbursement, the Business Manager shall submit an expense claim supported by appropriate written documentation verifying the contents of the claim prior to reimbursement.

7. **Professional Meetings:** The Business Manager, by notifying the Superintendent, shall attend appropriate professional meetings at the local and state levels. Expenses so incurred shall be reimbursed to the Business Manager in accordance with applicable District policies.

8. **Vacations:** The Business Manager shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by the Agreement, except that the Business Manager shall be entitled to annual vacation with pay, exclusive of holidays as defined in Education Code sections 37220 and 37221. Vacation shall be granted at the rate of twenty-two days per year. Upon termination of this Agreement, the Business Manager shall be entitled to full compensation for earned but unused vacation at the salary rate effective at the time of termination. Vacation time may be accumulated from year-to-year, but in no event may more than one year's vacation be carried forward from one year to the next. In the event earned and accumulated vacation reaches a total of fifty-two (52) days, further accrual of vacation days

will cease until accumulated vacation is used; at that time vacation accrual recommences until a maximum of fifty-two (52) days is again reached.

9. **Sick Leave:** The Business Manager shall accrue sick leave at the rate of twelve (12) days per year. Sick leave may be accumulated without limit.
10. **Evaluation:** On or before June 1 of each year, a written evaluation of the Business Manager's performance, as per the District Classified Performance Agreement, shall be prepared by the Superintendent. A copy of the written evaluation shall be given to the Business Manager and a copy of the evaluation shall be placed in the Business Manager's personnel file.

11. Termination of Agreement:

- a. **Mutual Consent:** This agreement may be terminated by the mutual consent of the parties at any time.
- b. **Termination for Cause:** This agreement and all of the Business Manager's rights as a District employee may be terminated by the Board at any time for, but not limited to, breach of contract, and any ground enumerated in Education Code sections 44932 or 44933, or upon the Business Manager's failure to perform satisfactorily her responsibilities as set forth in the job description.

12. General Provisions:

- a. **Governing Laws and Venue:** This agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the state of California. The parties agree that, in the event of litigation, venue shall be the appropriate state or federal court located in San Diego County, California.
- b. **Amendments:** This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.
- c. **Board Approval:** The parties agree that the effectiveness of this Agreement is contingent upon approval by the District's Governing Board, as recommended by the Superintendent. An approval for contract extension will be determined forty-five (45) days prior to the effective ending date of this contract.

- d. **Binding Effect:** This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heir, and assigns.
- e. **Execution of Other Documents:** All parties to this Agreement shall cooperate fully in the execution of any other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms of this Agreement.

Date Cynthia White, President, Dehesa Board of Trustees

Date Karl Becker, Vice President, Dehesa Board of Trustees

Date Christina Becker, Clerk, Dehesa Board of Trustees

Date Karen Kirkpatrick, Dehesa Board of Trustees

Date Mark Zacovic, Dehesa Board of Trustees

Date Nancy Hauer, Superintendent

Date Anna Buxbaum, Business Manager

**EMPLOYMENT CONTRACT
BETWEEN NANCY HAUER
AND THE DEHESA SCHOOL DISTRICT**

This Employment Contract ("Contract") is by and between NANCY HAUER ("Superintendent") and the Governing Board ("Board") of the DEHESA SCHOOL DISTRICT ("District").

NOW, THEREFORE, Board offers, and Superintendent accepts, employment as District Superintendent.

FURTHERMORE, in consideration of the foregoing and of the terms and conditions set forth herein, Board and Superintendent hereto agree as follows:

Contract Term

1. Board employs Superintendent commencing on July 1, 2018 and ending on June 30, 2021, unless such employment is terminated earlier pursuant to the provisions of the Contract or extended as otherwise provided herein by law.

1.1 Should the Superintendent receive a satisfactory evaluation pursuant to this Agreement will be extended for an additional year, so long as the term of this Agreement does not at any time exceed four years. An extension of the term of this agreement shall be approved at a regularly scheduled Board Meeting.

2. The District shall provide the Superintendent with at least 120 days written notice prior to the expiration of this Agreement of the intention of the District not to renew the Agreement. Failure to give such notification shall result in the renewal of this Agreement as if notice had not been provided under Education Code: 35031.

Work Year and Hours of Work

3. Superintendent shall render twelve (12) months of full and regular service to District with the exception of vacations, District-approved holidays, and approved leaves as set forth in the Contract. It is understood that the demands of the position of Superintendent will require more than eight (8) hours a day and/or forty (40) hours per work week. Superintendent is not entitled to receive overtime compensation.

Compensation

4. Superintendent is employed as a full-time employee of District with an annual salary of \$124,927.00. The annual salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary for services rendered during the preceding month, with proration for a period of less than a full year of service. The daily rate for the purpose of prorating the annual salary provided for in the Contract shall be \$550.34.
5. The Superintendent shall receive annual increases in salary as may be agreed to by the Superintendent and the Board and also included in this agreement. The Board may agree to provide the Superintendent with additional increases in the Board's sole discretion.
Any increase in salary shall be discussed and approved in open session at a regular Board meeting pursuant to Government Code Section 54956, subdivision (b). A change in salary during the term of the Contract shall not constitute the creation of a new contract or extend the termination date of the Contract.
- 5.1 ~~The Superintendent shall receive each year of the Term of this Agreement a (four) 4% increase to the Superintendent's salary beginning July 1 of each school year. This increase shall be in addition to any other increases approved by the Board. This increase shall be based on the same percentage increase as found in the certificated teacher's salary schedule.~~

Fringe Benefits

Medical, Dental and Vision Insurance

6. During his/her employment under the Contract, Superintendent may select any medical, dental, and vision plan available to other certificated management employees within District. Superintendent shall be responsible for any employee contribution of the plan selected. Should the Superintendent retire from the District after fifteen (15) years of service, the District agrees that it shall continue to pay all premium costs for all such health, vision and dental insurance plans for the Superintendent until age sixty-five (65).

Life Insurance

7. On behalf of Superintendent, District shall purchase a eighty-five thousand dollar (\$85,000.00) term life insurance policy with the beneficiary for such policy to be selected by the Superintendent.

Retirement Contribution

8. Superintendent is responsible for his or her share of contributions to CALSTRS.

Work Related Expenses

Reimbursement for work related expenses

9. District shall reimburse Superintendent for all documented ordinary and necessary expenses, including mileage reimbursement, incurred relative to employment as Superintendent and consistent with Board policies, regulations, and guidelines applicable to other certificated management employees.
10. District will provide a \$40.00 per month cell phone stipend as it is expected that the Superintendent will need to be contacted outside of business hours.

Professional Dues

11. District shall pay Superintendent's annual dues to the Association of California School Administrators (ACSA), American Association of School Administrators (AASA) and one local service club. The District shall also pay on behalf of the Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that the Superintendent's judgement relate to the benefit and welfare of the District.

Technology Devices

12. At its sole discretion, Board shall provide to Superintendent, at District expense, a laptop computer and/or tablet, hereinafter "Technology Devices." District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated with maintaining home internet access. All Technology Devices so provided are the property of District and District shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.
13. All District-provided Technology Devices are provided to facilitate performance of Superintendent's duties and obligations as an employee of District. Superintendent may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

Leaves

Illness Leave

14. Superintendent shall accrue illness leave at the rate of twelve (12) days per year.

Vacation

15. Superintendent shall accrue paid vacation at the rate of twenty-two (22) days per year, exclusive of the paid holidays provided by law or policy to 12-month certificated management employees. Superintendent may accrue the same number of vacation days as certificated management employees. Once this maximum accrual level is reached, fifty-two (52) Superintendent will cease accruing additional vacation until his or her balance falls below this level. Upon termination of this Agreement, the Superintendent shall be entitled to full compensation for earned but unused vacation at the salary rate effective at the termination.

Personal and other leaves

16. Superintendent shall be entitled to all other personal necessity, bereavement, or other leaves provided to District's certificated management employees.

Professional Development

17. District shall provide the release time and related expenses for Superintendent. To support the new Superintendent's success the District will provide the release time and related expenses for the Superintendent to participate in the following ACSA programs: New Superintendent's workshop (1st year), Leading the Leaders and the Superintendent's Symposium.
18. District shall provide the release time and related expenses for Superintendent to participate in the following operations, programs and other activities conducted or sponsored by local, state or national school administrator and/or school board associations.

Tier One (Within first 12-18 months of tenure)

- 17.1 Superintendent and the newly formed governance team may participate in a CSBA Good Beginnings workshop within the first ninety (90) days of the Contract.
- 17.2 Superintendent may attend CSBA's Institute for New and First Term Board Members with the newly elected member(s) of the governance team within the first year of the Contract.

- 17.3 Superintendent and a majority of Board (or those newly elected, or who have not already participated) attain their Masters in Governance certificate through participation in CSBA's Masters in Governance Program within the first eighteen months of the Contract.

Tier Two (18 months - 3 years of tenure)

- 17.4. Superintendent and a majority of Board may attend CSBA's Annual Education Trade Show Conference
- 17.5 The Executive Assistant to Superintendent participate in CSBA's Training for Executive Assistants scheduled in conjunction with the Annual Education Conference and Trade Show (or at a regionally scheduled session) in order to enhance their effectiveness in support of the governance team.
19. Superintendent and Board may engage CSBA's Governance Consulting Services as a follow up to the Good Beginnings Workshop.
20. Superintendent may schedule a policy development workshop through CSBA's Policy Services to ensure that Board policies are both relevant and in compliance.

General Duties

Pursuant to Article 3 (commencing with Section 35026) of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code, Superintendent shall be the Chief Executive Officer of District.

20. Superintendent shall perform, at the highest level of competence, all services, duties, and obligations required by (i) the Contract, (ii) the District Superintendent job description, (iii) applicable laws and regulations, (iv) Board rules, regulations, and policies and as otherwise directed by Board. Superintendent may delegate his or her duties to a responsible District employee at Superintendent's discretion unless otherwise stated in applicable laws and regulations, found in Board rules, regulations, and policies, or otherwise prohibited by Board.
21. Superintendent shall have primary responsibility for the management of all District affairs. In carrying out his or her duties, Superintendent shall provide educational leadership to District and make student learning and student success his or her highest priorities. Superintendent shall endeavor to maintain and improve his or her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate associations.

22. Superintendent shall be responsible for the operations of District, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.
23. For any time period during which at least one district facility is open and Superintendent is unavailable, Superintendent shall appoint a responsible District employee to temporarily fulfill Superintendent's duties and, when doing so, shall notify Board President.

Administrative and Board-Related Duties

24. Superintendent shall establish and maintain positive community, staff, and Board relations.
25. Superintendent shall attend every Board meeting and Board committee meeting unless excused in writing by Board President. This duty may not be delegated unless permitted in writing by Board President.
26. Superintendent shall serve as Secretary to Board and perform the duties as prescribed in Section 35025 of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code.
27. Superintendent shall have primary responsibility for the execution of Board policies, although primary responsibility for the formulation of Board policies is retained by Board. Superintendent will review all policies adopted by Board and make appropriate recommendations to Board for addition, deletion, or modification.
28. Superintendent shall be responsible for the development and execution of administrative regulations required or necessary for the implementation of Board policies and shall place any new or modified administrative regulation on the agenda of a Board meeting.
29. As permitted by any applicable law including, but not limited to, the Brown Act, Superintendent shall, in advance of Board meetings, keep all Board members advised of emerging issues that could have a material impact on Board or District.
30. Superintendent shall serve as liaison to Board with respect to all matters of employer-employee relations and shall make recommendations to Board concerning those matters.
31. Superintendent or designee shall submit financial and budgetary reports to Board and shall advise Board on possible sources of funds to carry out District programs.

32. Annually, Superintendent or designee shall prepare and submit a recommended District budget to Board, with supporting financial information to assist Board in approving a sound budget.
33. Superintendent shall enter into contracts for and on behalf of District, subject to Board approval or ratification as required by law.
34. Superintendent shall have such other duties properly delegated to him or her by Board policies or by other Board actions.

Personnel Duties

35. Superintendent may appoint a cabinet of senior District administrators to advise Superintendent and shall evaluate all cabinet members pursuant to their contracts as well as Board policies and regulations.
36. Superintendent shall have primary responsibility for making timely and appropriate recommendations to Board regarding personnel matters, including the employment of personnel and any release, non-reelection, or termination of an employee. Upon request by Superintendent, Board may authorize Superintendent to employ personnel without Board approval.
37. As required by Education Code Section 35035, and subject to the approval of Board, Superintendent is responsible for assigning all District employees employed in positions requiring certification qualifications. He or she shall also be responsible to periodically evaluate or cause to be evaluated all District employees.
38. Superintendent shall provide leadership and direction in negotiations with all labor groups.

External Relation Duties

39. Superintendent shall represent the District before the public, and shall maintain such a program of public relations as may serve to improve understanding and to keep the public informed about District activities, needs, and results.
40. Superintendent will act as the primary liaison with the local, state, and federal agencies and elected representatives.
41. Superintendent is encouraged to attend appropriate local community meetings. Reasonable expenses thereby incurred shall be reimbursed in accordance with Paragraphs 9 and 10 of the Contract.
42. Superintendent shall regularly report to Board on all external relations activities.

Other Duties

Driver's License

43. Superintendent is required to maintain a valid California Driver's License and have a vehicle available at all times to perform the duties of the position.

Additional Duties

44. Superintendent shall carry out all lawful activities as directed by Board from time to time.

Evaluation

45. Board shall evaluate Superintendent in each year, utilizing the process set forth in Paragraphs 45 through 49, inclusive.
46. The Board and the Superintendent shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. Such goals and objectives shall be established no later than the first meeting of the board in September of each year.
47. The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Superintendent and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Superintendent. Such meeting shall be conducted in closed session unless mutually agreed on otherwise. Evaluations shall be based upon the mutually developed and agreed upon performance goals and objectives for that year's evaluation. In addition thereto, the Board and Superintendent shall assess the quality and effectiveness of their working relationship. After reviewing the performance of the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent has performed, in the Board's judgement satisfactory or unsatisfactory.
48. An evaluation shall be deemed to be "satisfactory" if a majority of Board members have rated the Superintendent's performance as satisfactory in individual evaluations prepared by such Board members.
49. Prior to June 30 of each year,
 - 49.1 The Board will provide a formal evaluation of the Superintendent's performance once annually.

- 49.2 The Board and Superintendent shall agree upon a written evaluation format which provide written recommendations for improvement, and notify the Superintendent that another evaluation will be conducted within six (6) months. Such written recommendations shall be used during the term
- 49.3 If the Board concludes that the Superintendent's performance is unsatisfactory in any respect, the Board shall identify in writing specific areas where improvement is required, and the specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.
- 49.4 The Board, unless otherwise agreed to in writing with the Superintendent, shall maintain confidentiality concerning the contents of any evaluation.
- 49.5 The evaluation of Superintendent by Board will be in writing. A copy of the evaluation will be provided to the Superintendent.
50. Failure of Board to complete the evaluation process does not constitute a material breach of the Contract and shall not result in the amendment or extension of the Contract. Failure of Board to evaluate Superintendent shall not preclude Board from giving notice of termination or nonrenewal in accordance with Paragraphs 51 through 62, inclusive.

Contract Renewal or Extension

51. There may be a renewal or extension of the Contract. Should Board desire Superintendent to continue as Superintendent beyond the term of the Contract, the Parties may negotiate and execute a new contract.

Contract Non-Renewal

Notice

52. Should Board determine that it does not wish to negotiate and execute a new contract at the end of the term of the Contract, Board shall give written notice of the decision to Superintendent, at least forty-five (45) days prior to the end of the Contract, as required pursuant to Education Code Section 35031. The Parties expressly agree to waive the term of the automatic renewal provision established in Education Code Section 35031. Rather, if Board fails to provide notice of non-renewal, the Contract shall automatically be renewed on the same terms but only for a period of one year.

Termination for Cause

53. Notwithstanding any other provision of the Contract, Superintendent may be terminated for cause prior to the expiration of the Contract, for any of the following:

52.1 Failure by Superintendent to possess or maintain a valid California Administrative Credential.

52.2 Suspension or revocation of Superintendent's California Administrative Credential.

52.3 Neglect of Duty

52.4 Physical or mental inability of Superintendent to perform his or her duties

52.5 Material breach of the Contract

52.6 Any other legally permissible reason

54. Any other legally permissible reason includes, but is not limited to, conduct that is seriously detrimental to District. Conduct that is seriously detrimental to District includes, by way of illustration and not limitation, failure of good behavior, either during or outside of duty hours, which is of such a nature that it causes discredit to District, unprofessional conduct, or incompetence. Superintendent acknowledges that he or she is District's most visible representative and is required to maintain higher standards of personal conduct than any other employee. In order to represent District with integrity and high ethical standards, Superintendent shall avoid professional or personal situations that might reflect negatively on Superintendent, District, or Board.

55. Prior to terminating Superintendent for cause, Board shall give Superintendent thirty (30) days written notice of its intention to terminate him or her for cause. Such written notice shall include a statement of the specific acts or omissions which give rise to the proposed action. No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation, defense, or a showing that the specific acts or omissions have been corrected. This opportunity to be heard shall be provided within fifteen (15) calendar days after Superintendent is served the notice of Board's intention. This meeting with Board is not an evidentiary hearing. The Parties are expected to provide each other with a reasonable, complete explanation of their positions and either party may be accompanied by an attorney. Superintendent's right to meet with Board shall be exclusive of any right to any other hearing otherwise required by law.

56. Upon grounds set forth in the California Education Code for the termination of a permanent certificated employee, the Superintendent shall be entitled in the event that the District contends there is any such basis to terminate Superintendent for cause to

the rights provided to a certificated employee pursuant to Article 3 of Chapter 4, Part 25 of Division 3, Education Code 44930 et see, including but not limited to, those provisions set forth in Education Code 44944, which provision shall apply with respect to any such attempted termination of the Superintendent or

- 55.1. The Superintendent has been unable to perform all or substantially all of the Superintendent's duties due to illness or other disability for a period of four (4) consecutive months, and it is medically determined that the Superintendent is permanently disabled from performing all or substantially all of the duties of the Superintendent. Any time a question exists as to the Superintendent's ability to perform his/her duties, the Board may require that the Superintendent undergo a comprehensive medical examination in accordance with the provisions of this agreement. Such examination shall occur within two weeks of the date written notice is given to the Superintendent that the Board is exercising its right to an examination as provided in this section. The physician will be chosen by the Superintendent and the written report shall be submitted within one week of the appointment.
56. Any decision to terminate Superintendent for cause shall be effective upon the date determined by Board, except that such date shall not be sooner than thirty (30) calendar days after the notice of termination is given to Superintendent. In the event that Superintendent is terminated for cause, all rights and obligations of the Parties under the Contract shall be deemed fully satisfied on the effective date of the termination and Superintendent shall not be entitled to any further benefit under the Contract.
57. A determination as to whether cause exists to terminate Superintendent shall always be at the sole discretion of Board.

Termination

58. Notwithstanding any other provision of the Contract, Board, without cause, in its sole discretion, shall have the right to unilaterally terminate this Agreement without upon the provision of written notice of such termination to the Superintendent. If Board terminates Superintendent without cause before its normal expiration, it shall pay to Superintendent his or her base salary and medical/dental/vision and other benefits provided under the Contract for either twelve (12) months or the number of months remaining on the Contract, whichever is less. Such termination payments shall be paid on the same installment basis as the Superintendent's current salary unless both parties have mutually agreed to another form of compensation.
59. The compensation set forth in Paragraph 58 shall be the only compensation of any kind which shall be due to Superintendent if Superintendent is terminated without cause by Board.

Termination by Mutual Consent

60. Notwithstanding any other provision of the Contract, Board and Superintendent may, by mutual consent, terminate the Contract before its expiration.
 - 60.1. The Superintendent may terminate his/her obligations under this Agreement by giving the District at least forty-five (45) days written notice.
 - 60.2. Upon the death of the Superintendent.

Termination by Death

61. The Contract shall terminate immediately upon the death of Superintendent and all rights and obligations of the Parties under the Contract shall be deemed fully satisfied.

Liability for Taxes

62. Notwithstanding any other provision of the Contract, District shall not be liable (except in cases of District errors or omissions) for any state or federal tax consequences to Superintendent, any designated beneficiary hereunder, or the heirs, administrators, executors, successors, and assigns of Superintendent. Superintendent shall assume sole liability for any state or federal tax consequences of the Contract or any related contract and agrees to indemnify and hold District harmless from such tax consequences.

Superintendent Indemnification

63. District shall include Superintendent as a named insured in its liability and errors and omissions insurance policies.
64. District shall, to the full extent permitted by law, defend, hold harmless, and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against him or her in his or her personal capacity or in his or her official capacity as an agent and/or employee of District, provided that the incident arose while Superintendent was acting on matters related to his or her employment with District.
65. In no event will any individual Board member be personally liable for indemnifying Superintendent.

General Provisions

Full and Complete Contract

66. The Contract is the full and complete contract between the Parties. It can be changed or modified only in writing signed by Superintendent and Board President after Board approval.

Entire Contract

67. The Contract contains the entire understanding between the Parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in the Contract. The Contract is intended by the Parties to be the sole instrument governing the relationship between the Parties unless a provision of law, now or hereinafter enacted, is specifically applicable to the Contract or to the relationship between Board and Superintendent.

Applicable Laws

68. Except as modified or by another express term of the Contract, the Contract is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and Board rules, regulations, and policies. These laws, rules, regulations, and policies referenced herein are a part of the terms and conditions of the Contract as though fully set forth herein.

Construction

69. The Contract will be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of the Contract, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.

Delivery of Notices

70. All notices permitted or required under the Contract shall be given to Superintendent at the following address: 4612 Dehesa Rd. El Cajon, CA 92019

71. Such notices shall be deemed received when personally delivered or when deposited in the U.S. Mail. However, actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

Headings

72. The headings of sections of the Contract have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of the Contract.

Attorney's Fees

73. In the event of any action or proceeding to enforce or construe any of the provisions of the Contract, Superintendent and Board shall each bear the cost of their own attorney's fees and costs regardless of the outcome of the action or proceeding.

Severability

74. If any portion of the Contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of the Contract.

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75. If Superintendent is convicted of a crime involving abuse of his or her office, Superintendent shall reimburse District for all applicable costs pursuant to Article 2.6 (commencing with Section 53243) of Chapter 2 of Part 1 of Division 2 of the Government Code.
76. Pursuant to Government Code Section 53243.2, any funds received by Superintendent from District resulting from Board's decision to terminate Superintendent without cause pursuant to Paragraphs 59 and 60, inclusive, shall be fully reimbursed to District if Superintendent is convicted of a crime involving the abuse of his or her powers of office. If District funds the criminal defense of Superintendent against charges involving the abuse of his or her office or position, and Superintendent is then convicted of those charges, Superintendent shall fully reimburse District for all District funds paid for Superintendent's criminal defense.

Governing Law and Venue

77. The Contract, and the rights and obligations of the Parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper state or federal court serving San Diego County, State of California.

No Assignment

78. Superintendent may not assign or transfer any rights granted or obligations assumed in the Contract.

Conflict with Board Policies

79. In the event of a conflict between the terms of the Contract, or any amendments thereto, and the terms of Board-adopted policies, the terms of the Contract shall prevail.

IN WITNESS, we affix our signatures to the Contract as the full and complete understanding of the relationships between the parties.

On Behalf of the GOVERNING BOARD OF THE DEHESA SCHOOL DISTRICT:

Cynthia White, Board President	_____	_____
	Signature, Board President	Date
Karl Becker	_____	_____
Christina Becker	_____	_____
Mark Zacovic	_____	_____
Karen Kirkpatrick	_____	_____

I, Nancy Hauer, accept Board's offer of employment and agree to comply with the Contract and fulfill all of the duties required herein as Superintendent of the Dehesa School District.

_____	_____
Signature, Superintendent	Date

April 2016