



May 17, 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 – Conf Room D4

LOCATION & TIME -

OPEN SESSION - 5:00 p.m.
Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

May 17, 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.sdcoc.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: Conference with Legal Counsel Regarding Anticipated Litigation-Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9. There is one potential lawsuit.
- E. REAL PROPERTY: The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956.8 (b.)(1). Case No. 37-2015-00030843-CU-WM-CTL

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

District/Community Organization Reports

1. 6th and 8th Presentation
2. Parents' Club – Patience Stevens, President
3. Dehesa Teacher's Association – Christine Lavigne and Lacey Rana
4. California School Employees Association #663 – Jackie Finch, President
5. Method Schools – Jessica Spallino
6. Diego Hills Central Charter School – Kevin Ogden
7. Valiant Charter / California Academy of Sport Science – Justin Schmitt
8. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
 - b. Community Montessori
9. The Heights Charter School – Diana Whyte
10. Inspire Charter & Pacific Coast Academy – Nick Nichols
11. Citizen Input

B. Board Input

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 meeting:
 1. Regular Board Meeting – April 18, 2018.
- B. Approval of Purchase Orders and Commercial Warrants**– It is recommended that the Board of Trustees approve the commercial warrants and purchase orders as presented.
- C. Conferences and Workshops** - None

VI. Information & Proposals (Action may be taken)

A. Correspondence

1. Letter from SDCOE regarding the Second Interim Report.
2. Learning Latitudes accreditation status letter.
3. Dehesa Charter School accreditation status letter.

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Principal's Report
4. Enrollment
5. Presentation of Diego Hills' notice of closure and surrender of its charter petition.
6. Support of Employee Recognition week.

C. Discussion

VII. Action Items

A. Public Hearings

1. The Heights Charter Renewal.
2. Charter Petition for University Prep.

B. Old Business – None

C. New Business

1. The Board will consider the Approval of Declaration of Need for Fully Qualified Educators.
2. The Board will consider the Approval of the YMCA Lease Agreement with our Dehesa Busses.
3. The Board will consider the Approval of Resolution #2018-5-1 Designating Authorized Agent to Receive Mail and Pick Up Warrants at The County Office of Education.
4. The Board will consider the Approval of Resolution #2018-5-2 Payment Order Resolution.
5. The Board will consider the Approval of Resolution #2018-5-3 Resolution Authorizing the County Office of Education Credentials Department to Release Credential Held Warrants to Employees.

6. The Board will consider the Approval of Resolution #2018-5-4 Resolution Designating Authorized Agent To Sign School Orders (Commercial Warrants).
7. The Board will consider the Approval of Resolution #2018-5-5 Authorizing the Replacement of Warrants.
8. The Board will consider the Approval of STS Education – Purchase of Teacher Laptops.
9. The Board will consider the Acceptance of Donations and Gifts.

D. Negotiations

1. The Board will consider the Approval of Completion of CSEA Negotiations for 2016/2017 through 2018/2019.

E. Board Policies

1. The Board will review and consider the approval of Policy Updates BP/AR 1312.3, AR 3230, AR 3514.2.
2. The Board will review and consider the approval of Policy Updates BP/AR 3551, BP/AR 3553, BP 4111/4211/4311.

F. Personnel

1. **Certificated:** None
2. **Classified:** None

VIII. Advance Planning

A. Next Meeting

1. Public Hearing – June, 14 2018. Open Session at 4:00 pm.
2. Regular Board Meeting – June 25, 2018. Closed Session at 4:00 pm. Open Session at 5:00 pm.

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

IX. Adjournment

**DEHESA SCHOOL DISTRICT
REGULAR BOARD MEETING
APRIL 19, 2018**

I. Call to Order

President Cindy White called the meeting to order at 4:00 pm and the Board convened into Closed Session.

II. Closed Session

III. Public Meeting

The Board reconvened at 5:08 pm. President Cindy White called the meeting to order and reported that no action was taken in Closed Session. 3rd Grade student Logan Dickerson led the Pledge of Allegiance. Mark Zacovic made a motion to approve the agenda with items VII.C.1 and VII.C.2 being tabled. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

IV. Requests to Address the Board

A. District/Community Organization Reports

1. VFW: Jack Gauthier and Carl Silva from the Alpine VFW donated 250.00 to Dehesa School. The Board thanked them for their generous donation and for their service.

2. Diego Hills Central: Kevin Ogden and Lindsay Reese were in attendance and were proud to announce that the expansion of the 54th Street facility has been approved. It has taken 2 years and a lot of hurdles but, worth it. Rather than 11,000 square feet that they currently have, they will have 25,000 feet. Kevin announced that Lindsay Reese would no longer be the Principal due to a promotion. Lindsay talked about how all the kids really enjoyed the Washington DC trip and that

they will be taking more trips soon to different countries or states. EL's are doing very well at Diego Hills Central. There has been 50 percent reclassification. Enrollment is going up and 54th street will end up making enrollment higher. Some upcoming dates are: June 6th is Graduation and June 8th is Disneyland.

3. **3rd Grade Presentation:** Lacey Rana was in attendance and had some of her 3rd grade students there to present some of their class work. The students read their projects', what they liked about themselves and explained why.
4. **Parents' Club:** Nancy Hauer spoke on behalf of Parents' Club. Tonight, March 19th is the Wings and Things Fundraiser. The 80's dance is tomorrow April. 20th. Menchies fundraiser on May 1st. They are working on May Play Day which is scheduled for May 25th. They are discussing the year end picnic which will more than likely be here at the school again.
5. **Dehesa Teacher's Association:** No report.
6. **California School Employees Association #663:** No Report.
7. **Method Schools:** Nancy Hauer spoke on behalf of Method Charter School. Enrollment is at 148. Students went on a field trip to the art museum. Students are currently in the middle of state testing. Summer enrollment is in full swing and up several hundred from last year at this same time. The culminating end of year project will be a robotics tournament where students will be exhibiting all they have learned in coding and robotics this school year.
8. **Valiant:** No report.
9. **Element Education:** Terri Novacek was in attendance to talk about the waiver which is VII.C.9 on the agenda. Terri said that Current enrollment is 540 for San Diego County, 293 for Riverside County, and 151 for Orange County. The Shasta-Anderson Decision forbids a charter from fulfilling mandates unless approved as a county-wide benefit. Dehesa Charter School received county-wide authorization from San Diego County as Dimensions Collaborative and will open in Fall 2018. Dehesa petitioned Riverside County for a county-wide benefit charter

and was denied. Dehesa Charter School students in San Diego will likely transfer to the new school which could bring the in-county population below the out of county population, thus putting the school out of compliance with Ed Code 47605.1 (c) (2). Ms. Novacek requested that the Board approve filing a waiver to allow the Riverside resource centers for Dehesa Charter to remain open under Dehesa School authorization. Thus, allowing students to continue to access their centers and education to be uninterrupted. Christina asked if the name could be changed so that Dehesa School could have their name back. Terri said no that the name would still be Dehesa Charter School. Board voted and is recorded in VII.C.9.

10. The Heights Charter School: Nancy Hauer spoke on behalf of The Heights Charter. Enrollment is at 244 students. Their 4th through 8th graders are putting on drama performances that run from April 9th through April 17th. They start state testing on Tuesday, April 24th.

11. Inspire Charter School South and Pacific Coast Academy:

Nancy Hauer spoke on behalf of Inspire Charter School south and Pacific Coast Academy. Inspire Charter School-South has enrollment of 4737 students (with 386 new students registered for 2018-2019. They sent six teachers to Sacramento to observe and volunteer at the Academic Decathlon State Championship, so they can start a team and begin writing an “Aca-Dec” course for 2018-2019. Pacific Coast Academy has enrollment of 695 students (with 54 new students registered for 2018-2019). They changed their name from Learning Latitudes Charter School to Pacific Coast Academy. The lead teachers attended the California Charter Schools Association conference in San Diego in March. They launched their SBAC (Smarter Balanced Assessment Consortium) testing.

12. Citizen Input: Eric Lund who is a candidate for the County Board of Education, District 3 was in attendance. He wanted to introduce himself and said that is pro-choice for charter schools. He teaches at Grossmont and Cuyamaca College and is also the CEO/President of the East County Chamber.

Lisa Lansdown who is a neighbor of Dehesa School was in attendance and spoke about the new fencing project. She wanted to discuss working together to make sure the school is safe but, also where she can easily get access to her property. The Board said that they would work with her

and will make sure the fence is in our boundaries. The Board will schedule a day and time to walk and see the boundaries that the surveyor had placed. Lisa also mentioned that she has a non-profit horse rescue called "American Horse Rescue Alliance". She would love to work along with the school to educate the children about horses.

B. Board Input: Christina Becker spoke about how proud she is of the Archery Team and how much they have improved. Mark mentioned that he and Nancy went to consult with a lawyer about the mobile home and it went well. The Board discussed having seniors and retiree's come to the school and volunteer in classes. Discussion about new tables and chairs for the Board meetings.

V. Routine Action Items

Mark Zacovic made a motion to approve the routine action items. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

VI. Information & Proposals

A. Correspondence: Reviewed the items that were in correspondence. Board is very happy about the great driving report Jackie received for driving the bus safely.

B. Report, Information, and Presentations:

1. Budget Report: Anna spoke about the budget and everything is on track. Building fund, the only change was for interest. Capital facilities fund had 2 transactions. A few developer fees came in this past month.

2. Building Fund: Anna spoke about the Bond fund and that it will be spent down to 0 by the end of the fiscal year. To close out the fund we will need to do a resolution. The flooring in MPR room, office, and staff room has been completed and looks amazing. Drinking fountains have been installed and work has begun on the security gates for front office. The electrical for the bus gate and marquee is complete. We are waiting to get a logo for the

Marquee. Working with a graphic designer from a neighboring district. The playgrounds have new wood fiber, so it will be safer for the kids. Blinds are all installed, there are some that need to be re-done and the valances for the MPR room blinds need to be finished. Looking into purchasing stage curtains for the MPR room. Karl Becker stated that we need to make sure the stage curtains get treated with fire retardant. Fencing Bids have come in for the perimeter fencing. The furniture for the office should be installed the week of May 5th. The Board thanked Anna for all her hard work with all the renovations.

3. Principal's Report: Heather Griffiths was in attendance and spoke to the Board about the happenings for the past month. Students have started MAP testing. They are doing Backwards mapping PD, where they start looking at achievements through the eyes of the students. Active Shooter training was yesterday. The Alpine Sheriff came by to do a walkthrough to discuss our safety plan. They were very impressed with how thorough our plan was. One thing that employees need to do is wear a badge at all times. That way if an emergency happens the staff is easily identified. Mark mentioned having badges for the Board Members when they come visit the school that they could just keep in their mailboxes. Karl mentioned having one badge for each student along with an emergency pick up sheet list. Heather said that Brandy had already done all that. MAP scores should be available the end of this month. STAR testing is end of April and beginning of May. So far, technology has been okay with the testing. The testing schedule was changed this year so, we are not having the issues we had last year with the technological difficulties. Nancy and Heather took a tour of WD Hall and Rios Canyon School.

4. Enrollment: Nancy Hauer spoke about how enrollment is at 152 students. There were 3 calls yesterday asking about enrollment. Target River ends this month.

5. Williams Report: Nancy reported that there were no complaints for the 3rd quarter.

VII. Action Items

- A. Public Hearings: None
- B. Old Business: None
- C. New Business

1. New Agreement for Consulting Services with G. Wayne Oetken & Associates: Tabled

2. Agreement for Consulting Services with G. Wayne Oetken & Associates, Amendment 1: Tabled

3. Agreement for Legal Services with The Loftin Firm, P.C.: Mark Zacovic made a motion for the Agreement of Legal Services with The Loftin Firm, P.C. for advice and guidance and if necessary the removal of the manufactured home. Seconded by Christina Becker. Vote as follows:

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

Nays: None

Absent: No

Abstain: None

4. Acceptance of Donations and Gifts: Karen Kirkpatrick made a motion to accept donations and gifts. Seconded by Christina Becker. Nancy Hauer spoke about how Sophia Romeo's Dad donated \$200.00 for the Archery program. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

5. County Wide Plan for Student Expulsion: Karen Kirkpatrick made a motion to approve the County Wide Plan for Student Expulsion. Seconded by Karl Becker. Nancy Hauer spoke about how the county wide plan for student expulsion needs to be reviewed and updated every 3 years. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 6. Citizens Bond Oversight Committee 2016-2017 Annual Report:** Mark Zacovic made a motion to Approve the Citizens Bond Oversight Committee 2016-2017 Annual Report. Seconded by Christina Becker. Mark mentioned that the date on the report on page 2, paragraph 2 is wrong. That it says, "These audits were provided no later than March 31, 2016 with respect to the audit for the prior fiscal year." The date should be changed to March 31, 2017. Vote as follows to approve with the revised date:

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

Nays: None

Absent: None

Abstain: None

- 7. Filing of CEQA Notice of Exemption for Security Fence Replacement Project-2018:** Christina Becker made a motion for Ratification of the Filing of CEQA Notice of Exemption for security Fence Replacement Project – 2018. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 8. Change Order Request 1098 for AB Blinds:** Mark Zacovic made a motion to Approve the Change Order Request 1098 for AB Blinds. Seconded by Karen Kirkpatrick. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 9. Waiver for Out of County Resource Centers:** Mark Zacovic made a motion to approve the Waiver for Out of County Resource Centers. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 10. Change Order Request for Electrical Service to Bus Gate Project:** Karen Kirkpatrick made a motion to approve the Change Order Request for Electrical Service to Bus Gate Project. Seconded by Mark Zacovic. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 11. Change Order Request for Marquee Project:** Karen Kirkpatrick made a motion to approve the Change Order Request for Marquee Project. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

- 12. Resolution to Utilize South County Support Services Agency Bid 14005:** Mark Zacovic made a motion to approve the Resolution to Utilize South County Support Services Agency Bid 14005. Seconded by Christina Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

D. Negotiations: None

E. Board Policies:

- 1. Policy Updates BP 6153, 6170.1, AR 6173, BP/AR 6173.2, BP/AR 0420.4.**
- 2. Policy Updates BP 1325, BP 3100, BP 3515.7, AR 3517, BP 4119.21/4219.21/4319.21.**

Mark Zacovic made a motion to Approve all Policy Updates listed in VII.E.1&2.
Seconded by Christina Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

F. Personnel

Certificated:

- 1. Resignation of 2 certificated employees effective June 14, 2018:** Mark Zacovic made a motion to Accept the Resignation of 2 Certificated Employees effective June 14, 2018. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

Classified:

- 1. To Hire a 3.75-hour Child Nutrition Assistant effective 3/14/2018:**

Mark Zacovic made a motion to Hire a 3.75-hour Child Nutrition Assistant effective 3/14/2018. Seconded by Karen Kirkpatrick. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

2. To Hire a 3.0-hour Business Services Specialist effective 4/9/2018:

Discussion about the hours. Should have been on Agenda as 8-hour Business Services Specialist, rather than 3 hours. Mark Zacovic made a motion to Hire an 8 hour Business Services Specialist effective 4/9/2018. Seconded by Karen Kirkpatrick. Vote as follows:

Ayes: Mark Zacovic, Karl Becker, Christina Becker, Karen Kirkpatrick

Nays: None

Absent: None

Abstain: Cindy White

VIII. Advance Planning

A. Next Meeting

1. Special Board Governing Workshop – May 5, 2018. Closed Session at 8:30 a.m.
Open Session at 8:40 a.m.

2. Regular Board Meeting – May 17, 2018. Closed Session at 4:00 pm. Open Session at 5:00 pm.

B. Agenda Items – None

IX. Adjournment: Meeting was adjourned at 7:21 pm.

Respectfully submitted by:

Approved by:

Deborah Cagney
Administrative Secretary

Christina Becker
Clerk of the Board

**DEHESA SCHOOL DISTRICT
PURCHASE ORDERS APRIL 2018**

DATE	PO NUMBER	VENDOR	DESCRIPTION	AMOUNT	BUDGET CATEGORY
04/04/18	7540	Cummings	Bus Repair	\$1,864.74	General Fund - Transportation
04/04/18	7541	School Nurse Supply	Nurse Supplies	\$302.55	General Fund - School Administration
04/11/18	7542	Dunn-Edwards Paints	Paint for Office Remodel	\$263.15	General Fund - Routine Restricted Maintenance
04/12/18	7543	Waxie	Maint. Supplies	\$1,194.69	General Fund - District Administration
04/16/18	7544	Southwest	Supplies Office/Teacher	\$343.46	General Fund - School Administration
04/16/18	7545	Gov Connection	Headphones	\$361.12	General Fund - Instruction
04/17/18	7546	Office Depot	Calculator Sheila/Grommet Anna	\$44.06	General Fund - District Administration
04/19/18	7547	Proctor Construction	Outlet Installation	\$150.00	Building Fund
04/23/18	7548	Block Co	Bags for Deposits	\$55.21	General Fund - District Administration
04/23/18	7549	Gov Connection	Computer Parts	\$176.66	General Fund - Instruction
04/24/18	7550	CASH	District Membership for CASH	\$75.34	General Fund - District Administration
04/24/18	7551	HR Direct	Poster Guard Renewal	\$94.81	General Fund - District Administration
04/24/18	7552	School Specialty	Supplies	\$31.52	General Fund - Instruction
04/25/18	7553	P.A.C. Heat and Air	Service Call	\$355.00	General Fund - Routine Restricted Maintenance
04/27/18	7554	BorderLan	File Service - Server Backup	\$2,225.00	General Fund - District Administration
TOTAL				\$7,537.31	

DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
APRIL 2018

Date	Warrant ID	Vendor Name	Resource	Invoice	Object Descr	Inv Amount	Warrant Amt	
4/10/2018	14389436	AT & T	Child Care Fund	0000000	Jan- Feb 2018	Telephone	131.72	131.72
4/10/2018	14389437	BeCause Water Corp	Building-Bond Fund	0000000	0226_2 Bottle Filling	Buildings&Improvments Of Builds	2,763.80	2,763.80
4/10/2018	14389438	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200923,200924,200838	Food	362.50	1,834.00
4/10/2018	14389438	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200925,200935,200936,200937	Food	379.25	
4/10/2018	14389438	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200602,200929	Food	236.50	
4/10/2018	14389438	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200599,200598,200600,200601	Food	494.25	
4/10/2018	14389438	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200938,200926,200834	Food	361.50	
4/10/2018	14389439	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	239768,2248074,2233668	Food	588.93	2,014.38
4/10/2018	14389439	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	2234812,223432,2229100	Food	400.67	
4/10/2018	14389439	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	2170352,2215301	Food	427.02	
4/10/2018	14389439	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	2208050,2165804,2201820	Food	597.76	
4/10/2018	14389440	Tom Silva Consulting	Building-Bond Fund	0000000	Phase 1 - Security Fence Proje	Prof/Consult Srv&Operate Exp	5,000.00	5,000.00
4/10/2018	14389441	WASTE MANAGEMENT	General Fund	0000000	Feb 2018	Operations & Housekeeping	285.59	285.59
4/11/2018	14390045	WASTE MANAGEMENT	General Fund	0000000	March 2018	Operations & Housekeeping	302.02	302.02
4/13/2018	14391467	G. WAYNE OETKEN & ASSOCIATES	Capital Facilities Fund	0000000	January 2018, 11.15.17,12.8.17	Prof/Consult Srv&Operate Exp	2,150.00	2,150.00
4/13/2018	14391468	WILKINSON HADLEY KING & CO LLP	Building-Bond Fund	0000000	2016-17 Bond Audit	Prof/Consult Srv&Operate Exp	3,200.00	3,200.00
4/16/2018	14391993	SAN DIEGO GAS & ELECTRIC	General Fund	0000000	March 2018	Operations & Housekeeping	3,541.12	3,541.12
4/16/2018	14391994	SYCUAN RESORT	General Fund	0000000	Jan-Feb 2018	Materials And Supplies	1,690.00	1,690.00
4/17/2018	14392345	Department of Justice	General Fund	0000000	282489_Feb	Prof/Consult Srv&Operate Exp	81.00	194.00
4/17/2018	14392345	Department of Justice	General Fund	0000000	288272_Duren_Todd	Prof/Consult Srv&Operate Exp	49.00	
4/17/2018	14392345	Department of Justice	General Fund	0000000	276889_Jan	Prof/Consult Srv&Operate Exp	64.00	
4/17/2018	14392346	School Nurse Supply, Inc.	General Fund	0000000	0661226	Materials And Supplies	227.74	566.47
4/17/2018	14392346	School Nurse Supply, Inc.	General Fund	0000000	0667952	Materials And Supplies	338.73	
4/17/2018	14392347	A1 LIVESCAN	General Fund	0000000	22818_Duren	Prof/Consult Srv&Operate Exp	19.00	57.00
4/17/2018	14392347	A1 LIVESCAN	General Fund	0000000	13118_Reidy_Griffiths	Prof/Consult Srv&Operate Exp	38.00	
4/17/2018	14392348	SAN DIEGO COUNTY	General Fund	4035000	Suspension & Expulsion Training	Travel And Conferences	125.00	1,125.00
4/17/2018	14392348	SAN DIEGO COUNTY	General Fund	6264000	Teacher Induction_Mynor	Travel And Conferences	1,000.00	
4/18/2018	14392972	FedEx	General Fund	0000000	Mailing Back Lacros6-097-86426	Postage	53.51	53.51
4/18/2018	14392973	Dominick Avera	General Fund	0000000	Equipment for D-TV	Materials And Supplies	207.09	207.09
4/18/2018	14392974	Extron Electronics	General Fund	8150000	Wall Plate Repair #494382	Materials And Supplies	150.00	150.00
4/18/2018	14392975	AllTech Imaging Technologies	General Fund	0000000	7465 Laminator Service Call	Rentl,Lease,Repair&Non-Cap Imp	283.98	283.98
4/18/2018	14392976	SAN DIEGO COUNTY	General Fund	0000000	099-014510_Business Cards Finch	Materials And Supplies	36.64	36.64
4/18/2018	14392977	COUNTY PROFLAME	General Fund	0000000	3076930140	Operations & Housekeeping	126.07	126.07
4/18/2018	14392978	Cummins Sales and Service	General Fund	0982000	Bus Repair	Rentl,Lease,Repair&Non-Cap Imp	1,864.74	1,864.74
4/18/2018	14392979	FIRE WATCH	General Fund	0000000	89613	Prof/Consult Srv&Operate Exp	108.77	108.77
4/18/2018	14392980	GovConnection, Inc	General Fund	0000000	Arm Mount	Materials And Supplies	305.36	769.81
4/18/2018	14392980	GovConnection, Inc	General Fund	0000000	Warranty for WIFI	Prof/Consult Srv&Operate Exp	464.45	
4/18/2018	14392981	LYNN'S LOCKSMITH SERVICE	General Fund	8150000	301925-I2430	Materials And Supplies	114.99	114.99
4/18/2018	14392982	Lori Reidy	General Fund	4126000	Supplies For D.I. Program Proj	Materials And Supplies	25.90	25.90
4/18/2018	14392983	SAN DIEGO GAS & ELECTRIC	General Fund	0000000	Feb 2018	Operations & Housekeeping	4,208.54	4,208.54
4/18/2018	14392984	SCHOOL SPECIALTY INC.	General Fund	4126000	308102925291	Materials And Supplies	170.09	170.09
4/18/2018	14392985	SOUTHWEST SCHOOL SUPPLY	General Fund	4126000	360393	Materials And Supplies	374.33	986.47
4/18/2018	14392985	SOUTHWEST SCHOOL SUPPLY	General Fund	4126000	374271	Materials And Supplies	76.51	
4/18/2018	14392985	SOUTHWEST SCHOOL SUPPLY	General Fund	0000000	369065	Materials And Supplies	535.63	
4/19/2018	14393522	AARDVARK ANT & PEST CONTROL	General Fund	0000000	Qrtly Srvc Feb 2018	Prof/Consult Srv&Operate Exp	586.00	586.00
4/19/2018	14393523	Lancaster Archery Supply	General Fund	4126000	Archery Supplies 7512	Materials And Supplies	134.91	679.33
4/19/2018	14393523	Lancaster Archery Supply	General Fund	4126000	Archery Supplies 7504	Materials And Supplies	544.42	
4/19/2018	14393524	PURPOSEFUL PLAY, INC.	General Fund	6500000	March 2018	Prof/Consult Srv&Operate Exp	2,435.00	2,435.00
4/19/2018	14393525	School Life	General Fund	0000000	Character Awards	Materials And Supplies	60.97	127.76
4/19/2018	14393525	School Life	General Fund	0000000	Award Dog Tags	Materials And Supplies	66.79	
4/19/2018	14393526	SAN DIEGO CTY SPEECH PATHOLOGY	General Fund	6500000	Mar 2018	Prof/Consult Srv&Operate Exp	2,625.00	2,625.00

DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
APRIL 2018

Date	Warrant ID	Vendor Name	Resource	Invoice	Object Descr	Inv Amount	Warrant Amt	
4/19/2018	14393527	SCHOOL SPECIALTY INC.	General Fund	4126000	208119568453	Materials And Supplies	8.24	8.24
4/20/2018	14394092	Department of Justice	General Fund	0000000	294123_Clinton	Prof/Consult Srv&Operate Exp	49.00	49.00
4/20/2018	14394093	STS-School TechSupply	General Fund	0000000	55464_Monitor S.White	Materials And Supplies	241.42	241.42
4/20/2018	14394094	A1 LIVSCAN	General Fund	0000000	033118_Clinton	Prof/Consult Srv&Operate Exp	19.00	19.00
4/20/2018	14394095	ON QUE TECHNOLOGIES, INC.	General Fund	0000000	366863	Prof/Consult Srv&Operate Exp	439.00	439.00
4/20/2018	14394096	OTAY WATER DISTRICT	General Fund	0000000	April 2018	Operations & Housekeeping	364.75	364.75
4/20/2018	14394097	POSITIVE PROMOTIONS	General Fund	0000000	05948408	Materials And Supplies	79.65	79.65
4/20/2018	14394098	SAN DIEGO COUNTY VECTOR	General Fund	0000000	2017-18 Vector Control Program	Prof/Consult Srv&Operate Exp	21.21	21.21
4/20/2018	14394099	TYCO INTEGRATED SECURITY LLC	General Fund	0000000	Qtr Service 05.01.18-07.31.18	Prof/Consult Srv&Operate Exp	673.24	673.24
4/23/2018	14394745	Message Logix, Inc.	General Fund	0000000	17-18 Anonymous Alerts	Prof/Consult Srv&Operate Exp	437.00	437.00
4/23/2018	14394746	DELL AWARDS	General Fund	0000000	207402	Materials And Supplies	39.05	39.05
4/23/2018	14394747	Fischbeck & Oberndorfer	General Fund	0000000	Jan 2018- Mar 2018	Legal Expense	1,083.00	1,083.00
4/23/2018	14394748	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	2254284, 2267238, 2272479	Food	804.72	804.72
4/23/2018	14394749	JAYBRIGHT CO	General Fund	0982000	5123_Bus Wash Wax	Prof/Consult Srv&Operate Exp	623.00	623.00
4/23/2018	14394750	No Excuses University	General Fund	6264000	Planners	Materials And Supplies	345.07	345.07
4/24/2018	14395177	SYNCHRONY BANK/AMAZON	General Fund	0000000	March 2018	Materials And Supplies	7.53	114.02
4/24/2018	14395177	SYNCHRONY BANK/AMAZON	General Fund	0000000	Jan 2018	Materials And Supplies	29.99	
4/24/2018	14395177	SYNCHRONY BANK/AMAZON	General Fund	0000000	Feb 2018	Materials And Supplies	76.50	
4/24/2018	14395178	AT & T	General Fund	0000000	6885_March	Telephone	138.28	138.28
4/24/2018	14395179	CASBO	General Fund	0000000	CBO Partner Training Prog 3of3	Travel And Conferences	1,166.66	1,166.66
4/24/2018	14395180	So-Cal Dominoids Inc	Cafeteria Fund	5310000	200834_200835_200836_200837	Food	471.00	471.00
4/24/2018	14395181	DUNN EDWARDS CORPORATION	General Fund	8150000	2040283960	Materials And Supplies	495.49	591.56
4/24/2018	14395181	DUNN EDWARDS CORPORATION	General Fund	8150000	2040277014	Materials And Supplies	96.07	
4/24/2018	14395182	Motion Picture Licensing Corporation	General Fund	0000000	License_504141757	Prof/Consult Srv&Operate Exp	153.00	153.00
4/24/2018	14395183	PETTY CASH-Deborah Cagney	General Fund	0000000	Reimb 2/27/18-4/16/18	Materials And Supplies	16.16	218.92
4/24/2018	14395183	PETTY CASH-Deborah Cagney	General Fund	0000000	Reimb 2/27/18-4/16/18	Materials And Supplies	6.50	
4/24/2018	14395183	PETTY CASH-Deborah Cagney	General Fund	0000000	Reimb 2/27/18-4/16/18	Materials And Supplies	31.24	
4/24/2018	14395183	PETTY CASH-Deborah Cagney	General Fund	0982000	Reimb 2/27/18-4/16/18	Travel And Conferences	35.00	
4/24/2018	14395183	PETTY CASH-Deborah Cagney	General Fund	0000000	Reimb 2/27/18-4/16/18	Postage	46.00	
4/24/2018	14395183	PETTY CASH-Deborah Cagney	Child Care Fund	0000000	Reimb 2/27/18-4/16/18	Materials And Supplies	84.02	
4/25/2018	14395788	Palos Sports Inc	General Fund	4126000	279930-00	Materials And Supplies	97.52	97.52
4/25/2018	14395789	RoadOne Towing	General Fund	0982000	Towing Charge_696319	Prof/Consult Srv&Operate Exp	270.00	270.00
4/25/2018	14395790	James Stevens	General Fund	4126000	Archery Pins	Materials And Supplies	38.00	38.00
4/25/2018	14395791	School Nurse Supply, Inc.	General Fund	0000000	7541	Materials And Supplies	302.55	302.55
4/25/2018	14395792	CASH - CA Coalition for Adequate School	General Fund	0000000	CASH Membership Anna	Dues & Memberships	75.34	75.34
4/25/2018	14395793	GOPHER SPORT	General Fund	1100000	9430775	Materials And Supplies	332.86	332.86
4/25/2018	14395794	GovConnection, Inc	General Fund	0000000	Headphones	Materials And Supplies	361.12	361.12
4/25/2018	14395795	HOLLANDIA DAIRY, INC.	Cafeteria Fund	5310000	2278579	Food	188.94	188.94
4/25/2018	14395796	Christine Lavigne	General Fund	0000000	Classroom Supplies	Materials And Supplies	9.00	131.62
4/25/2018	14395796	Christine Lavigne	General Fund	1100000	Classroom Supplies	Materials And Supplies	70.58	
4/25/2018	14395796	Christine Lavigne	General Fund	0000000	Classroom Supplies	Materials And Supplies	52.04	
4/25/2018	14395797	SOUTHWEST SCHOOL SUPPLY	General Fund	0000000	0413217	Materials And Supplies	34.13	343.46
4/25/2018	14395797	SOUTHWEST SCHOOL SUPPLY	General Fund	0000000	0413217	Materials And Supplies	204.38	
4/25/2018	14395797	SOUTHWEST SCHOOL SUPPLY	General Fund	0000000	0413217	Materials And Supplies	104.95	
4/27/2018	14396968	Proctor Construction	Building-Bond Fund	0000000	Drinking Fountain, Outlet Inst	Buildings&Improvments Of Builds	11,350.00	11,350.00
4/27/2018	14396969	CREATIVE BUS SALES, INC.	General Fund	0982000	1528297	Equipment	135,630.04	135,630.04
4/27/2018	14396970	Dave Bang Associates, Inc.	General Fund	8150000	CA_134574 Wood Chips Playground	Land Improvements	10,476.80	10,476.80
						TOTAL	208,093.83	



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
San Diego County Superintendent of Schools Dr. Paul Gothold

April 18, 2018

Ms. Nancy Hauer
Superintendent
Dehesa Elementary School District
4612 Dehesa Road
El Cajon, CA 92019-2922

Dear Ms. Hauer:

Re: 2017-18 Second Interim Report

Our office has completed its review of your Second Interim Report (SACS Form 01I) in compliance with the provisions of Education Code Section 42130 et seq. The district has submitted a positive certification, which means that the district will meet its financial obligations for the current fiscal year and subsequent two years.

The district's Second Interim Report has been analyzed in the context of the 2017-18 State Budget Act, as well as the Governor's proposed state budget for 2018-19. All of the data submitted by the district has been analyzed and appears to adequately reflect the financial status of your district as of January 31, 2018.

Ending Fund Balance / Reserve for Economic Uncertainties

The Second Interim Report projects the following impacts to the unrestricted General Fund:

- Projected Unrestricted Ending Fund Balance
 - 2017-18 = \$925,000
 - 2018-19 = \$935,000
 - 2019-20 = \$872,000

The state requires the district to maintain a Reserve for Economic Uncertainties equal to 5% of expenditures. The district projects that it will meet this requirement in 2017-18 or beyond.

Multi-Year Projection

We have reviewed the district's assumptions for the multi-year projection and they appear to be reasonable. Based upon these assumptions, the district will meet the required reserve percentage.

Charter Schools

As required by Education Code 47604.33, our office has received a Second Interim Report(s) from the following charter schools:

- California Academy of Sports Science
- Community Montessori
- Dehesa Charter School
- Diego Hills Central Public Charter
- Diego Hills Charter School
- Inspire Charter School
- Learning Latitudes Charter
- Method Schools
- The Heights Charter
- Valiant Academy DESD

As a charter school sponsor, the district maintains fiscal oversight responsibilities, particularly in the key areas of accounting, attendance accounting, budgeting, and payroll. The district has authorized several new charters in 2017-18. The district has added an additional position in the business office in order to assist with the additional charter oversight. As part of this oversight, sponsoring school districts are also responsible for reviewing charter financial reports, including interim reports. Please be sure that the oversight responsibilities of the district are being executed on frequent basis.

It is also noted that two charter schools have projected negative ending fund balances as of second interim. These charter schools could have a negative impact to the fiscal condition of the district. We recommend that the district continue to closely monitor the charter schools' financial activities and provide the necessary support to ensure fiscal accountability and solvency.

Inspire Charter School

- Projected Ending Fund Balance = (\$1 million)

Learning Latitudes Charter

- Projected Ending Fund Balance = (\$450,000)

Should any additional circumstances arise related to the district's charter school responsibilities that would negatively impact the financial condition of the district, please notify this office as soon as possible.

April 18, 2018
Ms. Nancy Hauer
Page 3 of 3

Conclusion

We appreciate the District's efforts to ensure fiscal solvency. Should any adverse circumstances arise which would negatively impact the financial condition of the district, please notify this office as soon as possible.

If you have any questions concerning this review, please feel free to call me at (858) 292-3537 or Kristin Armatis, Consultant, Business Advisory Services at (858) 292-3601.

Sincerely,



Brent Watson
Executive Director
District Financial Services

BW:KA:VS

cc: Cynthia White, Board President, Dehesa Elementary School District
Anna Buxbaum, Business Manager, Dehesa Elementary School District



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acsWSC.org • www.acsWSC.org

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Charter Schools

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Postsecondary Education

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Adventists

JOEL WAHLERS
National Lutheran School Accreditation

DIANA WALSH-REUSS
Association of California School
Administrators

SOPHIA WAUGH
California Congress of Parents and
Teachers, Inc. (PTA)

DAVID YOSHIHARA
Association of California School
Administrators

May 2, 2018

Mrs. Erika Vanderspek
Director of Curriculum
Learning Latitudes Charter School
1740 Huntington Drive #205
Duarte, CA 91010

Dear Mrs. Vanderspek:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined Learning Latitudes Charter School (TK - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the initial visit report, and the satisfactory completion of the on-site initial accreditation visit.

It is the decision of the Commission to grant Learning Latitudes Charter School (grades Transitional Kindergarten through 12th) Initial Accreditation Status through June 30, 2021.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit Committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC Visiting Committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon Learning Latitudes Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at <https://webportal.acswasc.org>. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to Learning Latitudes Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



Stephen Cathers
Commission Chairperson

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Accreditation Stamp and Embosser Order Form

cc: Chairperson, Initial Visit Committee
Superintendent



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
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Teachers, Inc. (PTA)

DAVID YOSHIHARA
Association of California School
Administrators

May 3, 2018

Ms. Celia Ewing
School Director
Dehesa Charter School
1441 Montiel Rd., Suite 143-145
Escondido, CA 92026

Dear Ms. Ewing:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined Dehesa Charter School (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle Two-day Visit through June 30, 2024.

Dehesa Charter School is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Dehesa Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

May 3, 2018
Dehesa Charter School
Page 2

The Commission looks forward to Dehesa Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Cathers". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum
Business Manager

Subject: Monthly Budget Update

Meeting Date: May 17, 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

2017-18 Attendance Summary

	P1 ADA 2016-17	P1 ADA 2017-18	Increase/ Decrease	P2 ADA 2016-17	P2 ADA 2017-18	Increase/ Decrease
Dehesa School District	141.86	136.18	(5.68)	144.43	132.36	(12.07)
CA Academy of Sports Science	-	500.00	500.00	-	475.00	475.00
Community Montessori	601.07	673.51	72.44	599.38	667.80	68.42
Dehesa Charter	1,061.40	935.16	(126.24)	1,057.50	950.57	(106.93)
Diego Hills Charter	1,242.99	794.48	(448.51)	1,378.63	717.43	(661.20)
Diego Hills Central Charter	-	600.25	600.25	-	619.27	-
The Heights Charter	230.71	242.52	11.81	232.03	242.53	-
Inspire Charter	3,012.38	4,353.75	1,341.37	3,147.69	4,419.13	-
Learning Lattitudes	-	670.63	670.63	-	655.97	655.97
Method Schools	265.50	436.87	171.37	196.44	337.54	141.10
Valiant Academy (Mosaica Charter)	61.95	2,391.14	2,329.19	214.19	2,459.02	2,244.83
Total Charter ADA	6,476.00	11,598.31	5,122.31	6,825.86	11,544.26	2,817.19
Total ADA	6,617.86	11,734.49	5,116.63	6,970.29	11,676.62	2,805.12

**DEHESA SCHOOL DISTRICT
DEVELOPER FEE REPORT
Fiscal Year 2017-18**

DATE	ADDRESS	RES	COM	SQUARE FEET	AMOUNT
08/10/17	14606 Quail Haven Ln	X		1,844	\$ 3,005.72
08/28/17	2540 Vista Rodeo Dr	X		617	\$ 1,005.71
09/01/17	1914 Harbison Canyon Rd	X		2,513	\$ 4,096.19
1/11/2018	16245 Sequan Truck Tr	X		3,420	\$ 5,574.60
2/27/18	Refund: 16245 Sequan Truck Tr	X		3,420	\$ (5,574.60)
3/1/2018	1807 Vista De La Montana	X		2,513	\$ 4,096.19
TOTAL					\$ 12,203.81

Residential Rate \$ 1.63 Per Sq. Ft
Commercial Rate \$ 0.26 Per Sq. Ft

Dehesa School District

Fund Balances

(Cash in County Treasury as of April 26, 2018)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$1,231,179.41
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND (FD 39)	\$130,788.91
12-06	CHILD DEVELOPMENT FUND	\$25,564.33
13-00	CAFETERIA SPECIAL REVENUE FUND	\$17,672.90
14-00	DEFERRED MAINTENANCE FUND	\$189,19
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$1,040,623.34
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$764,279.98
21-39	BUILDING FUND	\$189,515.76
25-19	CAPITAL FACILITIES/SB2068 FUND	\$19,211.65
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,606.76
	GRAND TOTAL	\$3,426,632.23

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**

4/30/2018

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
TOTAL			\$ 242,379.54
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
TOTAL CURRENT YEAR EXPENSES			\$64,213.78
TOTAL FUNDS AVAILABLE AS OF 04/30/2018			\$ 178,165.76

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

4/30/2018

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
Total			\$ 30,173.75
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 04/30/2018			\$ 19,211.65

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of May 17, 2018

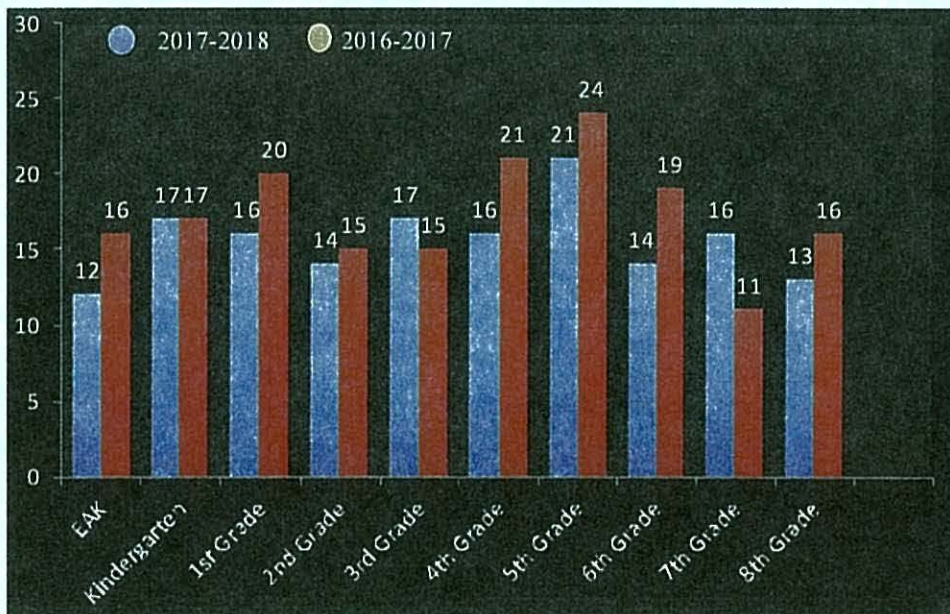
Meeting Date: May 17, 2018

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

<u>Enrollment</u> <u>May 17, 2018</u>	
By Grade Level	
EAK.....	11
Kindergarten.....	15
1st Grade.....	16
2nd Grade.....	14
3rd Grade.....	16
4th Grade.....	16
5th Grade.....	21
6th Grade.....	14
7th.....	16
8th.....	13
	156

<u>Enrollment</u> <u>May 18, 2017</u>	
By Grade Level	
EAK.....	16
Kindergarten.....	17
1st Grade.....	20
2nd Grade.....	15
3rd Grade.....	15
4th Grade.....	21
5th Grade.....	24
6th Grade.....	19
7th.....	11
8th.....	16
	174

<u>Inter District</u> <u>Transfers</u>
Students who live in our District but attend a different school 24
Students who live in another district but attend our school 72



DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Presentation of Diego Hills' notice of closure and surrender of its charter petition.

Meeting Date: May 17, 2018

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

Background: As you are aware Diego Hills will be closing on 6/30/2018 to comply with the Shasta ruling. This is their formal notice to the district of their closure.

Report: Effective 6/30/2018 Diego Hills will be closing their charter school and surrendering their charter petition to the California Department of Education. This is their official notice to our district of their intent to close.

Financial Impact: The District will no longer collect oversight fees from this charter school.

Student Impact: Students will no longer be provided the opportunity to attend Diego Hills Charter School.

Recommendation: This is an informational item only. There is no recommendation.

Agenda Item #: VI.B.5



May 4, 2018

VIA: EMAIL
Nancy.Hauer@dehesasd.net

Nancy Hauer, Superintendent
Dehesa Elementary School District
4612 Dehesa Road
El Cajon, CA 92019

Re: Notification of Closure of Diego Hills Public Charter School

Dear Ms. Hauer:

The purpose of this letter is to provide you with notice of the closure of Diego Hills Public Charter ("DHPC"). This closure action will be ratified at the June 7, 2018 DHPC Board of Directors' meeting to voluntarily close the DHPC charter. Pursuant to Title 5, California Code of Regulations Section 11962, notice and required information is being promptly provided to the parents or guardians of enrolled students, and DHPC is proceeding with required closure procedures.

Please see the following information as documentation of the closure of DHPC:

Diego Hills Charter School

- Charter Number: 1088
- Effective date of closure: June 30, 2018
- Student records, including specific information on completed courses, will be maintained by DHPC's non-profit public benefit corporation.

Parents, guardians and students are being notified of the closure as required under Section 11962 of Title 5 of the California Code of Regulations, as well as the DHPC charter. In accordance with the law, information has been provided to ensure a smooth transition for pupils to their next school of attendance. Parents and guardians may contact me for a copy of their pupil records, including specific information on completed courses and credits that meet graduation requirements, grade reports, discipline records, and immunization records.



If you have any inquiries regarding the closure, please contact me at:

4585 College Avenue
San Diego, CA 92115
858-722-8410
KOgden@learn4life.org

Sincerely,

Kevin Ogden
Regional Vice President
Diego Hills Public Charter School

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: **Support of Employee
Recognition Week**

Meeting Date: May 17, 2018

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

Background:

Each May school districts throughout California recognize the achievements of certificated and classified staff.

Report:

Administration recognizes the services of Dehesa School District's dedicated employees. We have provided various recognition throughout the week to include: Monday: donuts (We donut what we would do without you), Tuesday: highlighters (You highlight our staff), Wednesday catered lunch from Antonelli's Deli, salads, cupcakes and brownies and we stocked the fridge with beverages, Thursday Pop rocks (You really rock) and Friday animal cookies (this place would be a zoo without you). In addition, we had pens, mints and fortune cookies (we are fortunate to have you). The teachers also received a small apple planter with a miniature rose bush in it. Parents' Club did additional supplies, the Beckers donated coffee and nuts and Karen Kirkpatrick and her daughter Sophia made the brownies and cupcakes.

Financial Impact:

None

Student Impact:

Students were encouraged to support their teachers and staff as well.

Recommendation:

There is no recommendation, this is information only.

Agenda Item #: VI.B.6

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: The Heights Charter renewal

Meeting Date: May 17, 2018

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

Background:

The Heights Charter School was granted initially in July of 2012. The Heights Charter School has presented their proposal to renew their agreement between the District and the charter school.

Report:

The Heights is located in Alpine and has been chartered by Dehesa for many years. The District appreciates the Heights unique approach to personalized learning.

Financial Impact:

There is no financial impact to the District. Oversight fees are paid to the District based on average daily attendance.

Student Impact:

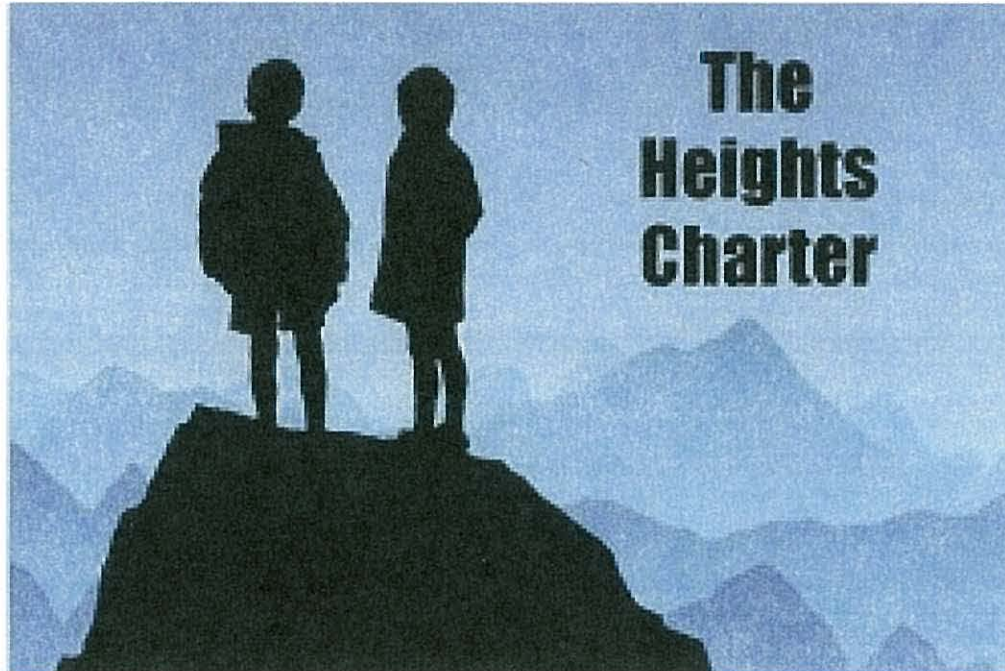
The charter school funding provides potential support for student instructional programs, and/or provides additional economic reserves for the District as determined by the Governing Board.

Recommendation:

Administration recommends approval for the charter renewal agreement between the Dehesa School District and The Heights Charter School after careful review. The vote will take place at the June 14th meeting,

Agenda Item #: VII.A.1

The Heights Charter



Petition for Charter Renewal
For the term of July 1, 2018 – June 30, 2023

Submitted to the Dehesa School District
May 8, 2018

AFFIRMATIONS AND DECLARATION

The Heights Charter (“THC” or the “Charter School”), authorized by the Dehesa School District (the “District”), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of The Heights Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, , including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

CHARTER RENEWAL

Successes and Accomplishments of the Prior Charter Term: 2012-2017

The Heights Charter is a K-8 independent study school that provides a unique educational opportunity to students through a rigorous, standards-based curriculum with an emphasis on meeting the individual needs of each student while providing enrichment classes in Spanish, theater arts/drama, technology, and art. The Charter School offers a variety of personalized services to its students to meet the increasing needs of students in the 21st century with an emphasis on relationship that incorporates strong family and community ties, all within a framework of high academic standards. As a voluntary public educational choice for parents, The Heights Charter has scored higher than neighboring schools that are demographically similar in the same district for the past two years on the California Assessment of Student Performance and Progress (CAASPP). Our graduating 8th graders have successfully progressed to both public and private high schools throughout the county.

In the 2012-2013 school year, which was our first year of operation, THC achieved an API of 860. This included the subgroup of Students with Disabilities which comprised 19% of the student population in the spring of 2013. THC had a school ranking of “8” at the end of our first year in operation. The student population has grown from 71 to 244 students and the State of California has transitioned into Common Core Standards and the resultant CAASPP testing instrument, THC compared to comparable schools in the State of California in the spring of 2016 achieved a state ranking was a “9” (see below).

Since The Heights Charter’s opening in 2012, enrollment has more than tripled attracting students from over nine different towns in San Diego County. The Heights Charter is financially sound with no outstanding debts; and each year that the school has been audited by the state, there have been no findings. The dedicated staff at The Heights Charter has a passion for the students and a passion for the subjects they teach. The director of the school has 37 years of educational experience and possesses a Charter School Governance Certificate from the University of California Los Angeles (UCLA). The Heights Charter is committed to our mission statement that every child is born with the capacity for excellence and our goal is to enable students to become self-motivated, competent, and lifelong learners.

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils

served by the charter school.

- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports):

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	N/A: Charter School did not receive a base API score in 2012 (opening year), so no growth API score was calculated in 2013
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 rank of 8
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	N/A; see above
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	N/A; Charter School is not an ASAM school
(Source: CDE DataQuest, accessed February 7, 2017.)	

Analysis of Comparison Schools Data

The Heights Charter California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	66%	78%	65.47%
	Math	44%	47%	48.2%
Hispanic or Latino	ELA	66%	91%	59.38%
	Math	34%	51%	40.63%
White	ELA	63%	75%	66.67%

	Math	49%	43%	50%
Economically Disadvantaged	ELA	55%	75%	58.82%
	Math	42%	37%	47.06%
Students with Disabilities	ELA	26%	53%	8.33%
	Math	19%	21%	20.83%

Comparison Schools That The Heights Charter Students Would Otherwise Be Required to Attend and That Are Demographically Similar in the District

There are two public schools in the Alpine Union School District that charter school students would otherwise be required to attend and that are demographically similar. The first one is Alpine Elementary School located at 1850 Alpine Blvd in Alpine. The other school is Joan MacQueen Middle School located at 2001 Tavern Road in Alpine.

School	Schoolwide Assessment	2015	2016	2017
Alpine Elem	ELA	41%	49%	34.81%
	Math	37%	41%	36.82%
Joan MacQueen Middle	ELA	35%	46%	55.92%
	Math	31%	35%	34.29%

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

THE INFORMATION IN THE REPORT BELOW IS TAKEN FROM THE CALIFORNIA CHARTER SCHOOLS ASSOCIATION (CCSA). IT SHOWS THAT THE HEIGHTS CHARTER MEETS THE CCSA’S ACCOUNTABILITY CRITERIA AND QUALIFIES FOR RENEWAL SUPPORT BASED ON ACADEMICS. CCSA IS A TRUSTED SOURCE OF DATA AND INFORMATION ON CALIFORNIA’S CHARTER SCHOOLS FOR PARENTS, AUTHORIZERS, LEGISLATORS, THE PRESS, AND OTHER INTERESTED GROUPS.

School meets CCSA's Accountability Criteria and Qualifier for financial support based on academics.



The Heights Charter (Dehesa Elementary)

PERCENTILE:

Schools must be above the 5th percentile on the DFG measure.



Percentile
The selected school has a percentile above 5 in 3 of the last 3 years.

INITIAL FILTERS:

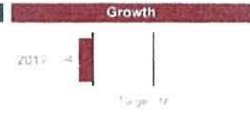
To meet CCSA's initial filters of accountability, a school must be above the bottom 5th percentile in two out of three years and above on at least one of the three filters below. See the [School Info Overview](#) tab above for more details.



This school was above the target.
3 out of 3 year(s),
meeting the standard for this metric for 2017.



This school was above the target.
3 out of 3 year(s),
meeting the standard for this metric for 2017.



This school's DFG changed by **-4 points,** not meeting the 2017 target of 10 points.

MULTIPLE MEASURE REVIEW:

Charter schools with a DFG percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review.



The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

State rank and similar students rank calculated using the September 27, 2017 releases of the CAASPP for English Language Learners and the UCLES English Language Proficiency Test. DFG growth calculated using the State Dashboard Academic Indicator Plus released (November 7, 2017). Click more to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DAFS program or has fewer than 30 valid test takers. This report is generated for schools fitting those criteria.



ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM

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

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Mission Statement

The Heights Charter (THC) is founded on the belief that all children are born with the capacity for excellence. Our goal is to enable students to become self-motivated, competent, and lifelong learners. We provide students with a rigorous, standards-based program within a small school nurturing environment that incorporates strong family and community ties. To this end, we offer a non-traditional K-8 independent study program that offers onsite classes along with individually designed curriculum and direction.

THC is an independent study charter school designed to draw out the excellence in each individual student by developing his or her interests, gifts, talents, and passions. THC provides the option of an individualized independent study program with the benefits of onsite academic and enrichment classes. Site-based classes and learning activities provide opportunities for socialization, academic enrichment, and teacher support not usually available in a standard independent study program. The program customizes the learning experience to each student’s needs and interests so they learn right at the edge of challenge, minimizing frustration and boredom, and optimizing student engagement time. Consequently, students typically excel as well as develop a love of learning. THC embraces the opportunity to provide a dynamic, individualized learning experience to a student population that has increasingly fallen through the educational “cracks” in previous learning environments.

How Learning Best Occurs

We believe that learning best occurs when:

- Children are in an environment of supportive relationships
- Parents, students, and teachers work as an educational team
- Parents are involved in the educational process and school governance
- The learning environment is safe and non-judgmental
- Relationships are based on mutual cooperation and respect

- Class sizes are small
- Nurturing educational passion is an integral part of every activity

Learning takes place both in the classroom and through independent study assignments. Classroom instructional strategies include direct instruction, collaborative learning, projects, presentations, and exams. Independent study assignments encourage the student and his/her family to cooperatively participate in the learning experience. This empowers supportive adults to be partners in the education and social development of the child.

The Heights Charter will enable students to prepare for high school while becoming self-motivated, competent and lifelong learners by implementing:

- Independent study activities complemented and reinforced by enrichment workshops and onsite classes
- Small class sizes
- Strong family involvement
- A safe and supportive social environment
- Student projects and presentations
- Tutorials and online support for core academic areas
- Community involvement
- Use of technology

The rapidly changing 21st century workforce requires a fresh look at educational objectives.

We believe the following are necessary components to an education:

- The ability to communicate well in writing, orally, and through technology
- The development of the imagination, creativity, and the ability to think critically
- The ability to work together cooperatively, be flexible and have the ability to adapt, and to collaborate with others
- The development of information, communications, and technology literacy
- The development of independent study and research skills
- The ability to focus on the development of achieving personal goals, showing initiative and self-direction
- The development of leadership and responsibility
- The ability of each student to be accountable and productive

The Heights Charter is committed to continuing to make this innovative school available to families in the San Diego County area. Staff, parents of this school, as well as community partners, are committed to this Charter School. This facilitates decisions that can be made based on the needs of THC students and so that teacher placement in our specialized niche will be in the best interest of the students' needs and the school's specific subject areas needs as well.

Targeted Student Population

The Charter School targets motivated students in grades K-8 who have a home schooling background or who, if from a traditional school background, have a desire to attend a small school with a strong home component. The Charter School draws students from surrounding communities with an emphasis on creating at least as much diversity in its student population as exists in the neighboring school districts. An advantage of the establishment of our school as a Charter School is that students are not be required to obtain inter-district permits and are able to attend through a school-of-choice option. The parents of THC have made a determined school choice by enrolling their child(ren) at this charter and travel from various parts of the county to participate in a wide variety of school-sponsored activities. The Charter School anticipates serving more students as the years continue. As a Charter School, THC is able to incorporate subject-specific teachers in math, science, technology, and foreign language to provide more site-based workshops to accomplish the goals that our school, teachers, and parents deem most important to achieve the state standards and to fulfill the students' needs. This autonomy allows THC the flexibility to adapt to the changing needs of the school's population.

Curriculum

The Heights Charter's curriculum emphasizes nine areas of content, aligned with the California content standards where applicable. The nine areas are Reading, Writing, Oral and Written English Language Conventions, Speaking and Listening, Mathematics, History/Social Science, Science, Technology, and Personal Development (interests, talents, and gifts). English/Language Arts, Mathematics, History/Social Science, and Science are considered core subjects. THC will provide students with an array of curricular options in both core and non-core subjects to enable students to become self-motivated, competent and lifelong learners.

THC's program aligns well with the legislative intent expressed in founding charter school legislation by, most notably, offering expanded choices to families, encouraging different and innovative teaching methods, giving teachers new professional opportunities that allow them to assume responsibility for the learning program, providing parents and students with expanded choices within the public school system, providing a venue for performance-based accountability, and improving the learning experience for all students.

The Heights Charter has established a track record of success with its educational program as well as with the administration and operations of the school in the following areas:

- Curriculum, instruction, and assessment
- Finance, facilities, and business management
- Organization, governance, and administration

The core curriculum is based on the state content and performance standards, curriculum frameworks, benchmarks, and/or the Common Core standards. A variety of supplementary curricular resources are available that support these standards. A key component will be individual choice of materials within an overall educational framework. Since student

interest and educational passion is a component of this charter, teachers will provide supplementary material that will teach the standards based on a student's needs and interests.

Students will also have the opportunity to participate in a variety of enrichment courses, electives, and related learning opportunities. Tutoring, on an individual basis or within a small group setting, is also offered on a weekly basis. Regularly schedule field trips are also organized and provided to enhance the experiential learning process.

In order to maintain the academic excellence of the Charter School and motivate students to perform at their best, students fourth grade and above are required to maintain at least a 2.0 grade point average. Students who do not meet the grade point average requirement or students who miss more than two assignments will have a Parent/Student/Teacher conference. An action plan will be developed to assist and support the student so that he/she can improve their grade point average and/or complete missing assignments. If the student fails to comply with these requirements or continues to have missing assignments he/she will be assessed by the Director and teacher to determine whether an independent study program is his/her best educational choice.

Independent Study Assurances

The Charter School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that the Charter School shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and the Charter School must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Plan for Students that are Academically Low Achieving

THC will help academically low achieving students succeed with (1) general education curriculum that is highly customized to students' individual needs and interests, (2) an unusually high degree of parent involvement, and (3) the systematic use of academic supports and interventions to meet the needs of academically low-achieving students. All students address grade-level content standards, but students who need to remediate specific skill areas will also focus on the content standards for those skills at the appropriate remedial grade level without penalty. Extra help will support students to keep pace with

class work, and targeted academic interventions will address individual learner needs through backfilling academic skills needed to bring students up to grade level performance.

THC will identify students who are performing below grade level through the results of the California Assessment of Student Performance and Progress (CAASPP) and from THC's diagnostic assessments. THC will monitor the progress of students who are not meeting state standards on the CAASPP and on THC's diagnostic assessments in English/Language Arts and Mathematics and may implement one or more of the interventions listed below, according to the student's needs.

Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate different academic needs, interests, and learning styles.
- Additional help secured from teachers, support staff and/or peers; weekly tutoring is available.
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level.
- Supplemental parent instruction to identify strategies to raise student's skills to grade level. Parent support sessions one-on-one with certificated teachers as needed.
- Parent-student tutoring session with certificated staff to demonstrate and instruct parents how to work with child.
- Modified work load and individual pacing to allow student time to assimilate concepts, practice skills, and overcome challenges.
- Parent/Student/Teacher meetings for students still not achieving at grade-level standards to review the above strategies and plan for new ones.

Plan for Students that are Academically High Achieving

THC is also an ideal environment for high achieving students. Students who demonstrate an ability to advance at a faster pace or a higher cognitive level will be academically challenged by THC's highly flexible curriculum. Teachers adjust assignments and expectations to maximize student realization of their individual potential. All students address content standards skills and content, but students who are ready for accelerated skills will also work on higher level content, both standards-based and other. Students will be encouraged and supported to reach beyond the grade-appropriate standards to work on their level, learn at their own pace, and pursue their own interests. Teachers will modify instruction as needed to engage and challenge each student at his/her level. Staff will also guide learners to extracurricular enrichment activities that happen throughout the year.

THC will identify students who are academically high achieving by using the results of the CAASPP and THC's diagnostic assessments in English/Language Arts and Mathematics. Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate different academic needs, interests, and learning styles, such as a faster pace, a higher level of challenge, or incorporation of supplemental content or student interests.
- Students moved into more accelerated or higher level classes (where applicable) or skill workshops to match and challenge skill level.
- Students encouraged to explore content areas in greater depth and incorporate student's interests, talents, and strengths.
- Additional help secured from teachers, support staff, and/or peers.
- Instruction above grade level, including with older students on a variety of activities, such as multi-age groupings in mathematics.
- Supplemental parent instruction to identify strategies to challenge and engage student's skill level.
- Parent-student tutoring session with teachers to demonstrate and instruct parents how to work with child in an engaging and stimulating way.
- Participation in enrichment activities that focus on finding students' gifts, talents, and passions.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC

has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

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

- Summative Assessment (“SA”)

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

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

THC will ensure that English Learners have full access to their grade level curriculum by using a range of supportive instructional practices:

- Place English Learners with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its equivalent.
- Provide instructional material at or near the student's reading level in native language and/or in English.
- Explicitly teach key vocabulary.
- Emphasize literacy strategies such as anticipatory pre-reading of text, structured study of text, clarification of difficult words, and extra reading practice.
- Provide instructional support in the home language or in accessible English for students with the lowest ELD levels, as is feasible.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Special Education Services to Students

The Heights Charter complies with all State and Federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”). All children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

THC is categorized as a public school of the District in accordance with Education Code Section 47641(b). A Memorandum of Understanding (MOU) between the Charter School and the District further defines the delineation of duties and funding for special education services provided to Charter School students. The Charter School may pursue independent Local Education Agency (LEA) member status in a Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641(a) and will notify the District accordingly.

Performance standards and assessments for students with special needs or limited English proficiency will be adopted as appropriate to their Individual Educational Plans or English proficiency levels.

THC pledges to work in cooperation with all local agencies and work with the District to ensure that a free and appropriate education is provided to all students with exceptional needs.

Additionally, the school serves its special education students through the following:

- Small class sizes
- Innovative scheduling to allow for additional tutoring
- Technology assisted learning
- Accommodation provided in regular education classes
- Periodic in-services for teachers regarding the identification of students with disabilities and methods of providing education for these students in the general classroom

In the event of a due process claim to enforce applicable special education law, the Charter School is committed to working in cooperation with Dehesa School District to the

maximum extent permitted under law and as set forth in the MOU to respond to and defend the Charter School and Dehesa School District in the process.

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

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

Section 504 of the Rehabilitation Act

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

The Heights Charter will pursue the measurable student outcome goal that students will make substantial progress toward meeting or exceeding the State Standards, including but not limited to the Common Core State Standards in English/Language Arts and Mathematics, the Next Generation Science Standards, and all other California State Standards.

These goals will be measured by multiple and varied assessments. These pupil outcomes align with California Common Core State Standards, California State Standards, match with state and federal accountability systems, reflect whether each student meets and/or exceeds standards or conversely whether each student nearly meets or does not meet standards as measured by the California Assessment of Student Performance and Progress (CAASPP) assessments. All five components required by Every Student Succeeds Act (ESSA) will guide THC to support students' development as self-motivated, competent, life-long learners. CAASPP results, combined with course grades, classroom assessments, and other evaluative tools will be informative of student progress.

Physical Education: Students will meet THC and/or state standards in Physical Education.

English Learners: English Learners will make progress toward fluency in English, as evidenced by ELPAC scores, CAASPP scores, teacher observation and/or parent input (optional.)

Special Education: Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans.

School Outcome Goals

As a public school, THC will be subject to state and federal accountability measures. Notably, these measures include achievement standards for Math and English/Language Arts (ELA), expressed as student achievement levels on the scale score range in each category on the CAASPP, both school wide and for all subgroups (including ethnic

subgroups and socioeconomically disadvantaged, English Learners and students with disabilities.)

The Heights Charter expects its graduates to be able to:

- Read and comprehend informational, functional and literary texts
- Listen and comprehend, take notes and report accurately what was presented
- Speak with confidence with a group and to an audience
- Write logically developed and mechanically proficient reports, letters, essays, and narratives
- Identify, organize, synthesize and evaluate information
- Demonstrate competent use of a computer and be able to communicate electronically and present information via documents, graphs, PowerPoint and/or other presentation software
- Exhibit good study/work habits and effective time management
- Demonstrate good decision-making and conflict resolution skills
- Successfully transfer academic skills to real-world situations

The Heights Charter recognizes that academic accountability is one of the foundations of the charter schools concept and understands the importance of federal and state assessments to school accountability for student academic performance. THC like all public schools will be subject to state and federal accountability systems, including the California School Dashboard and the five components of Every Student Succeeds Act (ESSA).

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including any applicable numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at http://www.heightscharter.org/uploads/1/2/9/9/12997726/lcap_2017-18_heights_charter.pdf. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools

annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school.

ELEMENT 3: MEASUREMENT OF OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Students at The Heights Charter will be assessed using the following:

- California Assessment of Student Performance and Progress (CAASPP)
- California Science Test (CAST) for 5th and 8th grades
- Measure of Academic Progress (MAP) testing – a NWEA normed referenced test
- Classroom assessments
- Demonstration of student skills in core academic areas such as mathematics, reading, writing/language arts, science, and history/social science.
- Systematic work collection from parents and onsite classes to add to each student's portfolio.
- Student transcripts and school maintained records
- Teacher observation

California Common Core State Standards and other California State Standards are used as the cornerstone for the development of individual lesson plans for individual students. All lesson plans and core curriculum development are focused on attainment of these standards.

Mandated State Assessments

As required by state law, THC will meet all statewide standards and conduct the state pupil assessments required pursuant to Education Code Sections 60605 and 60851, including the CAASPP tests and other mandated state assessments. THC will administer tests that are required by grade level, including the CASSPP, the CAST, the ELPAC, and the California Physical Fitness test in grades 5 and 7. CAASPP test results will be one of multiple assessment methods used to document and monitor student performance and assessment.

School-based Assessments

THC will use a mix of assessments that best reflect the desired student outcomes within each content area. These may include brief assessments that provide immediate information about student understanding and skill development, so that teachers can adjust instruction according to what has been learned or not learned. Immediate assessments may include journal entries, class discussions, or question and response. Short term assessments will provide in a timely manner more substantive feedback that is helpful to the teacher and learner. Cumulative assessments are typically used at the end of chapters or units.

Publisher-developed Assessments

When textbooks are used, THC may use diagnostic and other assessments that are part of the curricular package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with THC's student outcomes and instructional methods.

Teacher-developed quizzes, tests, and other assessments

Teachers will sometimes develop curriculum from sources that do not include pre-packaged assessments. To align with taught curriculum, teachers may create quizzes, tests, and other assessments to monitor student progress.

Student work samples

Teachers collect work samples from students to document and assess their learning on a monthly basis. These work samples are kept in the students' individual folders and are available to the state auditor on an annual basis.

ELEMENT 4: GOVERNANCE

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

Non-Profit Public Benefit Corporation

The Heights Charter is a directly funded independent charter school. The Charter School is operated as a California nonprofit public benefit corporation and has obtained IRS 501(c)(3) status. THC is governed by a Board of Directors and operates pursuant to the organization's bylaws.

The Heights Charter shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Heights Charter will receive its funding directly from the State through the direct funding model. The Heights Charter located at 2710 Alpine Boulevard Alpine, CA will have its own mailing address, accounts in the County treasury, bank accounts and is responsible for managing the school's funds. Both the operating corporation and the Board of Directors will comply with the Brown Act and other statutes applicable to local public agencies, officers, and employees.

Management of The Heights Charter will be performed entirely at the risk of the Charter School and the operating corporation. Both The Heights Charter and the operating corporation shall defend, indemnify, and hold harmless the District and its officers, agents, servants, representative and employees from and against all losses, including loss of use, liability damage, claims, demands, action and proceedings and all costs and expenses connected therewith, including reasonable attorneys' fees, of whatsoever cause or nature on account of any damage or loss or destruction of any property, including employees of the District, or injury to or death of any person, including employees of the District or deprivation of any civil or educational right caused in whole or in part by any negligent act or omission of The Heights Charter or any of its agents, servants, representative, employees or subcontractors or anyone directly or indirectly employed by any of them, or anyone for whose acts may be liable regardless of whether or not it is caused in part by a party indemnified under the charter.

The Heights Charter and its operating corporation will ensure they mutually maintain, during the term of the charter, such public liability and property damage insurance as shall protect the Charter School and the District, and their officers, agents, servants, representatives and employees, from all claims for personal property, including accidental death, to any person as well from all claims for property damage as well as all claims and liens of all persons for deprivation of civil rights, including rights of persons with

disabilities, arising from the operations under this charter, in minimum amounts set forth as follows: (1) \$1,000,000 per occurrence; and (2) \$2,000,000, excess insurance.

Attached, please find The Heights Charter's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

The Board of Directors and Administration

The Charter School shall be governed by a Board of Directors, which shall operate pursuant to the organization's bylaws. The Board shall consist of no fewer than five (5) members and no more than seven (7) members. THC shall ensure the Board is maintained with an odd number of directors. A Chairperson is elected from the members of the Board. Each director shall hold office in accordance with the bylaws for two (2) years and until a successor director has been designated and qualified. The Board will follow the Brown Act and hold open public meetings. The Board also observes an adopted conflict of interest policy. The Dehesa School District may appoint a representative to serve on the Board in accordance with Education Code Section 47604(b).

The Board of Directors has ultimate responsibility to oversee the program to ensure the Charter School's success; however, the THC Director and teachers will carry out the day-to-day operations of the school. The Director will be the overall manager of the Charter School and will report directly to the Board of Directors. The Director will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Director to implement the educational program. The Director will be responsible for hiring, providing support to, evaluating and, when needed terminating any teaching faculty, administrative staff, and other staff.

Board members will be selected based on the following criteria

- Commitment to serving the school's student population and always putting students first.
- Commitment to serving the school's mission statement and philosophy.
- Knowledge and success in organizational leadership and/or public education, including professional experience relevant to the focus and mission of the educational program of the school, with expertise in curriculum, instruction and assessment or finance and business management.
- Commitment to diligently fulfill their responsibilities as Board members, to routinely attend Board meetings, and to actively participate in Board committees and/or other ways to actively engage in overseeing and supporting the THC program.
- Demonstrated ability to act in a leadership capacity is preferred.

Parent Involvement in Governance

In addition to encouraging parents to serve on the Board, parents will be encouraged to attend a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising The Heights Charter School Board of Directors on any

and all matters related to the strengthening of The Heights Charter community. Parent participation will play a vital role in the effectiveness our program.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teachers

The Heights Charter will employ and retain teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(1). These teachers teach the core academic classes of mathematics, language arts, science, and history/social science. These teachers are responsible for overseeing the students' academic progress including instruction, assessment, and record keeping.

In hiring, the Charter School will evaluate how well candidates' educational philosophy and skills align with THC's instructional approach. Applicants will complete and submit documents allowing the Charter School's leadership team to evaluate the match between the Charter School's needs and the candidates' qualifications and other professional capabilities. Ideal candidates will demonstrate strong content area knowledge, familiarity with effective content area instructional methods and experience with the Charter School's core instructional approaches. Ideal candidates will also have experience differentiating instruction to meet the needs of all students. Where feasible, candidates will participate in an interview and demonstrate their teaching skills through in-class observation or submission of a video or written response. Teachers and school leadership will participate in the hiring process, which will be finalized by the Charter School's Director.

THC will attract teachers who are excited about the Charter School's mission and vision. THC will attract and retain teachers by attempting to offer an appropriate compensation package, with a combination of salaries and benefits that are roughly comparable to nearby school districts, and by creating and maintaining an attractive work environment. This includes involving teachers in decision-making and providing regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs.

The Heights Charter may also employ part-time, non-certificated staff to instruct in non-core subjects such as art, music, foreign language, drama, journalism, lab workshops/classes, and communications. Such instructors will have the appropriate subject matter expertise, experience, and demonstrated capacity to work successfully with students. They will work under the guidance of the Director or other certificated staff.

Administration

THC will hire a Director who will be responsible for administration of the Charter School. Successful candidates must have a bachelor's degree (at a minimum) and demonstrate expertise in their field equivalent to five or more years in education, business management,

and/or teaching. A master's degree and/or administrative credential is preferred but not required.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237. Education Code Section 47605(b)(5)(F).

The Heights Charter implements the following policies to ensure the health and safety of its pupils and staff. These policies are incorporated into the Charter School's student and staff handbooks and shall be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A complete copy of the Charter School's policies shall be provided to the District anytime upon request. The following is a summary of the health and safety policies of The Heights Charter:

- A requirement that all enrolling students provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- A requirement that all employees, and volunteers who have frequent and prolonged contact with students, furnish the results of a tuberculosis risk assessment and examination (if necessary) prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
- The facilities of the Charter School will be inspected and approved by the Fire Marshal. The Heights Charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.
- The Charter School will be designated as a drug, alcohol, and smoke-free environment.
- A requirement that employees and contractors of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. 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.

- All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- The Heights Charter will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- Students will be screened for vision, hearing and scoliosis. The Heights Charter will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by The Heights Charter.
- The Heights Charter will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following: (1) A description of type 2 diabetes; (2) A description of the risk factors and warning signs associated with type 2 diabetes; (3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes; (4) A description of treatments and prevention methods of type 2 diabetes; (5) A description of the different types of diabetes screening tests available.
- The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.
- The Heights Charter shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.
- The Charter School implements policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

ELEMENT 7: ACHIEVING RACIAL/ETHNIC BALANCE

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

The Heights Charter will implement a student recruitment strategy that may include, but is not limited to, the following elements to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

The Heights Charter will admit all pupils who wish to attend as called for in Education Code Section 47605. THC will actively seek those students who will benefit from an independent model of instruction. The Heights Charter will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, disability, or any of the characteristics listed in Education Code Section 220. Admission to the Charter School will require a commitment from students, parents, guardians, and/or other concerned adults. This commitment is in part knowledge of the requirements of the educational program and their support thereof. As required by Education Code Section 51747.3, admission to the Charter School will be limited to students living in San Diego and those in immediately adjacent counties. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Heights Charter will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Heights Charter's application process is comprised of the following:

1. Parent attendance at a school orientation meeting is encouraged
2. Completion of a student enrollment form

Registration packets for students who are admitted will also gather the following:

1. Proof of Immunization
2. Home Language Survey
3. Completion of Emergency Medical Information Form
4. Proof of minimum age requirements
5. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students of The Heights Charter's teachers and staff
3. Residents of the District
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on The Heights Charter's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Heights Charter will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date.

ELEMENT 9: FINANCIAL AUDIT

Governing Law: The manner by which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

The past four years that The Heights Charter has been in operation, THC has been audited by Wilkinson, Hadley, King, & Co LLP each year. We have had no findings in any of our 4 audits since the school's inception.

Each year, within six months of the close of the fiscal year, an audit will be conducted by an independent auditor as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The audit will verify the accuracy of the Charter School's financial statements, attendance, and enrollment accounting practices, and review the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at The Heights Charter. In creating this policy, The Heights Charter has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Heights Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as The Heights Charter's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal

requirements. THC staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Heights Charter 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 this Policy and 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 Heights Charter has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 general education students except when federal and state law mandates additional or different procedures. The Heights Charter will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom THC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch

period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of, teachers, administrators, other school officials, or other school personnel

engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.\

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite and/or resource center, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, 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 certificated school employee, with the Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or

- her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite and/or resource center, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the

minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. 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 The Heights Charter employee who referred the student to the Director or designee.

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 The Heights Charter 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with The Heights Charter officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. 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 The Heights Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 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.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial The Heights Charter Board of Directors following a hearing before it or by The Heights Charter Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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 (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing 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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Heights Charter may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 days 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. The Heights Charter must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining

witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, The Heights Charter must present evidence that the witness' presence is both desired by the witness and will be helpful to The Heights Charter. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising 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 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 entity 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.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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 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 made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the 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: a) Notice of the specific offense committed by the student; and b) 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 Heights Charter.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Heights Charter shall maintain records of all student suspensions and expulsions at The Heights Charter. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from The Heights Charter as The Heights Charter Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of 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. The Heights Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from The Heights Charter 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 Heights Charter for readmission.

N. 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 Board following a meeting with the Director or designee and the pupil and parent/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 or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

ELEMENT 11: RETIREMENT

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Staff at The Heights Charter will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the governing board and adopted as the Charter School's employee policies. The Charter School retains the option for its staff to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System (STRS/PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. The decision to participate in either STRS or PERS will take the unanimous affirmative vote by the certificated and/or classified staff respectively. No individual employee shall be compelled to participate in either STRS or PERS, but will participate in Social Security as required by law. If Charter School employees should opt to participate in the STRS or PERS system, the District shall cooperate as necessary to forward the required payroll deductions and related data to STRS or PERS. The Charter School shall pay the District a reasonable fee for the provision of such services.

ELEMENT 12: ATTENDANCE ALTERNATIVES

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

No student shall be required to attend The Heights Charter. Students who reside within the District who opt not to attend The Heights Charter may attend any district school in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a 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.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at The Heights Charter. Persons employed by The Heights Charter are not considered employees of Dehesa School District for any purpose whatsoever. Employees of any district who resign from employment to work at The Heights Charter and later wish to return to their district shall be treated the same as any other former district employee seeking reemployment. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

The Heights Charter maintains full responsibility and liability for hiring and retention practices for all employees of The Heights Charter. The District does not employ or retain any responsibility for employment of individuals at The Heights Charter.

All employees are entitled to and will receive due process in any disciplinary action.

ELEMENT 14: DISPUTE RESOLUTION PROCESS, REPORTING, AND RENEWAL

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The intent of the following dispute resolution process is to (1) resolve disputes fairly and in a timely manner, (2) minimize the oversight burden on the district, and (3) frame a charter oversight and renewal process and timeline.

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

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

Disputes Between the Charter School and District

In the event that the Charter School or District have disputes regarding the terms of this charter or any other issue regarding the Charter School and the District's relationship, both parties agree to follow the process outlined below.

The Charter School and the District will be 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 Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Director of the Charter School, or their respective designees. 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, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Director and Superintendent, or their respective designees, 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 Charter School, or their respective designees, 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, or their respective designees, 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, or their respective designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Oversight, Reporting, Revocation, and Renewal

The District may inspect or observe any part of the Charter School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the THC Board.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to follow the process and procedures for charter revocation pursuant to Education Code Section 47607 and its implementing regulations.

The THC Board may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code Sections 47605 and 47607. The term of this Charter upon renewal shall be for five (5) years.

ELEMENT 15: SCHOOL CLOSURE

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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, the Charter School will provide parents, students and the 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. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after

closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

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

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CLAUSES

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, please find the Charter School's budget, cash flow and financial projections for the next three years of operation.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

The Charter School is located at 2710 Alpine Blvd, Suite E, Alpine, California 91901 in accordance with Education Code Sections 47605(a)(5) and 47605.1(d) as since its inception and continuing to the date of this submission, the Charter School is unable to locate within the geographic boundaries of the Dehesa School District. The Charter School has attempted to locate a single site or facility to house the entire program within the boundaries of the Dehesa School District but such a facility or site is unavailable within District boundaries. The Charter School's location within the boundaries of Alpine is within San Diego County in accordance with Education Code Section 47605(a)(5) and 47605.1(d).

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall operate as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Renewal Term

The term of this charter renewal shall be for five years, from July 1, 2018 to June 30, 2023.

Amendments

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the Charter School and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607 and require the approval of the District. The District and Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith fashion.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the governing boards of the Charter School and the District. The District and the Charter School agree to meet and discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith manner.

The Heights Charter - Dehesa Elementary

Spring 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/37680490127118/2/EquityReport>





Equity Report

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%
Grade Span: K-8 Charter School: Yes

Dashboard Release:
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
<u>Chronic Absenteeism </u>	N/A	N/A	N/A
Suspension Rate (K-12)		1	0
English Language Arts (3-8)		1	0
Mathematics (3-8)		1	0

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

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




The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 Charter School: Yes

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 Language Arts (3-8)		High 44.7 points above level 3	Increased +12.1 points
Mathematics (3-8)		High 3 points below level 3	Maintained -0.2 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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%
 Grade Span: K-8 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%	Maintained 0%
English Language Arts (3-8)		High 44.7 points above level 3	Increased +12.1 points
Mathematics (3-8)		High 3 points below level 3	Maintained -0.2 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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Grade Span: K-8 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
<u>Chronic Absenteeism</u>	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
<u>Suspension Rate (K-12)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	
<u>English Language Arts (3-8)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%
 Grade Span: K-8 Charter School: Yes

Dashboard Release:
 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		180	Very Low 0%	Maintained 0%
English Learners		1	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		36	Very Low 0%	Maintained 0%
Students with Disabilities		21	Very Low 0%	Maintained 0%
African American		3	*	*
American Indian		4	*	*
Asian		1	*	*
Filipino		3	*	*
Hispanic		22	Very Low 0%	*
Pacific Islander		1	*	*
Two or More Races		8	*	*
White		138	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 Charter School: Yes

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
<u>All Students</u>	0	*	*
<u>English Learners</u>	0	*	*
<u>Foster Youth</u>	0	N/A	N/A
<u>Homeless</u>	0	N/A	N/A
<u>Socioeconomically Disadvantaged</u>	0	*	*
<u>Students with Disabilities</u>	0	*	*
<u>African American</u>	0	*	*
<u>American Indian</u>	0	*	*
<u>Asian</u>	0	*	*
<u>Filipino</u>	0	*	*
<u>Hispanic</u>	0	*	*
<u>Pacific Islander</u>	0	*	*
<u>Two or More Races</u>	0	*	*
<u>White</u>	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:
Spring 2017

Assessment Performance Results	Number of Students	Status	Change
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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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 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		116	High 44.7 points above level 3	Increased +12.1 points
English Learners		0	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		28	High 32.8 points above level 3	Maintained +5.7 points
Students with Disabilities		14	Medium 7 points above level 3	Increased Significantly +30.2 points
African American		1	*	*
American Indian		3	*	*
Asian		1	*	*
Filipino		3	*	*
Hispanic		20	Very High 70.1 points above level 3	Increased Significantly +42.9 points
Pacific Islander		2	*	*
Two or More Races		4	*	*
White		82	High 36.8 points above level 3	Maintained +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 - Reclassified Only	0	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%
 Grade Span: K-8 Charter School: Yes

Dashboard Release:
 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		117	High 3 points below level 3	Maintained -0.2 points
English Learners		0	*	*
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		28	Medium 20.6 points below level 3	Declined -5.2 points
Students with Disabilities		15	Low 41 points below level 3	Increased Significantly +21.6 points
African American		1	*	*
American Indian		3	*	*
Asian		1	*	*
Filipino		3	*	*
Hispanic		20	High 1.6 points above level 3	Increased Significantly +22.7 points
Pacific Islander		2	*	*
Two or More Races		4	*	*
White		83	High 3.8 points below level 3	Declined -8.4 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 - Reclassified Only	0	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 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%	Maintained 0%
English Language Arts (3-8)		High 44.7 points above level 3	Increased +12.1 points
Mathematics (3-8)		High 3 points below level 3	Maintained -0.2 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

The Heights Charter - San Diego County


Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:

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)		*	*
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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 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
<u>Chronic Absenteeism</u> ↗	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
<u>English Language Arts (3-8)</u>		High 32.8 points above level 3	Maintained +5.7 points
<u>Mathematics (3-8)</u>		Medium 20.6 points below level 3	Declined -5.2 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.

Students with Disabilities Student Group Report






The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 Charter School: Yes

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
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
<u>English Language Arts (3-8)</u>		Medium 7 points above level 3	Increased Significantly +30.2 points
<u>Mathematics (3-8)</u>		Low 41 points below level 3	Increased Significantly +21.6 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.

American Indian Student Group Report

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 Charter School: Yes

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

The Heights Charter - San Diego County


Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 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
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.

African American Student Group Report

The Heights Charter - San Diego County

Enrollment: 204

Socioeconomically Disadvantaged: 21%

English Learners: 1%

Foster Youth: 0%


Dashboard Release:

Grade Span: K-8


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)		*	*
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

The Heights Charter - San Diego County


Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:

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)		*	*
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






The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 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)		*	*
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


The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:
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
<u>Chronic Absenteeism</u> 	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.

White Student Group Report




The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
 Grade Span: K-8 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%
English Language Arts (3-8)		High 36.8 points above level 3	Maintained +2 points
Mathematics (3-8)		High 3.8 points below level 3	Declined -8.4 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.

Hispanic Student Group Report

The Heights Charter - San Diego County


Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes




Dashboard Release:

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%	*
English Language Arts (3-8)		Very High 70.1 points above level 3	Increased Significantly +42.9 points
Mathematics (3-8)		High 1.6 points above level 3	Increased Significantly +22.7 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.

Foster Youth Student Group Report

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 Charter School: Yes

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
<u>Chronic Absenteeism</u> ↗	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

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:
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.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	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)

The Heights Charter - San Diego County

Enrollment: 204

Socioeconomically Disadvantaged: 21%

English Learners: 1%

Foster Youth: 0%

Dashboard Release:

Grade Span: K-8

Charter School: Yes

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)

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 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 The Heights Charter)

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] 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

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] 4 - Full Implementation

Health Education Content Standards

[LEA Submission] 5 - Full Implementation and Sustainability

Physical Education Model Content Standards

[LEA Submission] 5 - Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 - Full Implementation and Sustainability

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)

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Local Data Submitted for Priority 3 (Parent Engagement)

The Heights Charter - San Diego County

Enrollment: 204 Socioeconomically Disadvantaged: 21% English Learners: 1% Foster Youth: 0% Dashboard Release: Spring 2017
Grade Span: K-8 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 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures 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] Seeking Input in School Decision-Making and Promoting Participation and Programs Parents actively participated in the planning and decision making at The Heights Charter. They were also consulted in the planning process and the composition of the LCAP. This included a survey distributed to all parents of The Heights Charter students with priorities compiled and analyzed. Regular Parent Advisory Committee meetings were held alternately in the day and evening to accommodate working families and maximize input from parents/families. Parents' input is also solicited at school board meetings to encourage a collaborative partnership.

Performance Levels:

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

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Local Data Submitted for Priority 6 (Local Climate Survey)

The Heights Charter - San Diego County

Enrollment: 204

Socioeconomically Disadvantaged: 21%

English Learners: 1%

Foster Youth: 0%

Dashboard Release:

Grade Span: K-8

Charter School: Yes

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] Stakeholders believe that our resource center is a welcoming, safe environment. Staff is receptive to the students' needs and our students are in a safe place academically, emotionally, and physically based on feedback of stakeholders. Stakeholders listed climate as a high priority on their feedback. Emergency plans are in place and regularly practiced by students; and there are no deferred maintenance issues.

Additional Comments (Optional Box Completed by The Heights Charter)

[LEA Submission] Please note: Based on feedback from stakeholders, we will develop a more tailored survey for 2018-19 that addresses the specific needs of our student population rather than opting to use the CA Healthy Kids Survey, which many of our stakeholders thought included non-applicable items for our students.

Performance Levels:

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

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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.

The Heights Charter (127118) - The Heights Charter Initial							v18.2f							v18.2g																			
LOCAL CONTROL FUNDING FORMULA							2018-19							2019-20							2020-21												
CALCULATE LCFF TARGET																																	
Unduplicated as % of Enrollment																																	
							3 yr average			14.86%		COLA 2.510%		2018-19		3 yr average			16.00%		COLA 2.410%		2019-20		3 yr average			16.00%		COLA 2.800%		2020-21	
							ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET									
Grades TK-3							121.00	7,374	767	242	-	1,014,337	121.00	7,552	785	267	-	1,041,058	121.00	7,763	807	274	-	1,070,153									
Grades 4-6							81.00	7,484	-	222	-	624,220	81.00	7,664	-	245	-	640,649	81.00	7,879	-	252	-	658,621									
Grades 7-8							50.00	7,707	-	229	-	396,803	50.00	7,893	-	253	-	407,279	50.00	8,114	-	260	-	418,682									
Grades 9-12							-	8,931	232	272	-	-	-	9,146	238	300	-	-	-	9,402	244	309	-	-									
Subtract NSS							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
NSS Allowance							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
TOTAL BASE							252.00	1,883,808	92,807	58,745	-	2,035,360	252.00	1,929,226	94,985	64,775	-	2,088,986	252.00	1,983,222	97,647	66,587	-	2,147,456									
Targeted Instructional Improvement Block Grant							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-									
Home-to-School Transportation							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-									
Small School District Bus Replacement Program							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET												2,035,360					2,088,986					2,147,456											
Funded Based on Target Formula (based on prior year P-2 certification)												FALSE					TRUE					TRUE											
ECONOMIC RECOVERY TARGET PAYMENT							3/4					100%					100%																
CALCULATE LCFF FLOOR																																	
Current year Funded ADA times Base per ADA									12-13 Rate	18-19 ADA	1,306,734				12-13 Rate	19-20 ADA	1,306,734				12-13 Rate	20-21 ADA	1,306,734										
Current year Funded ADA times Other RL per ADA									5,185.45	252.00	-				5,185.45	252.00	-				5,185.45	252.00	-										
Necessary Small School Allowance at 12-13 rates									-	252.00	-				-	252.00	-				-	252.00	-										
2012-13 Categoricals									-	-	-				-	-	-				-	-	-										
Floor Adjustments									-	-	-				-	-	-				-	-	-										
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA									538.34	252.00	135,662				538.34	252.00	135,662				538.34	252.00	135,662										
Less Fair Share Reduction									-	-	-				-	-	-				-	-	-										
Non-CDE certified New Charter: District PY rate * CY ADA									-	-	-				-	-	-				-	-	-										
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA									\$ 1,967.50	252.00	495,810				\$ 2,353.03	252.00	592,964				\$ 2,353.03	252.00	592,964										
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR												1,938,206					2,035,360					2,035,360											
CALCULATE LCFF PHASE-IN ENTITLEMENT																																	
LOCAL CONTROL FUNDING FORMULA TARGET												2,035,360					2,088,986					2,147,456											
LOCAL CONTROL FUNDING FORMULA FLOOR												1,938,206					2,035,360					2,035,360											
LCFF Need (LCFF Target less LCFF Floor, if positive)												97,154					-					-											
Current Year Gap Funding												100.00%					100.00%					100.00%											
ECONOMIC RECOVERY PAYMENT												-					-					-											
Miscellaneous Adjustments												-					-					-											
LCFF Entitlement before Minimum State Aid provision												2,035,360					2,088,986					2,147,456											
CALCULATE STATE AID																																	
Transition Entitlement												2,035,360					2,088,986					2,147,456											
Local Revenue (including RDA)												(23,542)					(23,542)					(23,542)											
Gross State Aid												2,011,818					2,065,444					2,123,914											
CALCULATE MINIMUM STATE AID																																	
2012-13 RL/Charter Gen BG adjusted for ADA							12-13 Rate		18-19 ADA	N/A		1,306,734		12-13 Rate		19-20 ADA	N/A		1,306,734		12-13 Rate		20-21 ADA	N/A									
2012-13 NSS Allowance (deficit)							5,185.45		252.00	-		-		5,185.45		252.00	-		-		5,185.45		252.00	-									
Minimum State Aid Adjustments									-	-	-				-	-	-				-	-	-										
Less Current Year Property Taxes/In Lieu									-	-	-				-	-	-				-	-	-										
Subtotal State Aid for Historical RL/Charter General BG									(23,542)	-	(23,542)				(23,542)	-	(23,542)				(23,542)	-	(23,542)										
Categorical funding from 2012-13									1,283,192	-	1,283,192				1,283,192	-	1,283,192				1,283,192	-	1,283,192										
Charter Categorical Block Grant adjusted for ADA									135,662	-	135,662				135,662	-	135,662				135,662	-	135,662										
Minimum State Aid Guarantee									1,418,854	-	1,418,854				1,418,854	-	1,418,854				1,418,854	-	1,418,854										
CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)																																	
Local Control Funding Formula Floor plus Funded Gap												2,035,360					2,035,360					2,035,360											
Minimum State Aid plus Property Taxes including RDA												1,442,396					1,442,396					1,442,396											
Offset												-					-					-											
Minimum State Aid Prior to Offset												1,418,854					1,418,854					1,418,854											
Total Minimum State Aid with Offset												1,418,854					1,418,854					1,418,854											
TOTAL STATE AID												2,011,818					2,065,444					2,123,914											
Additional State Aid (Additional SA)												-					-					-											
LCFF Phase-in Entitlement (before COE transfer, Choice & Charter)												2,035,360					2,088,986					2,147,456											
CHANGE OVER PRIOR YEAR							8.46%		158,684			2.63%		53,626			2.80%		58,470			8.52%		8,290									
LCFF Entitlement PER ADA									8.077					8.290					8.522														
PER ADA CHANGE OVER PRIOR YEAR							5.02%		386			2.64%		213			2.80%		232														
BASIC AID STATUS (school districts only)									-					-					-														
LCFF SOURCES INCLUDING EXCESS TAXES																																	
State Aid							Increase		2018-19		Increase		2019-20		Increase		2020-21																
Property Taxes net of in-lieu							8.52%		157,937	2,011,818		2.67%		53,626	2.83%		58,470	2,123,914															
In-Lieu Taxes							0.00%		-	-		0.00%		-	0.00%		-	-															
Total							3.28%		747	23,542		0.00%		23,542	0.00%		23,542	23,542															

The Heights Charter School
3 Year Budget
Fiscal Year 2018/19 to 2020/2021

		Fiscal Year 2018-19	Fiscal Year 2019-20	Fiscal Year 2020-21
Assumptions				
Charter Funding Rates				
	Grades TK-3	8,077.00	8,290.00	8,522.00
	Grades 4-6	8,077.00	8,290.00	8,522.00
	Grades 7-8	8,077.00	8,290.00	8,522.00
Property Tax				
		93.42	93.42	93.42
Special Ed-State from Dehesa-based on prior year AD/				
		510.00	510.00	510.00
Special Ed-Federal from Dehesa-based on prior year A				
		175.00	175.00	175.00
Mandated Cost Block Grant				
		16.30	16.30	16.30
One Time Discretionary				
		295.00	295.00	295.00
Lottery-Unrestricted				
		146.00	146.00	146.00
Lottery-Restricted				
		48.00	48.00	48.00
District Oversight Fee-General (based on State Appor				
		3%	3%	3%
District Oversight Fee-SPED				
		10%	10%	10%
Enrollment				
	Grades TK-3	121	121	121
	Grades 4-6	81	81	81
	Grades 7-8	50	50	50
		<u>252</u>	<u>252</u>	<u>252</u>
ADA				
	Grades TK-3	100%	121.00	121.00
	Grades 4-6		81.00	81.00
	Grades 7-8		50.00	50.00
			<u>252.00</u>	<u>252.00</u>
			<u>252.00</u>	<u>252.00</u>
Prior Year ADA				
			242.00	252.00
Free and Reduced Lunch Students				
	16%	40	40	40
ELL				
	1%	3	3	3
Annual Raise				
		3%	3%	3%
Inflation				
		2%	2%	2%

The Heights Charter School
3 Year Budget
Fiscal Year 2018/19 to 2020/2021

	Fiscal Year 2018-19	Fiscal Year 2019-20	Fiscal Year 2020-21
Budget			
Income			
8011-State Apportionment	2,035,404.00	2,089,080.00	2,147,544.00
Less: In Lieu of Property Taxes	(23,542.21)	(23,542.21)	(23,542.21)
Less: Education Protection Act	(294,015.00)	(294,015.00)	(294,015.00)
Total State Aide	1,717,846.79	1,771,522.79	1,829,986.79
8096-In Lieu of Property Taxes	23,542.21	23,542.21	23,542.21
8012-Education Protection Act	294,015.00	294,015.00	294,015.00
Total Revenue Limit	2,035,404.00	2,089,080.00	2,147,544.00
8181-Special Ed-Federal	42,350.00	44,100.00	44,100.00
8290-Title I, II, III	-	-	-
Total Federal Revenue	42,350.00	44,100.00	44,100.00
8700-Special Ed-State	123,420.00	128,520.00	128,520.00
8560-State Lottery-Unrestricted	36,792.00	36,792.00	36,792.00
8560-State Lottery-Restricted	12,096.00	12,096.00	12,096.00
8590 -One Time Discretionary	71,390.00	-	-
8550-Mandated Cost Block Grant	3,944.60	4,107.60	4,107.60
8590-Other	500.00	500.00	500.00
Total State Revenue	248,142.60	182,015.60	182,015.60
8660-Interest	2,500.00	2,500.00	2,500.00
8980-Fundraising	16,000.00	16,000.00	16,000.00
Fundraising-Cost of Sales	(14,000.00)	(14,000.00)	(14,000.00)
8985-Donations	25,000.00	25,000.00	25,000.00
Total Local Income	29,500.00	29,500.00	29,500.00
Total Income	2,355,396.60	2,344,695.60	2,403,159.60

Percent
Increase
Per
Annum

Expenses

1100-Teachers Salaries	765,907.75	788,884.98	812,551.53	3%
1200-Support Salaries	64,800.00	66,744.00	68,746.32	3%
1300-Certificated Admin	104,000.00	107,120.00	110,333.60	3%
1900-Certificated Other	28,800.00	29,664.00	30,553.92	3%
	963,507.75	992,412.98	1,022,185.37	
2100-Instructional Aid	201,480.00	207,524.40	213,750.13	3%
2300-Classified Admin	-	-	-	3%
2400-Office Staff	123,000.00	126,690.00	130,490.70	3%
2900-Other Classified	4,375.00	4,506.25	4,641.44	3%
	328,855.00	338,720.65	348,882.27	

The Heights Charter School
3 Year Budget
Fiscal Year 2018/19 to 2020/2021

	Fiscal Year 2018-19	Fiscal Year 2019-20	Fiscal Year 2020-21	
3300-Social Security/Medicare	98,865.75	101,831.72	104,886.67	
3400-Health & Welfare	99,600.00	107,568.00	116,173.44	8%
3500-Unemployment	9,192.00	9,192.00	9,192.00	
3600-Workers Comp	22,616.35	23,294.84	23,993.68	
403b Match	4% 51,694.51	53,245.35	54,842.71	
	<u>281,968.61</u>	<u>295,131.91</u>	<u>309,088.50</u>	
Total Employee Compensation	<u>1,574,331.36</u>	<u>1,626,265.54</u>	<u>1,680,156.15</u>	
4100-Approved Textbooks	18,900.00	19,278.00	19,663.56	2%
4200-Other Books	2,520.00	2,570.40	2,621.81	2%
4300-Instructional Supplies	40,320.00	41,126.40	41,948.93	2%
4320-Office Supplies	7,560.00	7,711.20	7,865.42	2%
4340-Custodial Supplies	2,520.00	2,570.40	2,621.81	2%
4390-Other Supplies	18,400.00	18,768.00	19,143.36	2%
4410-Computer Hardware	85,120.00	16,822.40	17,158.85	2%
4420-Furniture & Equipment	12,600.00	12,852.00	13,109.04	2%
4700-Food	-	-	-	
Total Books and Supplies	<u>187,940.00</u>	<u>121,698.80</u>	<u>124,132.78</u>	
5200-Travel & Conference	12,000.00	12,240.00	12,484.80	2%
5300-Dues and Membership	2,814.00	2,870.28	2,927.69	2%
5400-Insurance	24,500.00	24,990.00	25,489.80	2%
5500-Utilities	20,600.00	21,012.00	21,432.24	2%
5600-Building Rent	238,992.00	243,771.84	248,647.28	2%
5600-Maint-Building & Equipment	6,500.00	6,630.00	6,762.60	2%
5810-Speech & Language	45,000.00	45,900.00	46,818.00	2%
5815-Non Instructional Consultants (Comp	2,500.00	2,550.00	2,601.00	2%
5820-Legal	25,000.00	15,000.00	15,300.00	2%
5825-Audit	8,000.00	8,160.00	8,323.20	2%
5832-Student Events	25,200.00	25,704.00	26,218.08	2%
5850-Bank Fees/Payroll Processing Fees	4,700.00	4,794.00	4,889.88	2%
5880-District Oversight Fee-General	61,062.12	62,672.40	64,426.32	
5880-District Oversight Fee-Special Ed	16,577.00	17,262.00	17,262.00	
5885-Software Licenses	17,585.00	17,936.70	18,295.43	2%
5890-Other Operating Fees	4,500.00	4,590.00	4,681.80	2%
5910-Telephone & Internet	12,000.00	12,240.00	12,484.80	2%
5920-Postage	1,500.00	1,530.00	1,560.60	2%
6900-Depreciation Expense	6,134.00	6,134.00	6,134.00	
Total Other Expenses	<u>535,164.12</u>	<u>535,987.22</u>	<u>546,739.52</u>	
Total Expenses	<u>2,297,435.48</u>	<u>2,283,951.56</u>	<u>2,351,028.44</u>	
Net Inc (Dec)in Fund Balance	<u>57,961.12</u>	<u>60,744.04</u>	<u>52,131.16</u>	
Projected Beginning Fund Balance	<u>450,000.00</u>	<u>507,961.12</u>	<u>568,705.16</u>	
Projected Ending Fund Balance	<u>507,961.12</u>	<u>568,705.16</u>	<u>620,836.32</u>	

The Heights Charter School
Cash Flow for 3 Years

2018-19

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Accrual	Total
Beginning Balance														
Cash in Bank	250,000.00	127,714.50	46,509.72	112,152.10	152,770.96	133,420.58	105,792.79	166,112.31	141,165.92	139,324.29	210,673.91	244,850.94		
Cash in Treasury	200,000.00	141,235.32	236,504.64	214,281.12	153,811.87	145,034.47	238,077.79	153,311.87	171,820.63	245,011.88	207,839.29	195,617.29		
Total Cash	450,000.00	268,949.82	283,014.36	326,433.22	306,582.83	278,455.05	343,870.57	319,424.18	312,986.55	384,336.17	418,513.20	440,468.24		
Transfers Between Account														
Cash in Bank	150,000.00	141,235.32	236,504.64	214,281.12	153,811.87	145,034.47	238,077.79	153,311.87	171,820.63	245,011.88	207,839.29	195,617.29		
Cash in Treasury	(150,000.00)	(141,235.32)	(236,504.64)	(214,281.12)	(153,811.87)	(145,034.47)	(238,077.79)	(153,311.87)	(171,820.63)	(245,011.88)	(207,839.29)	(195,617.29)		
	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Receipts														
Property Taxes		22,615.00											23,542.21	23,542.21
SPED Revenue from Dehesa Prior Year		158,235.00											165,770.00	165,770.00
Fundraising			2,500.00	2,500.00	500.00	1,000.00	500.00							2,000.00
Other						2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		25,000.00
		22,615.00	2,500.00	2,500.00	3,000.00	3,500.00	3,000.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		
														-
8011-State Apportionment	78,209.65	78,209.65	140,777.37	140,777.37	140,777.37	140,777.37	140,777.37	171,508.13	171,508.13	171,508.13	171,508.13	171,508.13		1,717,846.79
8012-Education Protection Act			73,503.75			73,503.75			73,503.75			73,503.75		294,015.00
8560-State Lottery Prior Year	12,222.00			12,222.00			12,222.00			12,222.00			24,444.00	48,888.00
8590-One Time Discretionary						23,796.67				23,796.67	23,796.67			71,390.00
8590-Mandated Cost Block Grant					3,944.60									3,944.60
8590-Other				500.00										500.00
Interest				312.50	312.50		312.50	312.50		312.50	312.50		625.00	2,500.00
Prior Year	803.67	59.99												
	91,235.32	236,504.64	214,281.12	153,811.87	145,034.47	238,077.79	153,311.87	171,820.63	245,011.88	207,839.29	195,617.29	245,011.88		2,355,396.60
														-
														-
														-
Cash Disbursements														
1100-Teachers Salaries	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65	63,825.65		765,907.75
1200-Support Salaries	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00	5,400.00		64,800.00
1300-Certificated Admin	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67	8,666.67		104,000.00
1900-Certificated Other	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00		28,800.00
2100-Instructional Aid	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00	16,790.00		201,480.00
2300-Classified Admin														-
2400-Office Staff	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00		123,000.00
2900-Other Classified	364.58	364.58	364.58	364.58	364.58	364.58	364.58	364.58	364.58	364.58	364.58	364.58		4,375.00
3300-Social Security/Medicare	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81	8,238.81		98,865.75
3400-Health & Welfare	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00	8,300.00		99,600.00
3500-Unemployment							4,596.00	4,596.00						9,192.00
3600-Workers Comp	5,654.09	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02	1,542.02		22,616.35
403b	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88	4,307.88		51,694.51
4100-Approved Textbooks	9,450.00	859.09	859.09	859.09	859.09	859.09	859.09	859.09	859.09	859.09	859.09	859.09		18,900.00

**The Heights Charter School
Cash Flow for 3 Years**

2019-20

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Accrual	Total
Beginning Balance														
Cash in Bank	266,805.98	173,192.79	138,046.05	218,032.35	271,297.77	264,593.94	249,775.71	298,945.12	286,645.29	277,454.66	341,455.28	344,486.65		
Cash in Treasury	245,011.88	193,438.72	251,974.84	228,109.96	167,640.71	159,026.31	228,109.96	167,140.71	165,653.91	238,845.16	177,875.91	165,653.91		
Total Cash	511,817.85	366,631.50	390,020.89	446,142.31	438,938.48	423,620.25	477,885.67	466,085.83	452,299.20	516,299.82	519,331.19	510,140.56		
Transfers Between Account														
Cash in Bank	150,000.00	193,438.72	251,974.84	228,109.96	167,640.71	159,026.31	228,109.96	167,140.71	165,653.91	238,845.16	177,875.91	165,653.91		
Cash in Treasury	(150,000.00)	(193,438.72)	(251,974.84)	(228,109.96)	(167,640.71)	(159,026.31)	(228,109.96)	(167,140.71)	(165,653.91)	(238,845.16)	(177,875.91)	(165,653.91)		
	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Receipts														
Property Taxes													23,542.21	23,542.21
		23,542.21												
SPED Revenue from Dehesa													172,620.00	172,620.00
Prior Year		165,770.00												
Fundraising					500.00	1,000.00	500.00							2,000.00
Other			2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		25,000.00
		23,542.21	2,500.00	2,500.00	3,000.00	3,500.00	3,000.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		
														-
8011-State Apportionment	85,892.34	85,892.34	154,606.21	154,606.21	154,606.21	154,606.21	154,606.21	165,341.41	165,341.41	165,341.41	165,341.41	165,341.41		1,771,522.79
8012-Education Protection Act			73,503.75						73,503.75					294,015.00
8560-State Lottery							12,222.00			12,222.00			24,444.00	48,888.00
Prior Year	12,222.00			12,222.00										
8590-One Time Discretionary														-
8590-Mandated Cost Block Grant					4,107.60									4,107.60
8590-Other				500.00										500.00
Interest				312.50	312.50		312.50	312.50		312.50	312.50		625.00	2,500.00
Prior Year	312.50	312.50												
	98,426.84	251,974.84	228,109.96	167,640.71	159,026.31	228,109.96	167,140.71	165,653.91	238,845.16	177,875.91	165,653.91	238,845.16		2,344,695.60
														-
														-
														-
Cash Disbursements														
1100-Teachers Salaries	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42	65,740.42		788,884.98
1200-Support Salaries	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00	5,562.00		66,744.00
1300-Certificated Admin	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67	8,926.67		107,120.00
1900-Certificated Other	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00	2,472.00		29,664.00
														-
2100-Instructional Aid	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70	17,293.70		207,524.40
2300-Classified Admin														-
2400-Office Staff	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50	10,557.50		126,690.00
2900-Other Classified	375.52	375.52	375.52	375.52	375.52	375.52	375.52	375.52	375.52	375.52	375.52	375.52		4,506.25
														-
3300-Social Security/Medicare	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98	8,485.98		101,831.72
3400-Health & Welfare	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00	8,964.00		107,568.00
3500-Unemployment							4,596.00	4,596.00						9,192.00
3600-Workers Comp	5,823.71	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28	1,588.28		23,294.84
403b	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11	4,437.11		53,245.35

**The Heights Charter School
Cash Flow for 3 Years**

2020-21

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Accrual	Total
Beginning Balance														
Cash in Bank	335,296.01	144,975.97	188,769.04	273,007.14	325,764.27	318,552.16	303,225.64	351,886.78	339,078.66	330,337.35	394,787.29	398,267.97		
Cash in Treasury	238,845.16	279,955.80	261,508.64	232,940.80	172,471.55	163,857.15	232,940.80	171,971.55	171,442.35	244,633.60	183,664.35	171,442.35		
Total Cash	574,141.17	424,931.77	450,277.68	505,947.94	498,235.82	482,409.31	536,166.44	523,858.33	510,521.02	574,970.95	578,451.64	569,710.32		
Transfers Between Account														
Cash in Bank	60,000.00	279,955.80	261,508.64	232,940.80	172,471.55	163,857.15	232,940.80	171,971.55	171,442.35	244,633.60	183,664.35	171,442.35		
Cash in Treasury	(60,000.00)	(279,955.80)	(261,508.64)	(232,940.80)	(172,471.55)	(163,857.15)	(232,940.80)	(171,971.55)	(171,442.35)	(244,633.60)	(183,664.35)	(171,442.35)		
	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Receipts														
Property Taxes													23,542.21	23,542.21
		23,542.21												
SPED Revenue from Dehesa Prior Year		172,620.00											172,620.00	172,620.00
Fundraising					500.00	1,000.00	500.00							2,000.00
Other			2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		25,000.00
		23,542.21	2,500.00	2,500.00	3,000.00	3,500.00	3,000.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		
														-
8011-State Apportionment	88,576.14	88,576.14	159,437.05	159,437.05	159,437.05	159,437.05	159,437.05	171,129.85	171,129.85	171,129.85	171,129.85	171,129.85		1,829,986.79
8012-Education Protection Act			73,503.75			73,503.75				73,503.75		73,503.75		294,015.00
8550-State Lottery Prior Year	12,222.00			12,222.00			12,222.00			12,222.00			24,444.00	48,888.00
8590-One Time Discretionary														-
8590-Mandated Cost Block Grant					4,107.60									4,107.60
8590-Other				500.00										500.00
Interest				312.50	312.50		312.50	312.50			312.50	312.50	625.00	2,500.00
Prior Year	312.50	312.50												
	101,110.64	261,508.64	232,940.80	172,471.55	163,857.15	232,940.80	171,971.55	171,442.35	244,633.60	183,664.35	171,442.35	244,633.60		2,403,159.60
														-
														-
														-
Cash Disbursements														
1100-Teachers Salaries	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63	67,712.63		812,551.53
1200-Support Salaries	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86	5,728.86		68,746.32
1300-Certificated Admin	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47	9,194.47		110,333.60
1900-Certificated Other	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16	2,546.16		30,553.92
														-
2100-Instructional Aid	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51	17,812.51		213,750.13
2300-Classified Admin														-
2400-Office Staff	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23	10,874.23		130,490.70
2900-Other Classified	386.79	386.79	386.79	386.79	386.79	386.79	386.79	386.79	386.79	386.79	386.79	386.79		4,641.44
														-
3300-Social Security/Medicare	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56	8,740.56		104,886.67
3400-Health & Welfare	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12	9,681.12		116,173.44
3500-Unemployment							4,596.00	4,596.00						9,192.00
3600-Workers Comp	5,998.42	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93	1,635.93		23,993.68
403b	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23	4,570.23		54,842.71

The Heights Charter School
Cash Flow for 3 Years

4100-Approved Textbooks	9,831.78	893.80	893.80	893.80	893.80	893.80	893.80	893.80	893.80	893.80	893.80	893.80	19,663.56
4200-Other Books	1,310.90	119.17	119.17	119.17	119.17	119.17	119.17	119.17	119.17	119.17	119.17	119.17	2,621.81
4310-Instructional Supplies	20,974.46	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	1,906.77	41,948.93
4320-Office Supplies	3,932.71	357.52	357.52	357.52	357.52	357.52	357.52	357.52	357.52	357.52	357.52	357.52	7,865.42
4340-Custodial Supplies	218.48	218.48	218.48	218.48	218.48	218.48	218.48	218.48	218.48	218.48	218.48	218.48	2,621.81
4390-Other Supplies	9,571.68	870.15	870.15	870.15	870.15	870.15	870.15	870.15	870.15	870.15	870.15	870.15	19,143.36
4410-Computer Hardware	8,579.42	779.95	779.95	779.95	779.95	779.95	779.95	779.95	779.95	779.95	779.95	779.95	17,158.85
4415-Furniture	6,554.52	595.87	595.87	595.87	595.87	595.87	595.87	595.87	595.87	595.87	595.87	595.87	13,109.04
5200-Travel & Conference	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	12,484.80
5300-Dues and Membership	243.97	243.97	243.97	243.97	243.97	243.97	243.97	243.97	243.97	243.97	243.97	243.97	2,927.69
5400-Insurance	6,372.45	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	1,737.94	25,489.80
5500-Utilities	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	1,786.02	21,432.24
5600-Building Rent	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	20,720.61	248,647.28
5600-Maint-Building & Equipment	563.55	563.55	563.55	563.55	563.55	563.55	563.55	563.55	563.55	563.55	563.55	563.55	6,762.60
5810-Speech & Language	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	3,901.50	46,818.00
5815-Non Instructional Consultants (Cr	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	2,601.00
5820-Legal	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	1,275.00	15,300.00
5825-Audit	693.60	693.60	693.60	693.60	693.60	693.60	693.60	693.60	693.60	693.60	693.60	693.60	8,323.20
5832-Student Events			2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	2,913.12	26,218.08
5850-Bank Fees/Payroll Processing Fee	407.49	407.49	407.49	407.49	407.49	407.49	407.49	407.49	407.49	407.49	407.49	407.49	4,889.88
5880-District Oversight Fee-General		62,672.40											64,426.32
5880-District Oversight Fee-Special Ed		17,262.00											17,262.00
5885-Software Licenses	7,318.17	997.93	997.93	997.93	997.93	997.93	997.93	997.93	997.93	997.93	997.93	997.93	18,295.43
5890-Other Operating Fees	390.15	390.15	390.15	390.15	390.15	390.15	390.15	390.15	390.15	390.15	390.15	390.15	4,681.80
5910-Telephone & Internet	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	1,040.40	12,484.80
5920-Postage	130.05	130.05	130.05	130.05	130.05	130.05	130.05	130.05	130.05	130.05	130.05	130.05	1,560.60
	250,320.04	259,704.95	179,770.55	182,683.67	182,683.67	182,683.67	187,279.67	187,279.67	182,683.67	182,683.67	182,683.67	182,683.67	2,344,894.44
Ending Fund Balance													
Cash in Bank	144,975.97	188,769.04	273,007.14	325,764.27	318,552.16	303,225.64	351,886.78	339,078.66	330,337.35	394,787.29	398,267.97	389,526.66	
Cash in Treasury	279,955.80	261,508.64	232,940.80	172,471.55	163,857.15	232,940.80	171,971.55	171,442.35	244,633.60	183,664.35	171,442.35	244,633.60	
Total Cash	424,931.77	450,277.68	505,947.94	498,235.82	482,409.31	536,166.44	523,858.33	510,521.02	574,970.95	578,451.64	569,710.32	634,160.26	58,265.16

BYLAWS
OF
THE HEIGHTS CHARTER
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is The Heights Charter.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2710 Alpine Blvd. Suite E, Alpine, CA 91901, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote The Heights Charter ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by lot with two (2) seats serving a one (1) year term and three (3) seats serving a two (2) year term. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Jennifer Hamilton	June 30, 2014
Samantha Leach	June 30, 2014
Erin Schaefer	June 30, 2013
Michelle Lenore	June 30, 2014 (change approved 6/18/13)
Kristi Scherbaum	June 30, 2013

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of

directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors..

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance

with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member

at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States

Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the school Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement,

or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this

Corporation's directors are directors have a material financial interest).

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XVI
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created The Heights Charter or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Heights Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on 28th of August, 2012; and that these bylaws have not been amended or modified since that date.

Executed on 28th of August, 2012 at 2020 Running Mare Lane, Alpine, California.

Debra Cramsie, Secretary

AMENDMENTS TO BYLAWS:

Amendment made to Section VII to change expiration of term for Michelle Lenore from 6/30/2013 to 6/30/2014. This amendment to the Bylaws was approved at the 6/18/2013 regular board meeting.

THE HEIGHTS CHARTER

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, The Heights Charter hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of The Heights Charter (“Charter School”), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms with the requirements of Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing

officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Information Systems Technician
 - B. Contractor

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include the interests described in Category 1.

The Heights Charter - Dehesa Elementary

Fall 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/37680490127118/3/EquityReport>

Equity Report





The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:
Fall 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
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		3	0
<u>English Language Arts (3-8)</u>		1	0
<u>Mathematics (3-8)</u>		1	0

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

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






The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 Charter School: Yes

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
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
<u>English Language Arts (3-8)</u>		High 28.6 points above level 3	Declined Significantly -16 points
<u>Mathematics (3-8)</u>		Medium 7.1 points below level 3	Declined -4.1 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

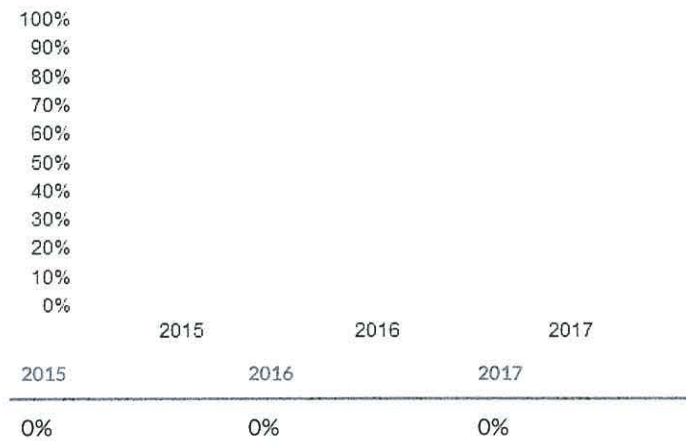
The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-8 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.

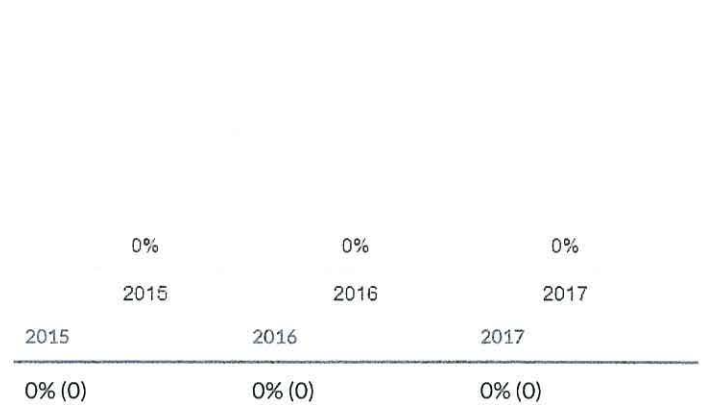
State Indicators

English Learner Progress Indicator (Grades K-12)

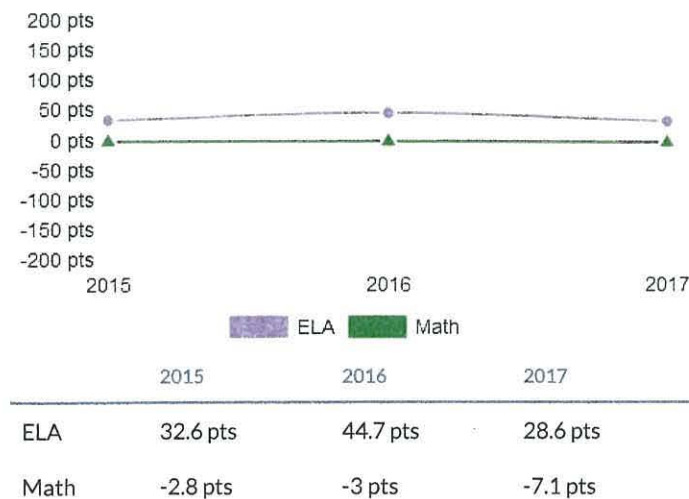


The percent of English Learners who made progress towards English proficiency.

Suspension



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



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

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

Student Group Report

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Grade Span: K-8 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
<u>Chronic Absenteeism</u>	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
<u>Suspension Rate (K-12)</u>		*	*	*		*	*	*	*	*		*	*	
<u>English Language Arts (3-8)</u>		*	*	*	*	*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	*	*	*	*	*	*	*	*	*	*	*	

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

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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 Charter School: Yes

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		249	Very Low 0%	Maintained 0%
English Learners		1	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		34	Very Low 0%	Maintained 0%
Students with Disabilities		31	Very Low 0%	Maintained 0%
African American		4	*	*
American Indian		3	*	*
Asian		1	*	*
Filipino		4	*	*
Hispanic		45	Very Low 0%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races		15	Very Low 0%	Maintained 0%
White		175	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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%
 Grade Span: K-8 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	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 Charter School: Yes

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	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change
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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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:
Fall 2017

Grade Span: K-8 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		131	High 28.6 points above level 3	Declined Significantly -16 points
English Learners		0	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		17	High 34.4 points above level 3	Maintained +1.6 points
Students with Disabilities		25	Low 57.1 points below level 3	Declined Significantly -64.1 points
African American		2	*	*
American Indian		3	*	*
Asian		1	*	*
Filipino		2	*	*
Hispanic		28	High 10.8 points above level 3	Declined Significantly -59.3 points
Pacific Islander		2	*	*
Two or More Races		6	*	*
White		87	High 35.9 points above level 3	Maintained -0.9 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
English Only	131	High 28.6 points above level 3	Declined Significantly -16 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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-8 Charter School: Yes

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		131	Medium 7.1 points below level 3	Declined -4.1 points
English Learners		0	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		17	Medium 8.5 points below level 3	Increased +12.1 points
Students with Disabilities		25	Low 71.4 points below level 3	Declined Significantly -30.4 points
African American		2	*	*
American Indian		3	*	*
Asian		1	*	*
Filipino		2	*	*
Hispanic		28	Low 25.3 points below level 3	Declined Significantly -26.9 points
Pacific Islander		2	*	*
Two or More Races		6	*	*
White		87	Medium 2.6 points below level 3	Maintained +1.3 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
English Only	131	Medium 7.1 points below level 3	Declined -4.1 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





The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:
Fall 2017

Grade Span: K-8 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%	Maintained 0%
English Language Arts (3-8)		High 28.6 points above level 3	Declined Significantly -16 points
Mathematics (3-8)		Medium 7.1 points below level 3	Declined -4.1 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

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 Charter School: Yes

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)		*	*

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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: K-8 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%
English Language Arts (3-8)		High 34.4 points above level 3	Maintained +1.6 points
Mathematics (3-8)		Medium 8.5 points below level 3	Increased +12.1 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

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 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%
English Language Arts (3-8)		Low 57.1 points below level 3	Declined Significantly -64.1 points
Mathematics (3-8)		Low 71.4 points below level 3	Declined Significantly -30.4 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.


American Indian Student Group Report

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%
Grade Span: K-8 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


The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Grade Span: K-8 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)		*	*
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

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%
Grade Span: K-8 Charter School: Yes

Dashboard Release:
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)		*	*
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

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Dashboard Release:

Grade Span: K-8 Charter School: Yes

Fall 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)		*	*
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

The Heights Charter - San Diego County






Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%
Grade Span: K-8 Charter School: Yes

Dashboard Release:
Fall 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)		*	*
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

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%

Grade Span: K-8 Charter School: Yes

Dashboard Release:

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%	Maintained 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

The Heights Charter - San Diego County

Enrollment: 231

Socioeconomically Disadvantaged: 13%

English Learners: 0%

Foster Youth: 0%





Dashboard Release:

Grade Span: K-8

Charter School: Yes

Fall 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%	Maintained 0%
English Language Arts (3-8)		High 35.9 points above level 3	Maintained -0.9 points
Mathematics (3-8)		Medium 2.6 points below level 3	Maintained +1.3 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



The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%


Grade Span: K-8 Charter School: Yes

Dashboard Release:
Fall 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%	Maintained 0%
English Language Arts (3-8)		High 10.8 points above level 3	Declined Significantly -59.3 points
Mathematics (3-8)		Low 25.3 points below level 3	Declined Significantly -26.9 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.

Foster Youth Student Group Report

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 Charter School: Yes

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
<u>Chronic Absenteeism</u> 	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

The Heights Charter - San Diego County


Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0%
Grade Span: K-8 Charter School: Yes

Dashboard Release:
Fall 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.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	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)

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 Charter School: Yes

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)

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 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 The Heights Charter)

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] 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

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] 4 - Full Implementation

Health Education Content Standards

[LEA Submission] 5 - Full Implementation and Sustainability

Physical Education Model Content Standards

[LEA Submission] 5 - Full Implementation and Sustainability

Visual and Performing Arts

[LEA Submission] 5 - Full Implementation and Sustainability

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)

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 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 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures 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] Seeking Input in School Decision-Making and Promoting Participation and Programs Parents actively participated in the planning and decision making at The Heights Charter. They were also consulted in the planning process and the composition of the LCAP. This included a survey distributed to all parents of The Heights Charter students with priorities compiled and analyzed. Regular Parent Advisory Committee meetings were held alternately in the day and evening to accommodate working families and maximize input from parents/families. Parents' input is also solicited at school board meetings to encourage a collaborative partnership.

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)

The Heights Charter - San Diego County

Enrollment: 231 Socioeconomically Disadvantaged: 13% English Learners: 0% Foster Youth: 0% Dashboard Release: Fall 2017
Grade Span: K-8 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] Stakeholders believe that our resource center is a welcoming, safe environment. Staff is receptive to the students' needs and our students are in a safe place academically, emotionally, and physically based on feedback of stakeholders. Stakeholders listed climate as a high priority on their feedback. Emergency plans are in place and regularly practiced by students; and there are no deferred maintenance issues.

Additional Comments (Optional Box Completed by The Heights Charter)

[LEA Submission] Please note: Based on feedback from stakeholders, we will develop a more tailored survey for 2018-19 that addresses the specific needs of our student population rather than opting to use the CA Healthy Kids Survey, which many of our stakeholders thought included non-applicable items for our students.

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: 2015 Select Grade: All Grades Select Group/Subgroup: All Students (Default)

Apply Selections

2015 Overall Achievement--All Grades

TABLE GRAPH

Comparing 3 out of 3 Results

<p>SCHOOL #1</p> <p>The Heights Charter CDS Code: 37-68049-0127118</p> <p>• Grades 3-8</p> <p>View School #1 Full Test Results</p> <p>Remove School #1 Selection</p>	<p>SCHOOL #2</p> <p>Alpine Elementary CDS Code: 37-67967-6037519</p> <p>• Grades 3-5</p> <p>View School #2 Full Test Results</p> <p>Remove School #2 Selection</p>	<p>SCHOOL #3</p> <p>Joan Macqueen Middle CDS Code: 37-67967-6037535</p> <p>• Grades 6-8</p> <p>View School #3 Full Test Results</p> <p>Remove School #3 Selection</p>
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ENGLISH LANGUAGE ARTS/LITERACY

2015 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded	26 %	14 %	7 %
Standard Met	40 %	27 %	28 %
Standard Nearly Met	28 %	27 %	32 %
Standard Not Met	6 %	33 %	33 %

[English Language Arts/Literacy Achievement Level Descriptors](#)





[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2015 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded	24 %	6 %	13 %
 Standard Met	20 %	31 %	18 %
 Standard Nearly Met	37 %	35 %	33 %
 Standard Not Met	19 %	28 %	36 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



Smarter Balanced Assessment Test Results for: School: The Heights Charter

CDS Code: 37-68049-0127118

District: The Heights Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

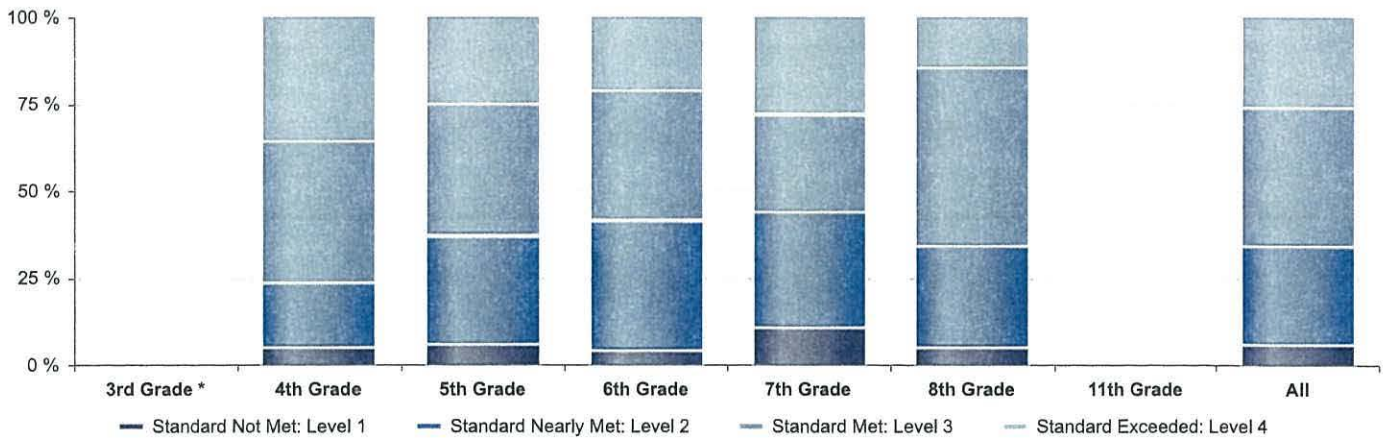
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

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 (2015)

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
Number of Students Enrolled	7	25	17	24	18	24	N/A	115
Number of Students Tested	7	23	16	24	18	21	N/A	109
Number of Students With Scores	7	22	16	24	18	21	N/A	108


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	2517.8	2535.4	2557.6	2582.1	2595.5	N/A	N/A
 Standard Exceeded: Level 4	*	36 %	25 %	21 %	28 %	14 %	N/A	26 %
 Standard Met: Level 3	*	41 %	38 %	38 %	28 %	52 %	N/A	40 %
 Standard Nearly Met: Level 2	*	18 %	31 %	38 %	33 %	29 %	N/A	28 %
 Standard Not Met: Level 1	*	5 %	6 %	4 %	11 %	5 %	N/A	6 %

[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: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	36 %	40 %	33 %	28 %	43 %	N/A	36 %
	At or Near Standard	*	59 %	47 %	46 %	50 %	43 %	N/A	49 %
	Below Standard	*	5 %	13 %	21 %	22 %	14 %	N/A	15 %


Writing: Producing clear and purposeful writing

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	55 %	50 %	33 %	50 %	24 %	N/A	42 %
	At or Near Standard	*	45 %	43 %	67 %	33 %	62 %	N/A	51 %
	Below Standard	*	0 %	7 %	0 %	17 %	14 %	N/A	8 %

Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	18 %	6 %	21 %	17 %	19 %	N/A	19 %
	At or Near Standard	*	73 %	81 %	67 %	72 %	71 %	N/A	70 %
	Below Standard	*	9 %	13 %	13 %	11 %	10 %	N/A	10 %

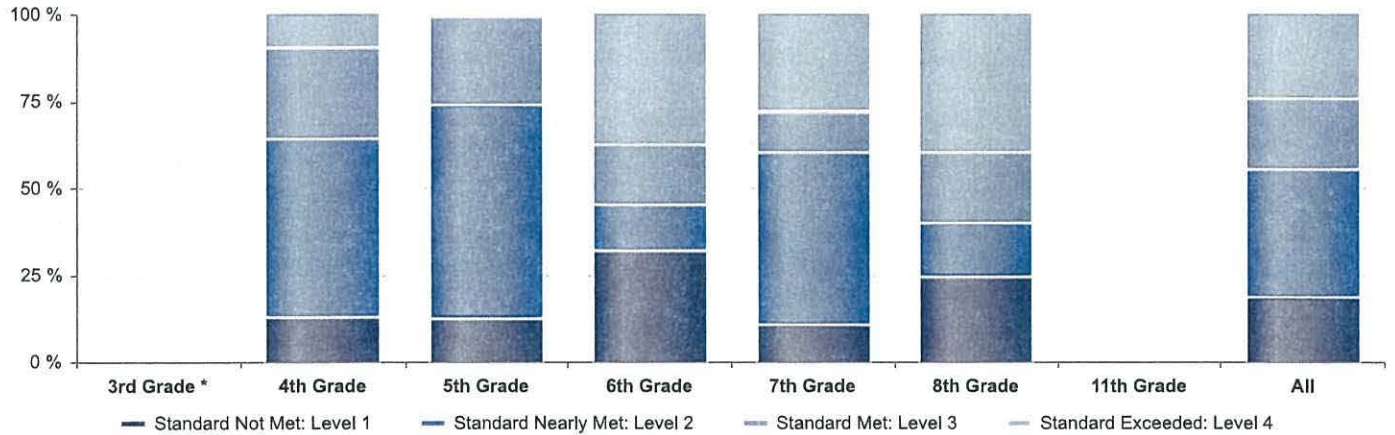
Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	27 %	31 %	33 %	39 %	29 %	N/A	32 %
	At or Near Standard	*	68 %	69 %	58 %	56 %	62 %	N/A	62 %
	Below Standard	*	5 %	0 %	8 %	6 %	10 %	N/A	6 %

[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
Number of Students Enrolled	7	25	17	24	18	24	N/A	115
Number of Students Tested	7	23	16	24	18	20	N/A	108
Number of Students With Scores	7	23	16	24	18	20	N/A	108
Mean Scale Score	*	2470.7	2488.7	2554.3	2571.4	2599.5	N/A	N/A
Standard Exceeded: Level 4	*	9 %	0 %	38 %	28 %	40 %	N/A	24 %
Standard Met: Level 3	*	26 %	25 %	17 %	11 %	20 %	N/A	20 %
Standard Nearly Met: Level 2	*	52 %	63 %	13 %	50 %	15 %	N/A	37 %
Standard Not Met: Level 1	*	13 %	13 %	33 %	11 %	25 %	N/A	19 %

[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: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	13 %	29 %	28 %	50 %	N/A	27 %
At or Near Standard	*	48 %	31 %	33 %	22 %	25 %	N/A	34 %
Below Standard	*	39 %	56 %	38 %	50 %	25 %	N/A	39 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	26 %	13 %	38 %	39 %	25 %	N/A	29 %
At or Near Standard	*	65 %	63 %	46 %	56 %	50 %	N/A	56 %
Below Standard	*	9 %	25 %	17 %	6 %	25 %	N/A	15 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	22 %	6 %	33 %	28 %	20 %	N/A	25 %
At or Near Standard	*	43 %	63 %	50 %	61 %	65 %	N/A	55 %
Below Standard	*	35 %	31 %	17 %	11 %	15 %	N/A	20 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: 2016 Select Grade: All Grades Select Group/Subgroup: All Students (Default)

Apply Selections

2016 Overall Achievement--All Grades

TABLE GRAPH

Comparing 3 out of 3 Results

SCHOOL #1	SCHOOL #2	SCHOOL #3
The Heights Charter CDS Code: 37-68049-0127118 • Grades 3-8	Alpine Elementary CDS Code: 37-67967-6037519 • Grades 3-5	Joan Macqueen Middle CDS Code: 37-67967-6037535 • Grades 6-8
View School #1 Full Test Results	View School #2 Full Test Results	View School #3 Full Test Results
Remove School #1 Selection	Remove School #2 Selection	Remove School #3 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2016 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	32 %	20 %	10 %
Standard Met: Level 3	46 %	29 %	36 %
Standard Nearly Met: Level 2	13 %	24 %	28 %
Standard Not Met: Level 1	9 %	28 %	26 %

[English Language Arts/Literacy Achievement Level Descriptors](#)





[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2016 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded: Level 4	21 %	10 %	13 %
 Standard Met: Level 3	26 %	31 %	22 %
 Standard Nearly Met: Level 2	34 %	32 %	36 %
 Standard Not Met: Level 1	20 %	27 %	30 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



Smarter Balanced Assessment Test Results for: School: The Heights Charter

CDS Code: 37-68049-0127118

District: The Heights Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

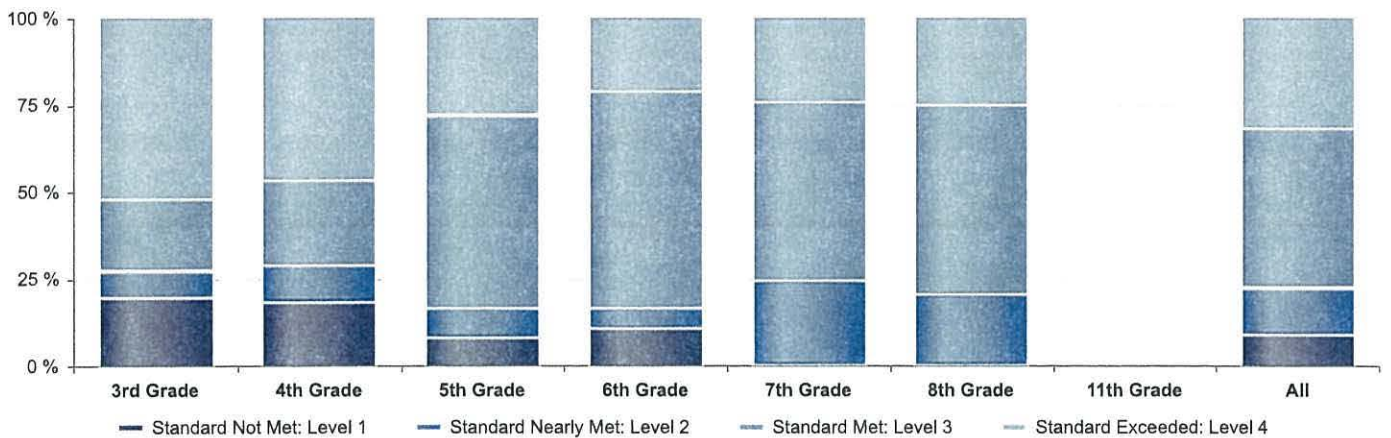
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In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

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	18	22	27	21	28	21	N/A	137
# of Students Tested	16	21	25	19	25	20	N/A	126
# of Students With Scores	15	21	25	19	25	20	N/A	125


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2464.9	2498.8	2557.4	2570.9	2604.7	2619.1	N/A	N/A
 Standard Exceeded: Level 4	53 %	48 %	28 %	21 %	24 %	25 %	N/A	32 %
 Standard Met: Level 3	20 %	24 %	56 %	63 %	52 %	55 %	N/A	46 %
 Standard Nearly Met: Level 2	7 %	10 %	8 %	5 %	24 %	20 %	N/A	13 %
 Standard Not Met: Level 1	20 %	19 %	8 %	11 %	0 %	0 %	N/A	9 %

[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	47 %	60 %	32 %	26 %	40 %	45 %	N/A	41 %
	Near Standard	27 %	30 %	48 %	58 %	52 %	50 %	N/A	45 %
	Below Standard	27 %	10 %	20 %	16 %	8 %	5 %	N/A	14 %


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	33 %	40 %	40 %	37 %	48 %	30 %	N/A	39 %
	Near Standard	60 %	50 %	60 %	53 %	48 %	70 %	N/A	56 %
	Below Standard	7 %	10 %	0 %	11 %	4 %	0 %	N/A	5 %

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	27 %	15 %	24 %	16 %	20 %	35 %	N/A	23 %
	Near Standard	60 %	75 %	72 %	84 %	76 %	50 %	N/A	70 %
	Below Standard	13 %	10 %	4 %	0 %	4 %	15 %	N/A	7 %

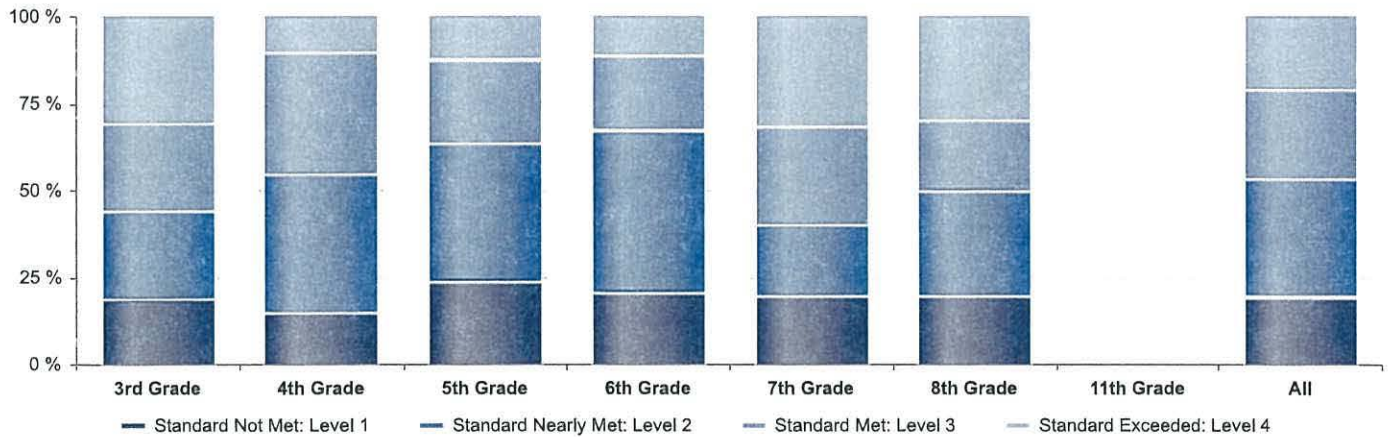
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	27 %	25 %	64 %	42 %	40 %	50 %	N/A	43 %
	Near Standard	60 %	65 %	36 %	58 %	52 %	50 %	N/A	52 %
	Below Standard	13 %	10 %	0 %	0 %	8 %	0 %	N/A	5 %

[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	18	21	27	21	28	21	N/A	136
# of Students Tested	16	20	25	19	25	20	N/A	125
# of Students With Scores	16	20	25	19	25	20	N/A	125
Mean Scale Score	2448.5	2473.9	2504.8	2527.6	2576.0	2617.0	N/A	N/A
Standard Exceeded: Level 4	31 %	10 %	12 %	11 %	32 %	30 %	N/A	21 %
Standard Met: Level 3	25 %	35 %	24 %	21 %	28 %	20 %	N/A	26 %
Standard Nearly Met: Level 2	25 %	40 %	40 %	47 %	20 %	30 %	N/A	34 %
Standard Not Met: Level 1	19 %	15 %	24 %	21 %	20 %	20 %	N/A	20 %

[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	44 %	15 %	12 %	16 %	40 %	50 %	N/A	29 %
Near Standard	31 %	45 %	48 %	42 %	28 %	25 %	N/A	37 %
Below Standard	25 %	40 %	40 %	42 %	32 %	25 %	N/A	34 %

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	44 %	30 %	20 %	16 %	28 %	40 %	N/A	29 %
Near Standard	25 %	55 %	64 %	63 %	60 %	55 %	N/A	55 %
Below Standard	31 %	15 %	16 %	21 %	12 %	5 %	N/A	16 %

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	44 %	20 %	12 %	16 %	36 %	30 %	N/A	26 %
Near Standard	38 %	60 %	64 %	58 %	40 %	65 %	N/A	54 %
Below Standard	19 %	20 %	24 %	26 %	24 %	5 %	N/A	20 %

[Mathematics Area Achievement Level Descriptors](#)

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
The Heights Charter CDS Code: 37-68049-0127118	Alpine Elementary CDS Code: 37-67967-6037519	Joan Macqueen Middle CDS Code: 37-67967-6037535
• Grades 3-8	• Grades 3-5	• Grades 6-8
View School #1 Full Test Results	View School #2 Full Test Results	View School #3 Full Test Results
Remove School #1 Selection	Remove School #2 Selection	Remove School #3 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	28.06 %	13.26 %	13.55 %
Standard Met: Level 3	37.41 %	21.55 %	42.37 %
Standard Nearly Met: Level 2	20.86 %	30.94 %	27.10 %
Standard Not Met: Level 1	13.67 %	34.25 %	16.98 %

[English Language Arts/Literacy Achievement Level Descriptors](#)





[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2017 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded: Level 4	20.14 %	12.09 %	11.24 %
 Standard Met: Level 3	28.06 %	24.73 %	23.05 %
 Standard Nearly Met: Level 2	32.37 %	34.07 %	34.67 %
 Standard Not Met: Level 1	19.42 %	29.12 %	31.05 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

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

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SCHOOL #1	SCHOOL #2	SCHOOL #3
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View School #1 Full Test Results	View School #2 Full Test Results	View School #3 Full Test Results
Remove School #1 Selection	Remove School #2 Selection	Remove School #3 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	28.06 %	13.26 %	13.55 %
Standard Met: Level 3	37.41 %	21.55 %	42.37 %
Standard Nearly Met: Level 2	20.86 %	30.94 %	27.10 %
Standard Not Met: Level 1	13.67 %	34.25 %	16.98 %

[English Language Arts/Literacy Achievement Level Descriptors](#)





[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2017 Achievement Level Distribution

All Grades

Overall Achievement

	The Heights Charter	Alpine Elementary	Joan Macqueen Middle
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded: Level 4	20.14 %	12.09 %	11.24 %
 Standard Met: Level 3	28.06 %	24.73 %	23.05 %
 Standard Nearly Met: Level 2	32.37 %	34.07 %	34.67 %
 Standard Not Met: Level 1	19.42 %	29.12 %	31.05 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



Smarter Balanced Assessment Test Results for: School: The Heights Charter

CDS Code: 37-68049-0127118

District: The Heights Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

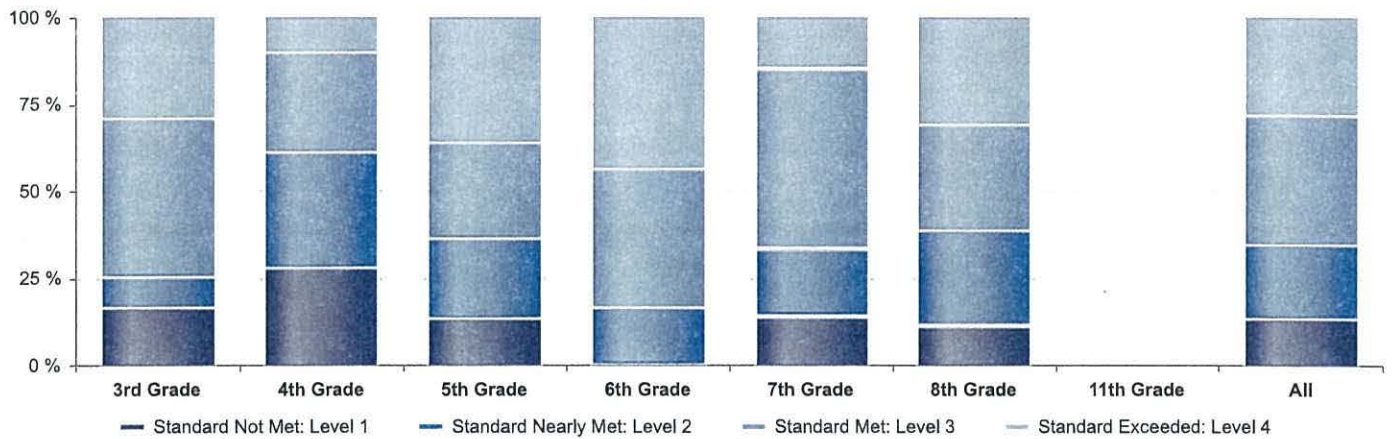
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Smarter Balanced Results (2017)

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	26	25	22	26	21	27	N/A	147
# of Students Tested	24	21	22	25	21	26	N/A	139
# of Students With Scores	24	21	22	25	21	26	N/A	139


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2455.5	2454.4	2539.4	2590.0	2576.8	2606.7	N/A	N/A
 Standard Exceeded: Level 4	29.17 %	9.52 %	36.36 %	44.00 %	14.29 %	30.77 %	N/A	28.06 %
 Standard Met: Level 3	45.83 %	28.57 %	27.27 %	40.00 %	52.38 %	30.77 %	N/A	37.41 %
 Standard Nearly Met: Level 2	8.33 %	33.33 %	22.73 %	16.00 %	19.05 %	26.92 %	N/A	20.86 %
 Standard Not Met: Level 1	16.67 %	28.57 %	13.64 %	0.00 %	14.29 %	11.54 %	N/A	13.67 %

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	20.83 %	14.29 %	54.55 %	32.00 %	14.29 %	30.77 %	N/A	28.06 %
	Near Standard	62.50 %	57.14 %	36.36 %	60.00 %	66.67 %	46.15 %	N/A	54.68 %
	Below Standard	16.67 %	28.57 %	9.09 %	8.00 %	19.05 %	23.08 %	N/A	17.27 %


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	25.00 %	19.05 %	31.82 %	60.00 %	42.86 %	52.00 %	N/A	39.13 %
	Near Standard	58.33 %	52.38 %	54.55 %	36.00 %	42.86 %	44.00 %	N/A	47.83 %
	Below Standard	16.67 %	28.57 %	13.64 %	4.00 %	14.29 %	4.00 %	N/A	13.04 %

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	37.50 %	9.52 %	22.73 %	40.00 %	14.29 %	30.77 %	N/A	26.62 %
	Near Standard	45.83 %	76.19 %	77.27 %	60.00 %	80.95 %	65.38 %	N/A	66.91 %
	Below Standard	16.67 %	14.29 %	0.00 %	0.00 %	4.76 %	3.85 %	N/A	6.47 %

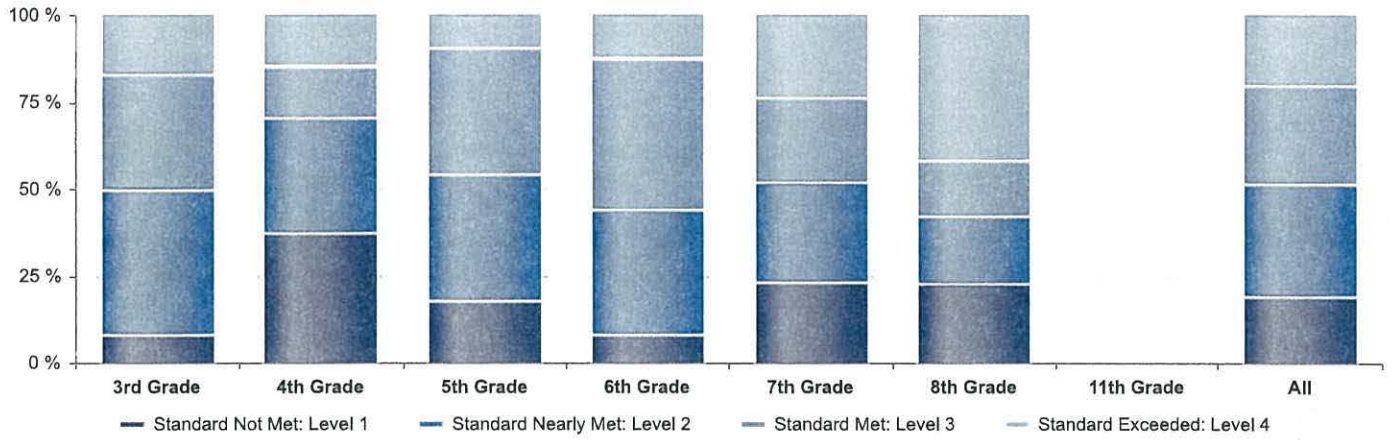
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	41.67 %	19.05 %	45.45 %	52.00 %	28.57 %	38.46 %	N/A	38.13 %
	Near Standard	45.83 %	66.67 %	45.45 %	48.00 %	66.67 %	46.15 %	N/A	52.52 %
	Below Standard	12.50 %	14.29 %	9.09 %	0.00 %	4.76 %	15.38 %	N/A	9.35 %

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	26	25	22	26	21	27	N/A	147
# of Students Tested	24	21	22	25	21	26	N/A	139
# of Students With Scores	24	21	22	25	21	26	N/A	139
Mean Scale Score	2438.9	2444.2	2502.1	2553.4	2557.0	2612.6	N/A	N/A
Standard Exceeded: Level 4	16.67 %	14.29 %	9.09 %	12.00 %	23.81 %	42.31 %	N/A	20.14 %
Standard Met: Level 3	33.33 %	14.29 %	36.36 %	44.00 %	23.81 %	15.38 %	N/A	28.06 %
Standard Nearly Met: Level 2	41.67 %	33.33 %	36.36 %	36.00 %	28.57 %	19.23 %	N/A	32.37 %
Standard Not Met: Level 1	8.33 %	38.10 %	18.18 %	8.00 %	23.81 %	23.08 %	N/A	19.42 %

[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	16.67 %	23.81 %	13.64 %	12.50 %	33.33 %	50.00 %	N/A	25.36 %
Near Standard	54.17 %	28.57 %	45.45 %	62.50 %	28.57 %	23.08 %	N/A	40.58 %
Below Standard	29.17 %	47.62 %	40.91 %	25.00 %	38.10 %	26.92 %	N/A	34.06 %

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	29.17 %	19.05 %	13.64 %	8.00 %	28.57 %	50.00 %	N/A	25.18 %
Near Standard	66.67 %	42.86 %	68.18 %	84.00 %	57.14 %	30.77 %	N/A	58.27 %
Below Standard	4.17 %	38.10 %	18.18 %	8.00 %	14.29 %	19.23 %	N/A	16.55 %

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	25.00 %	20.00 %	13.64 %	36.00 %	19.05 %	46.15 %	N/A	27.54 %
Near Standard	66.67 %	40.00 %	59.09 %	52.00 %	57.14 %	38.46 %	N/A	52.17 %
Below Standard	8.33 %	40.00 %	27.27 %	12.00 %	23.81 %	15.38 %	N/A	20.29 %

[Mathematics Area Achievement Level Descriptors](#)

JUL 24 2012

**ARTICLES OF INCORPORATION
OF
THE HEIGHTS CHARTER**

I.

The name of the Corporation shall be The Heights Charter.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote The Heights Charter.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
701 University Ave., Ste. 150
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.


The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: _____

7/23/12



Kimberly Rodriguez, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 25 2012

Date: _____

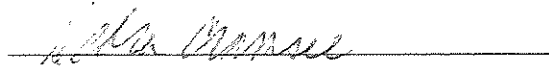
Debra Bowen

DEBRA BOWEN, Secretary of State

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Heights Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on 28th of August, 2012; and that these bylaws have not been amended or modified since that date.

Executed on 28th of August, 2012 at 2020 Running Mare Lane, Alpine, California.

A handwritten signature in cursive script, appearing to read "Debra Cramsie", is written over a horizontal line.

Debra Cramsie, Secretary

AMENDMENTS TO BYLAWS:

Amendment made to Section VII to change expiration of term for Michelle Lenore from 6/30/2013 to 6/30/2014. This amendment to the Bylaws was approved at the 6/18/2013 regular board meeting.

April 16th, 2018

The Heights Charter
Diana Whyte
2710 Alpine Blvd. Suite E
Alpine, CA 91901

Re: *Facility Search in Dehesa Elementary School District*

Dear Diana:

This letter is in response to your 2018 updated request that I review available facilities located within the boundaries of *Dehesa Elementary School District* (“DESD”) for use by The Heights Charter. The purpose of this search is to determine whether there are any improved properties available in DESD that meet the parameters of the search, as discussed below. As a result of my search on April 16th, 2018, there are no improved properties listed online that meet the parameters of the search within DESD.

Background Information

I joined NAI San Diego in 2004. For 13 years he has specialized in office, retail and industrial tenant representation throughout San Diego County and California for both local and national accounts. Prior to working at NAI, I managed a Western Regional sales office for ESRI, specializing in the sale of analytical consulting projects for location and customer profiling applications.

Since 2008 I have completed over 30 charter school leases throughout the State of California location requirements. When evaluating properties for Charter School Use, there a number of complicated and detailed variables that go into assessing locations and negotiating leases for charter school locations including: Zoning Regulations, Occupancy and Use Classifications (E Occupancy), Use Contingencies, ADA/Title 24 compliance items, Building Systems conditions (Restrooms, HVAC, Fire Sprinklers, Fire Rated Walls, Parking, Electrical, Data) and space layout requirements just to name a few.

Parameters of Real Estate Search

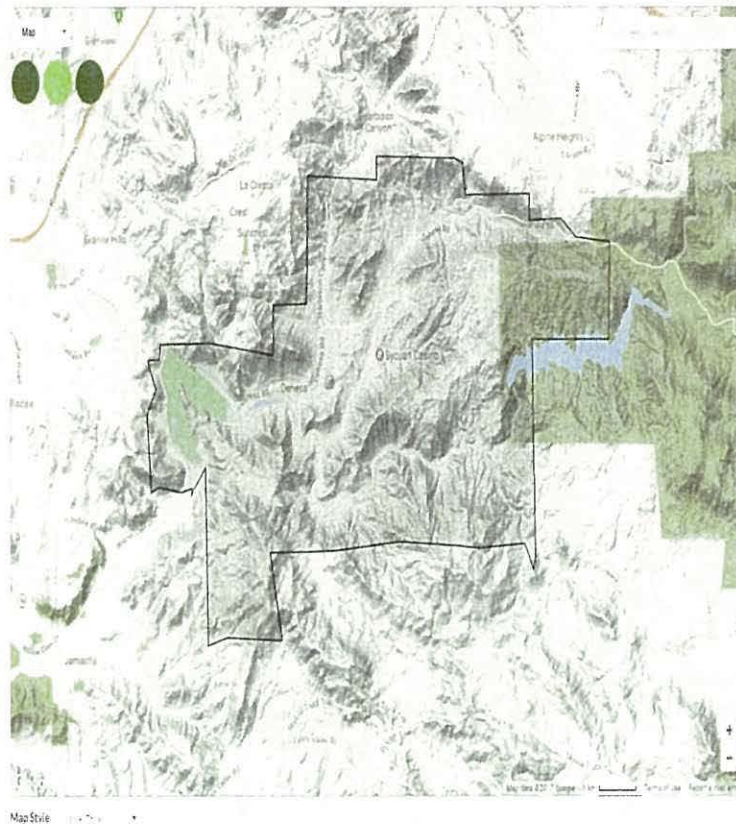
As directed by The Heights Charter, I conducted a search for improved properties available for rent located within the boundaries of DESD that could house the entire charter school. The parameters of the search involved identifying improved properties between 10,000 and 20,000 square feet in total size, Retail, Shopping Center/Strip Center, Special Purpose Buildings and Office Parks are all reviewed and considered for possible locations. If there are properties for lease within that area, then each one will need to be individually assessed based on their size, location, access to public transportation, zoning and allowable uses, condition of the space and project, space layouts, co-tenants, presence of Fire Sprinklers, etc.

Real Estate Search

For new locations or expansion needs, I use CoStar (a commercial real estate database, analytics and marketing software) and LoopNet Premium (the most heavily trafficked commercial real estate searchable database system). For school district area boundary identification, mapping companies such as ESRI and Maptechnica have been used to accurately define the search areas and verify these boundary areas with the facilities team at The Heights Charter.

The search for available, improved properties within DESD boundaries included researching specific property data from CoStar and LoopNet Premium. The areas were searched within the designated Map Area by using a polygon tool to mirror the boundaries as well as ZIP Codes within that boundary.

Dehesa Elementary School District Boundary Map



Search Parameters:

Dehesa Elementary School District

Costar: April 16th, 2018

Office, Retail, Special Purposes: For Lease

10,000 Square Feet to 20,000 Square Feet
 Results: No Availabilities

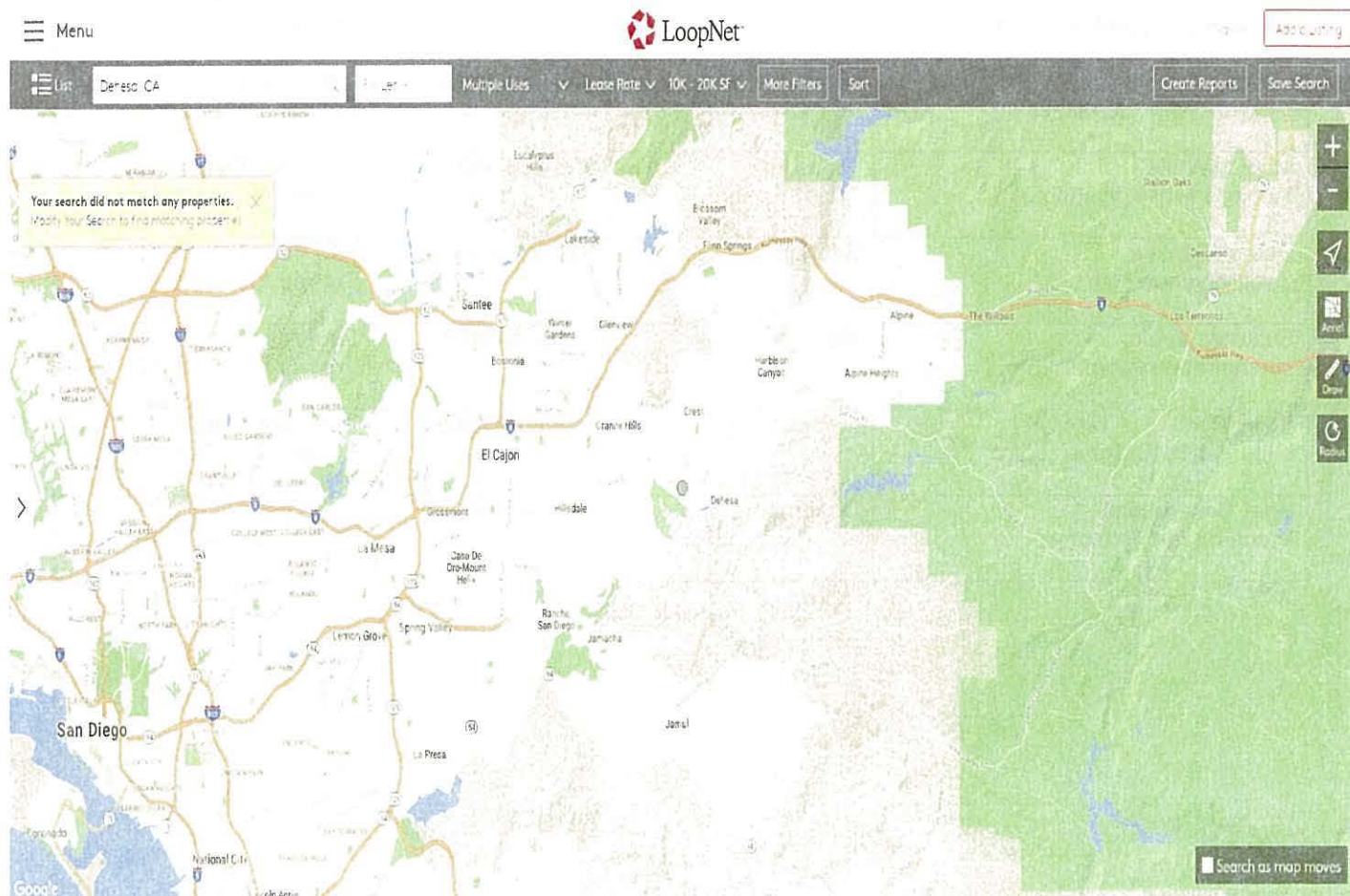
The screenshot shows a real estate search interface. At the top, there are tabs for 'Search Criteria', 'Result List', and 'Result Detail'. The main heading is 'For Lease' and it shows '0 Properties / 0 Spaces'. Below the heading is a search bar with the text 'Location' and a prompt 'Enter an address or geographic location to center the map'. To the right of the search bar are buttons for 'Go', 'Clear', 'Additional Criteria', and 'View Results'. The main area is a map of San Diego with a blue polygon highlighting a search area in the eastern part of the city. A white pop-up box in the center of the map says 'No Results' and 'The current criteria did not return any results. Try to broaden the criteria to get more results.' To the right of the map is a sidebar with various filters:

- Space Use:** Office (checked), Industrial, Retail (checked), Flex, Medical
- Space Type:** New, Relet, Sublet
- Available Space:** 10,000 to 20,000 SF, Contiguous in Building
- Asking Rent:** \$ to \$, SF/Mo, Total Monthly, Include Underleased Rent
- Services:** Full Service Gross, Modified Gross, Triple Net, Elec & Clean
- Days On Market:** to
- Months to Delivery:** to
- Type of Property:** Office, Industrial, Retail, Flex, Multi-Family
- Building Status:** Existing, Under Construction, Proposed, Under Renovation
- CoStar Rating:** (dropdown menu)
- Property Size:** to SF
- Year Built:** to

 At the bottom right of the sidebar is a 'View Results' button. At the bottom of the page, there is a copyright notice: 'Copyright © 2002-2018 CoStar Realty Information, Inc. All rights reserved. Using this site, you agree to our Terms of Use.' and a disclaimer: 'Logos are displayed to assist users in identifying locations only and are the property of their respective owners.'

Search Parameters:
 Dehesa Elementary School District
 Loopnet: April 16th, 2018
 Office, Retail, Special Purposes: For Lease

10,000 Square Feet to 20,000 Square Feet
Results: No Availabilities



If you should have any questions, please do not hesitate to contact me.

Sincerely,

Jason Smithson
Vice President
NAI San Diego

THE HEIGHTS CHARTER SCHOOL
Governing Board
2017-18

Name	Office	Phone	Term
Diana Whyte alpinewhytes@hotmail.com	President	619-729-0419	Two Year Term Expires August 2018
Michelle Lenore mjlenore@sbcglobal.net	Member	619-808-1616	Two Year Term Expires August 2019
Monica White monicalinwhite@yahoo.com	Treasurer	619-368-3925	Two Year Term Expires August 2018
Debra Cramsie dweitl@yahoo.com	Secretary	619-920-4874	Two Year Term Expires August 2018
Summer Herrin summerherrin@gmail.com	Member	619-616-8493	Two Year Term Expires August 2018
Kellie Peel buttercup1616@gmail.com	Member	619-659-9692	Two Year Term Expires August 2019
Kristi Scherbaum kscherbaum1@cox.net	Chairman	619-843-4461	One Year Term Expires August 2018

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Charter Petition for
University Prep

Meeting Date: May 17, 2018

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

Background:

Justin Schmitt, Director of Valiant Academy and California Academy of Sports Science is proposing an additional charter focusing on college preparation.

Report:

If approved, University Prep will be chartered from 7/1/18 through 6/30/23. University Prep enables a personalized learning experience tailor made for each student. They will provide dual enrollment options in both virtual and blended formats in partnership with premier colleges and universities throughout the United States. They are anticipating an enrollment of 250 students their first year.

Financial Impact:

Oversite fees will be collected based on average daily attendance.

Student Impact:

Allowing students the opportunity to attend a school that is academically challenging and promoting partnerships with colleges and universities is beneficial for students choosing a collegiate path.

Recommendation:

Administration recommends the Board carefully consider the petition for University Prep charter school.

Agenda Item #: VII.A.2

University Prep

Presented To

**Superintendent
Dehesa School District
4612 Dehesa Rd.
El Cajon, CA 92019**

May 8th, 2018

Initial Term: July 1, 2018 through June 30, 2023

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named University Prep (University Prepor the “Charter School”), and to be authorized by the Dehesa School District (District) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- University Prep shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code 3Section 47605(d)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education

Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

Justin Schmitt

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

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

University Prep fully embraces the Legislative intent of the Charter Schools Act and its mandate. The Charter School will provide students with a rigorous, college-preparatory education: one that couples the flexibility and individualized learning experience afforded by online instruction with a daily live class session designed to allow the students real-time interaction with their teacher and peer group and enable students to make connections in a larger context.

The Charter School will deliver excellence in education by:

- Hiring quality teachers for online instruction and providing them with extensive pre- and in-service professional development to ensure best practices are consistently applied across all subjects, grades and media.
- The charter school will commit to ensure that student to teacher ratios are in compliance with statute and low enough to ensure that students receive a high level of individualized support. To that end, the charter school intends to hire 10 teachers to support the 250 students that are projected to enroll during the course of the its first year of operation.
- Utilizing an online model which has been built specifically to the online medium and, unlike many other online options, incorporates a variety of instructional methods to best suit the needs of individual learners including but not limited to, audio, animation, manipulatives and other activities designed to keep students more interested and engaged.
- Providing individualized learning opportunities for a wide range of students by tailoring programs to individuals' capabilities and needs – and offering an extensive selection of courses - including Advanced Placement Courses - for the high-school grades

- Producing quality measurable outcomes in areas including but not limited to: academic progress; student enrollment, attendance and retention; teacher professional development; and parent satisfaction.
- Operate as a K-12 charter school to serve students in San Diego County and adjacent counties.
- Complying with all State Education and University Prep will apply for AdvancED accreditation when eligible to apply.

FOUNDING GROUP

The California State Board of Education, in its Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

- Curriculum, instruction and assessment;
- Finance, facilities and business management; and
- Organization, governance and administration.

The Founding Board is established as the initial entity to guide the application through the various stages of review and finally acceptance by the authorizer. The Governing Board of the Charter School, upon Charter approval, will transition to being the Charter School Board. The members below will be augmented by the addition of one (1) Board Member representing the interests of Dehesa School District as required in statute. The following founding board members provide the background and necessary expertise in the above areas to ensure the success of the school application and initial implementation:

Raymond Uzeta

Mr. Uzeta was born and raised in San Francisco and comes from a family of eight children. He attained a Bachelor's Degree in Social Work from the University of California Berkeley and a Master's Degree in Rehabilitation Administration from the University of San Francisco. He moved to San Diego in 1979.

Mr. Uzeta became involved in non-profit organizations in 1974 and has worked for five non-profits throughout California in various management positions. Since July of 1991, he has been the President/CEO of the Chicano Federation of San Diego County, which has been serving the community since 1969. Current services include child development, child nutrition, Head Start, housing development, and HIV research. When he started his position, the organization had a budget of \$550,000 and 18 employees. Today the Chicano Federation budget is over \$14 million; there are 60 full-time employees; and the Federation owns and manages 300 units of affordable housing, with a portfolio valued in excess of \$15 million.

In addition to his responsibilities at the Federation, Mr. Uzeta currently serves on the following non-profit boards: Nonprofit Management Solutions, Health Way of California, and the Vista Hill Foundation.

Robert Sikma

Mr. Sikma is the Director of Operations for field grounds at the University of Southern California. With his love of education comes also his love of sports, and he greatly enjoys his role at USC. He has been married for 20 years and has two children. He currently lives in Bellflower, California. Robert attend Loyola Law School, Los Angeles Occidental College, Los Angeles and received his Bachelor of Arts in Diplomacy and World Affairs, Cerritos College, Norwalk, CA.

Klarc Korver

Mr. Korver is a community pastor in Paramount, California at Emmanuel Reformed Church. He received a Master of Divinity from Azusa Pacific Seminary in Azusa, CA and a B.A. in History Education from Northwestern College in Orange City, IA. He has been married for 8 years and has two beautiful children. Klarc comes from a very athletic family. He played basketball at the college level and he has several other members of his family who are professional athletes.

Eric Johnson

Mr. Johnson is an attorney that specializes in charter school law, governance facilities and finance development for charter schools. He also works in the charter school finance field, working with school on bond financing and other operational matters.

Robert Williams, C.P.A.

Robert is a member of the Society of Certified Public Accountants and is registered with the State of California Department of Consumer Affairs Board of Accountants and is licensed to practice in the state of California. Robert has been a CPA in the practice of public accounting since May 1989. Mr. William's firm, Williams Accountancy Corporation, specializes in accounting and auditing of nonprofit corporations. During this time the aggregate funding base of his clients from federal, state, county, city, local, charitable organizations and other educational and/or charitable foundations has been in excess of \$1 billion. During the past ten years Mr. Williams has been the managing partner or has personally audited well over a hundred 501(c)3 organizations.

Although none of the founding board members have specific expertise in the area of curriculum, instruction, and assessment, the board recognizes the need for and will hire administrative staff that are credentials and possess experience and expertise in the areas of curriculum, instruction, and assessment. Additionally, the charter school will contract with vendors, such as, but not limited to, Pearson Online and Blended Learning to provide support in this area.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. – California Education Code Section 47605(b)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. – California Education Code Section 47605(b)(5)(A)(iii).

Mission Statement

The Mission of University Prep is to provide K-12 students a rigorous online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring world-class content and college preparatory skill building. Through compelling inquiry-based learning, University Prep will instill in students intellectual curiosity and a sense of their unique purpose and strengths.

Unlike many of today’s online learning options, the University Prep model is built specifically to the online medium and incorporates audio, animation and images to keep students more interested and engaged. It is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning. It is capable of supporting the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content.

Overall, University Prep envisions a learning experience that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum.

Educational Philosophy

Who the School is attempting to educate:

The Charter School will serve approximately 250 students in grades K-12 during the first year, with an anticipated growth to 600 students by year five. Our educational program is based on the instructional needs of our target student profile.

Our target student profile is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Students of all ability levels seeking additional academic and learning opportunities.

- Family relationships, personal beliefs and values, and families who prefer to home school.
- Scheduling (i.e. sports, drama, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs
- Students who wish to excel in the area of sports and related sport oriented businesses

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet individual students' unique needs. The goal of the Charter School is to create a school that enables all of its students to become self-motivated, competent, lifelong learners. University Prep provides a rich, rigor filled, technology focused, tuition-free public education, with accelerated pacing towards completion of a high school diploma with online curriculum content and classes– all day, every day 24-7

Online education in particular is growing in importance. Usage of computers has become commonplace in all lines of work. Weak economic conditions and growing opportunities for telecommuting find more parents at home. Shortages of teachers, particularly in key subjects such as science and math, limit classroom-based learning opportunities.

The report “Changing Course: Ten Years of Tracking Online Education in the United States”¹ provides the following overview of national trends:

The 2012 Survey of Online Learning conducted by the Babson Survey Research Group reveals the number of students taking at least one online course has not surpassed 6.7 million. Higher education adoption of Massive Open Online Courses remains low, with most institutions still on the sidelines.

“The rate of growth in online enrollments remains extremely robust, even as overall higher education enrollments have shown a decline,” said study co-author Jeff Seaman, Co-Director of the Babson Survey Research Group. “Institutional opinions on MOOCs are mixed,” added coauthor I. Elaine Allen. “Some praise them for their ability to learn about online pedagogy and attract new students, but concerns remain about whether they are a sustainable method for offering courses.”

Todd Hitchcock, Senior Vice President of Online Solutions, Pearson Learning Solutions, stated, “Learning is no longer limited to four walls – learning can happen anywhere – and it already is happening everywhere, everyday. The growth of online learning underscores this need for quality, flexible education programs that meet the demands of our 21st-century workforce.”

Frank Mayadas, Senior Advisor to the Alfred P. Sloan Foundation and founding President of the Sloan Consortium noted, “As in past years, the survey demonstrates the continuing robust growth in a wide range of institutions. It underscores the importance of online learning in higher education in the U.S. What a remarkable ten year period the survey has captured.”

¹ Allen, I.E. and Seaman, J. (2013). **Changing Course: Ten Years of Tracking Online Education in the United States**. Available: <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>
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Key report findings include:

- Over 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.
- Thirty-two percent of higher education students now take at least one course online.
- Only 2.6 percent of higher education institutions currently have a MOOC (Massive Open Online Course), another 9.4 percent report MOOCs are in the planning stages.
- Academic leaders remain unconvinced that MOOCs represent a sustainable method for offering online courses, but do believe they provide an important means for institutions to learn about online pedagogy.
- Seventy-seven percent of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face classes.
- The proportion of chief academic officers who believe their faculty accepts the value and legitimacy of online education has not increased – it now stands at only 30.2 percent.
- The proportion of chief academic leaders who say online learning is critical to their longterm strategy is at a new high of 69.1 percent.
- The perception of a majority of chief academic officers at all types of institutions is lower retention rates for online courses remain a barrier to the growth of online instruction.

As a public online charter school, the University Prep is open to students from Dehesa School District, San Diego County, and adjacent counties.

How Learning Best Occurs

Learning best occurs when the teachers are well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs.

The Charter School's educational approach features an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the Charter School. Through effective use of technology, it enables teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing our students' learning experience. University Prep enables a personalized learning experience, tailor made for each student.

Our students are given continuous opportunities to succeed through the cultivation of multiple intelligences and talents. The supportive environment, along with daily exposure to content-rich programs derived from research-based teaching methods that engage children at all levels, mean our students will develop a life-long enthusiasm for learning.

Personalized instruction and continuous assessment are cornerstones of the University Prep model. The Charter School staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and to create learning activities compatible with the students' needs. At the same time, the Charter School will use varied assessments to enable students to demonstrate their understanding of concepts and skills. These assessments will

also be used to develop further lessons that address individual student needs.

University Prep Professional Development Program design is based on needs as measured by surveys, interviews and observation; and the experience of the University Prep trained professional-development personnel, who remain up-to-date on new as well as tried-and-true teaching methods and strategies. At University Prep, more than a month of training will take place before the school year begins, and ongoing training will continue throughout the school year, based on detailed assessments of staff needs.

University Prep is continuously updating teaching strategies through instructional reflections and by maintaining a finger on the pulse of new research. This includes a specific focus on developing best practices in teaching in an online environment. These teaching strategies insure that students are given every opportunity to succeed and that the Professional Development program remains fresh and useful. The School provides a 1:1 ground breaking tutorial that supports students with mentoring, and highly qualified teachers, coaches and mentors vested in your student's personal success.

University Prep opens portals of opportunity. Our "Pillars," the tenets of our model, create openings that give each school its unique personality and customized attributes – its portals.

Each pillar of the University Prep educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. Some of the underlying research that supports our approach includes the following:

Teaching to Multiple Intelligences: University Prep recognizes different domains of ability, or "intelligences," as described by Dr. Howard Gardner.² Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The University Prep model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. University Prep teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed.

² Gardner, H. *The unschooled mind: how children think and how schools should teach* (1991); Gardner, H., & Hatch, T., *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences* (1989) at 18(8), 4-9.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers pay attention to their students' varied learning needs (Danielson, 1996); “to differentiate instruction, then, is to become a more competent, creative, and professional educator.”³

What it Means to be an Educated Person in the 21st Century:

An educated person in the 21st century will be the product of the educational philosophy of “deep and broad” student-centered instruction. He/she has a mastery of basic skills and knowledge built on a rich range of content – knowledge that provides the foundation necessary to thrive in an increasingly interconnected world.

The educated person will be versed in the use of technology as a tool for communications, research, computations, analysis and a range of other purposes. He/she will have an understanding of National history and culture as well as a sense of the workings of the world and of his or her place in local, national and global communities.

The educated person will have been exposed to co-curricular areas such as music and art. He/she will have benefited from an educational experience designed to engender a strong sense of self and foster a love of learning.

The educated person will emerge from high school poised and prepared for success in the finest colleges and universities and beyond.

Curriculum

The Charter School’s curriculum will comply with Common Core State Standards and will be designed to meet the accreditation standards of AdvancED as well.

This curriculum will be college-preparatory in nature, and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored through individualized assessment and instruction.

University Prep will utilize the best available online curriculum, including but not limited to, Pearson’s award winning online curriculum. Pearson has consolidated its portfolio of online curriculum into a catalog of what they consider to be their best of the best online courses, and this is the curriculum that has been incorporated into their Connexus Learning Management System. University Prep will enter into an agreement with Pearson to purchase Connexus licenses for its students and staff.

The University Prep provides advanced learner options through its Honors and AP programs, dual enrollment with community colleges and participating Universities, and the NCAA

³ All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests.
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Grades K-8: Courses in the primary grades will focus on laying a solid educational foundation for our students. By being both rigorous and engaging, they will capture students' attention, foster a love of learning, and lay the groundwork for student success in high school and beyond. To accomplish this University Prep will utilize the best available online curriculum, including but not limited to, Pearson's award winning online curriculum in order to best meet the needs of its students.

- English Language Arts: the ELA program at University Prep incorporates all five important building blocks of ELA development:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

It helps students to develop listening and speaking skills as well as reading and writing skills. It is designed to work effectively with students from the first steps of learning to read and write through learning to use reading and writing as tools for learning.

- Mathematics: our math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The curriculum provides ample opportunity for students to apply ideas, tools and manipulatives in a real-world context.
- Science: Through our science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize, and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.
- EL: The EL curriculum uses a multi-media approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online EL program supports a variety of different first languages.
- Foreign Language: Students will begin foreign language studies at the University Prep starting in kindergarten. Spanish and French will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- Social Studies: Student will engage in a Social Studies curriculum that is engaging and multi-media rich. Students will have the opportunity to learn course content through a variety of styles and they will be able to demonstrate their learning in multiples ways.

Grades 9-12: In grades 9-12, our curriculum builds upon the foundation established in the early years. Courses will be provided to meet the core requirements for California. A variety of Advanced Placement courses will also be made available to University Prep's students.

University Prep will utilize the best available online curriculum, including but not limited to, Pearson's award winning online curriculum in order to best meet the needs of its students.

Subjects will include:

- English
- Mathematics
- Science
- History
- Social Studies
- Foreign Language (Spanish & French)
- Sponsored strength and conditioning, health and nutrition
- Personalized academic teacher and mentor support, graduation planning
- NCAA eligibility check ins

Our EL program for high school, as in the primary grades, is highly interactive, multi-media and reinforces other learning in mathematics and ELA as it builds English language fluency.

It is essential for college bound students and student athletes that the courses that they take in high school are accredited, A-G approved and NCAA approved. Upon approval of its charter University Prep will immediately begin the process of seeking accreditation and NCAA approval and upon being awarded accreditation, University Prep will begin the process of submitting its courses for A-G approval. In the majority of content areas A-G approval can be granted for courses that are 100% virtual. However, there are some courses, including lab based sciences that require an in person component. To meet this requirement, University Prep will leverage its partnerships throughout the region to provide opportunities for students to attend in person lab sessions. This will include the opportunity to utilize the science lab located at Dehesa Elementary School.

Instructional Materials

At the University Prep, we will make the most of our online medium – our goal is that our students will actually do the vast majority of their learning online. This will be facilitated by a rigorous, content rich curriculum combined with synchronous and asynchronous teacher communication and feedback.

All content for the core areas of math, science, and English/Language Arts and Social Studies will be presented through a combination of vendor created and teacher created materials.

The Charter School's online learning will be available via password-permitted online access. This will require that students have use of a computer with high-speed Internet access. The Charter School will develop a policy that will allow for the loan of laptops and subsidized high-speed Internet access to all students who demonstrate need, regardless of a student's free and reduced lunch status, for the time that they are enrolled. This policy will be shared with the District upon completion and approved by the District before it is implemented.

In addition to a computer, students will need a headset for synchronous learning and for listening to lessons. Teachers will need stylus software to write on the virtual whiteboard and depending

upon the curriculum selected, students may as well. These items will be provided to students as needed.

Why University Prep?

- University Prep provides dual enrollment options, in both virtual, and blended formats, providing access to some of the premier universities & colleges in the United States.
- University Prep enables a personalized learning experience, tailor made for each student. This experience is enriched with a diverse range of clubs, student organizations and extra-curricular activities provided by the host University/College.
- University Prep ensures freedom and flexibility in online learning, live and self-directed instruction, paired with a rich level of mentor, counselor and teacher support, underpinned by the tutorial system.
- University Prep’s tutorial system provides a 1:1 ground breaking student tutorial in both a virtual and live/onsite format ensuring students have a bespoke program tailor made to their learning needs and goals
- University Prep values parents’ central role as learning coaches, working with teachers to sustain student achievement.
- Students take College/University level classes which count for both high school and College/University credit. Once four classes have been successfully passed, students are automatically admitted to the College/University.
- Themed field trips and seminars to events that include Apple, Google, TED, JPL, Griffith Observatory, NASA space camp, and participate in field trips and enrichment activities,
- Summer internships at affiliated corporate partners provide pathways and valuable work experience for students.

Annual Goals in the State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • University Prep will hire and maintain a highly qualified faculty. • University Prep will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating

	<ul style="list-style-type: none"> process. Annual community survey. Faculty participates in shared decision making process.
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> All University Prep of curriculum will be aligned to CCSS. All University Prep curriculums will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> Curriculum maps for each course written prior to school opening and revisited yearly. All curriculum maps will have goals and strategies to support ELs. 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> Parents view themselves as a key component of the schools' and student success. Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> Published list of differentiated opportunities for parental involvement. Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). Annual community survey.
State Priority #4. Pupil achievement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness 	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> All students will become proficient in English, math, science and social science. Students perform well on all external tests. Students show growth on benchmark assessments. 	<ul style="list-style-type: none"> Standards based and aligned curriculum. Regular benchmark assessments (minimum 3x per year) aligned to standards Extensive student support structures (remediation courses, office hours, tutoring,

<ul style="list-style-type: none"> All students show growth on external measures. 	<ul style="list-style-type: none"> differentiated instruction) Rigorous graduation requirements (beyond UC A-G) Curriculum maps designed to support ELs and struggling students Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #5</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<ul style="list-style-type: none"> Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> Advisory System and course to support students. Social-Emotional learning in all courses. Personalized Student Achievement Plans (PSAPs) Extensive support structures, including early intervention plans. Extensive community building via orientation and weekly Advisement meetings.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>Goal 1: Pupil suspension rates will be less than 3% annually. Goal 2: Pupil expulsion rates will be less than 1% annually. Goal 3: University Prep will annually survey students, parents, and teachers about online school safety and connectedness.</p>	<ul style="list-style-type: none"> Extensive community building via orientation and weekly Advisement meetings as well as other school events. Social-Emotional Learning in all courses. Personalized Student Achievement Plans (PSAPs). Analysis of and action plans from community surveys.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p>	

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G. 	<ul style="list-style-type: none"> • Rigorous graduation requirements that exceed A-G. • Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.). • Comprehensive college admission process and program.
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking. Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

Plan for Students Who are Academically Low Achieving

The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet AYP goals stipulated by NCLB. The Response to Intervention (RTI) model is used as a vehicle for closing the achievement gap between different subgroups of students. The RTI model identifies three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expansive and most broadly available options for serving needs. A smaller percentage of

people, however, will need more specialized assistance, or greater “dosages” of intervention; Tier 2. The third tier is reserved for those students who need the most intense assistance.

The success of this intervention model hinges on teachers’ and administrators’ ability to keep as many students in the primary and secondary intervention as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3. In applying the RTI model on a school-wide basis, schools are expected to change the allocation of resources and re-engineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students, not just those undergoing screening for possible entry into special education programs. This model is applied at University Prep through the following methods:

Screening: Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course, we never use a single data point – and this does not apply to certain populations, such as students with IEPs or EL).

Progress Monitoring: University Prep will use the Performance Series from Scantron to progress monitor students against national standards quarterly. In addition, teachers will use iReady Benchmark assessments to monitor progress on specific strands via curriculum based measures (weekly, on average). Students with IEPs have goals and objectives with skills that are directly linked to standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.

Intervention: In Tier 1, all students in the class receive differentiated instruction from the teacher. In Tier 2, the student who is struggling or identified as at-risk, works with intervention programs or groups to fill in gaps in learning. The student still receives instruction from the classroom teacher that is supported by the intervention programs. In Tier 3, students who are still struggling while receiving intervention from the teacher and intervention programs begin the Intervention Assistance Team process.

By not tracking students academically, we avoid labeling and lowering expectations for some students at a young age; the philosophy of the Charter School is that all students work on an equal playing field, with systems in place that foster an individualized learning pace, with high, yet appropriate expectations for all. The long-term relationships students and families build with school staff will help identify and nurture students who might otherwise slip through the cracks in a more institutional school environment. If students are not progressing appropriately, even with differentiated instruction and informal strategies, the Charter School and parent will continue to work together to refine strategies for success, including potential referral to the Student Support Team for more formal levels of support and intervention.

University Prep has a no social promotion policy, which means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The diagnostic and prescriptive nature of online learning enables University Prep to custom-tailor curricular materials to individual student needs

and monitor their progress. The program generates instructional assignments to promote proficiency in areas of weakness.

Plan for Students Who are Academically High Achieving

The online format allows for a high degree of differentiation and use of the multiple intelligences such that a student's unique talents and gifts are accentuated through implementation of this curriculum.

A student identified as academically high-achieving is easily afforded the opportunity for enrichment and acceleration in the flexibility offered through this curriculum. In fact, philosophically, all students at the Charter School will essentially be treated as academically high-achieving students - they will benefit from Personalized Student Achievement Plans and will be guided in a learning experience designed to build strong fundamentals in an enriching, challenging context.

Lessons will feature an "Above and beyond" segment that provides supplementary materials and suggestions for further study, allowing a continuum of learning possibilities. Teachers will guide students to the appropriate materials based on their Personalized Student Achievement Plans and goals and will help students challenge themselves and exceed their goals at every step.

The curriculum offers the flexibility for students to work beyond grade level. Coursework includes numerous Advanced Placement options for advanced high school students.

Plan for English Learners

Overview

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based, supported by Charter School resources, and evaluated annually for effectiveness.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of initial enrollment⁴ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

English Learner Instructional Strategies and Curriculum

A specific EL component is included the curriculum offered by University Prep. This highly interactive, multi-media coursework is designed to incorporate learning in mathematics and science even as it assists students in developing fluency in English.

Interactive lessons strengthen reading, listening, speaking, and writing skills. Constant feedback and assessment ensures that students get the differentiated instruction they need. This curriculum supports students with a variety of first languages.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (“CCTC”) equivalent.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC,
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School’s reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in

⁴ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing from their prior school of enrollment.

English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- Teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage will use the Student Oral Language Observation Matrix.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Plan for Serving Students with Disabilities

Overview

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

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: San Diego Tri County SELPA, and El Dorado County Charter SELPA.

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

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

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

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

Services for Students under the “IDEIA”

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal (“Principal”) and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP

team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal of the Charter School and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations

may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Notification to Parents Regarding Transferability of Courses to other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.

In the spring of 2017 University Prep was accredited by AdvancED with candidacy status. The school is currently in the process of seeking A-G approval of its courses.

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet the Charter School's graduation requirements:

Graduation Requirements

Course	Course Length	Credits
English	4 years	40
Mathematics <ul style="list-style-type: none"> ➤ Pre-Algebra ➤ Algebra I ➤ Geometry ➤ 	4 years	40
Social Studies <ul style="list-style-type: none"> ➤ World History ➤ American History ➤ Two additional years of Social Studies which must include ½ year of Economics and ½ year of American Government 	4 years	40
Science <ul style="list-style-type: none"> ➤ Biology ➤ Two additional years of science, one of which must be a physical science ➤ At least two lab sciences are required 	3 years	30
Foreign Language <ul style="list-style-type: none"> ➤ 	1 years	10
Visual and Performing Arts	1 year	10
Physical Education	2 years	20
Electives <ul style="list-style-type: none"> ➤ Three years ➤ In addition to all other requirements 	3 years	30
Total Credits		220

The school's focus ensures graduation with 100% transfer of existing high school credits, freedom and flexibility in placement of courses, teacher lead direct instruction and self-directed independent instruction, paired with a rich level of mentor, counselor and teacher support.

Attendance Guidelines

The Charter School offers a greater number of instructional minutes than set forth in Education Code Section 47612.5(a) for the appropriate grade levels and operates at least for the required minimum of 175 days. The Charter School expects that students will engage in educational activities assigned by the Charter School on all school days unless ill and documented by a physician's note. The Charter School maintains written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Students are expected to log in daily to the learning environment and actively participate in their courses. With the exception of scheduled (live) sessions, a student may plan his/her daily schedule to best suit his/her needs and learning style. On average, University Prep students have an extended school day and should plan to spend 6.5 to 7 hours per day working in their classes. Below is an outline of the amount of time students can expect to work in each subject each day. The total time may be spent in live class sessions and/or working independently. Teachers will suggest daily guidelines on assignments.

Grades K-5

- Language Arts – 120 minutes
- Math – 90 minutes
- Science – 60 minutes
- Social Studies – 90 minutes
- Foreign Language – 30 minutes each week
- Physical Education – (varies)

Grades 6-8

- Language Arts – 90 minutes
- Math – 90 minutes
- Science – 90 minutes
- Social Studies – 90 minutes
- Electives – 30 minutes

Grades 9-12

- Language Arts – 60 minutes
- Math – 60 minutes
- Science – 60 minutes
- Social Studies – 60 minutes
- Class 5 – 60 minutes
- Class 6 – 60 minutes

A Sample Of Daily Student Activity:

The Charter School is founded on the principle of personalized learning and therefore a typical day varies with the modifications in curricular activities designed by the teacher in concert with the parent or guardian for those students under the age of 18 years. There are basic activities that occur each instructional day for all students as outlined below. The primary effort is to construct a learning plan that best meets the needs of the student and provides sufficient scaffolding of academic skill development to prepare the student for the next level of education and, in the case of senior high students, readies them for post high school education or entry into the economy. The Charter School's goal of developing independent learners spans the entire grade level spectrum. The natural flow of independent learner development follows three benchmarked and measurable developmental steps. The steps are: (1) Early Elementary Grades organized to promote dependent learning based on extensive support of the teacher and learning coach in an environment of richness of exploration and student success oriented interactive activities provided by the curriculum, technology interaction +/- 20 minutes per day maximum, teacher and learning coach; (2) Upper Elementary Grades organized to promote acquisition of academic skills and the application of those skills in developing higher order thinking skills enriched with activities that develop and promote the use of independent learning through research, reading and writing, basic and advanced numeracy, provided by the teacher and technology interaction +/- 90 minutes per day maximum; (3) Middle School organized to develop and promote exploration through independent problem solving, self recognition of deficiencies in academic preparation, motivation to learn, and enhanced use of technology applications and solutions leading to higher levels of academic achievement provided by the teacher and technology interaction of +/- 3 hours per day maximum; (4) Senior High School organized to scaffold learning deficits to bring students to acceptable and higher levels of skill and propel them forward in mastering the 21st Century Skills needed post high school through advanced study, taking A-G required UC approved subjects, advanced placement opportunities, career pathways, facilitated by the teacher, the on-line school and utilization of enriching technology applications as needed throughout the day to work independently and complete asynchronous and synchronous assignments.

EARLY ELEMENTARY K-3 SAMPLE ACTIVITIES:

- Parent/Learning Coach logs into On-Line School
- On-line school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach
- Learning Coach and pupil read together the assignments and the daily schedule
- Pupil and learning coach organize the physical materials for the day's lessons and begin typical early elementary activities in three to four subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development
- Pupil and Learning Coach attend periodic synchronous sessions via the electronic classroom
- Pupil participates independently in technology supported learning games served up by the on-line school
- Teacher verifies attendance (3-5 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter school's and teacher's discretion to determine -*

but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes.”]

- Teacher and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student

UPPER ELEMENTARY 4-6 SAMPLE ACTIVITIES:

- Parent/Learning Coach and Student logs into On-Line School
- On-line school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach and Teacher
- Learning Coach and pupil read together the assignments and the daily schedule
- Pupil and learning coach organize the physical materials for the day’s lessons and begin typical upper elementary activities in four to five subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development in addition to science, language development, and foreign language study if assigned.
- Pupil is introduced to age appropriate novels and other readings and assigned reading assignments from a reading list of relevant novels
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Grade 6 students are introduced to numeracy skills common in the middle school curriculum and using technology to electronically submit writing assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that “...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes.”]*
- Teacher and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student

MIDDLE SCHOOL 7-8 SAMPLE ACTIVITIES:

- Parent/Learning Coach and Student logs into On-Line School
- On-line school serves up lessons for the day and scheduled activities including those activities to be supported by off line activities and the organization of science experiments to be done in concert with the on-line science curriculum
- Parent/Learning Coach reviews the days lessons and activities with the student
- Five subject areas are prepared for the day’s learning activities
- Pupil attends synchronous learning sessions present under the direction of the teacher
- Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Pupils work independently on skill and knowledge attainment assignments

- Pupils review expected outcomes for the day
- Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- Student electronically submits all required written assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]
- Teacher, Student and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student
- Parent/Guardian logs into Parent/Guardian on-line school account to review progress and request assistance if needed
- Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

SENIOR HIGH SCHOOL 9-12 SAMPLE ACTIVITIES:

- Student logs into On-Line School
- On-line school serves up lessons for the day and scheduled activities including those activities to be supported by off line activities and the organization of science experiments, readings, written assignments, and synchronous activities to be done in concert with the on-line curriculum
- Student reviews the days lessons and activities with the Parent/Learning Coach
- Pupils review expected outcomes for the day
- Five subject areas are prepared for the day's learning activities
- Pupil attends synchronous learning sessions present under the direction of the teacher
- Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- Student electronically submits all required written assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]
- Teacher, Student and Learning Coach review daily progress and modify on-line school menu as needed to maximize the learning potential of the student
- Students may participate in interest clubs, student government, and intramural sports
- Pupils participate in community support activities

- Parent/Guardian logs into Parent/Guardian on-line school account to review progress and request assistance if needed
- Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

Some students receive and execute assignments early in the morning on the same rhythm of a traditional school, but many more find their productivity is best in the afternoon or evenings. At the Charter School, students learn at the times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work on at least one subject each school day. Students may seek teacher support and answers to questions either through email, by telephone or by logging on to a Blackboard Collaborate™ session where any number of students meet in a “virtual classroom.”

Students complete and turn in assignments regularly throughout the online course, take tests and quizzes, and also submit papers, essays and fieldwork assessments. A student’s progress and grades are posted on a secure, private site so that both student and parents are always aware of their current status.

Students will work with the teacher and parent to agree upon the order in which the assignments will be worked on to ensure all coursework is completed in a semester. Some students may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding.

ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(b)(5)(B)

and

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.--California Education Code Section 47605(b)(5)(C)

The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

Additional Affirmations

- The Charter School affirms that benchmark skills and specific classroom-level skills will be developed
- The Charter School affirms that exit outcomes will align to the mission, curriculum, and assessments
- The Charter School affirms that college-bound students wishing to attend California colleges or universities have the opportunity to take courses that meet the “a-g” requirements
- The Charter School acknowledges that exit outcomes and performance goals may need to be modified over time

Outcomes Aligned to the State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • University Prep will hire and maintain a highly qualified 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which 	<ul style="list-style-type: none"> • 90% satisfaction rating on annual community survey

<p>faculty.</p> <ul style="list-style-type: none"> University Prep will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. 	<p>includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.</p> <ul style="list-style-type: none"> Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data. School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. Annual community survey. Faculty participates in shared decision-making process. 	<p>results</p> <ul style="list-style-type: none"> 85% of faculty reaches Individualized Professional Development Plan (IPDP) Goals. Less than 10% of faculty leaving University Prep after two or fewer years that are a cultural, philosophical and skills fit. Faculty does yearly assessment of materials during intersession PD time.
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> All University Prep curriculums will be aligned to CCSS. All University Prep curriculums will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> Curriculum maps for each course written prior to school opening and revisited yearly. All curriculum maps will have goals and strategies to support ELs. 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students. 	<ul style="list-style-type: none"> 75% of ELs are redesignated yearly. 90% of ELs make progress towards EL proficiency as measured by the ELPAC. School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Parents view themselves as a key component of the schools' 	<ul style="list-style-type: none"> Published list of differentiated opportunities for parental 	<ul style="list-style-type: none"> 75% of parents complete community survey.

<ul style="list-style-type: none"> and student success. Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> involvement. Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). Annual community survey. 	<ul style="list-style-type: none"> Parental attendance at community meetings is significant according to school leader. 90% of parents agreeing to focused questions on annual community survey.
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State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> All students will become proficient in English, math, science and social science. Students perform well on all external tests. Students show growth on benchmark assessments. All students show growth on external measures. 	<ul style="list-style-type: none"> Standards based and aligned curriculum. Regular benchmark assessments (minimum 3x per year) aligned to standards Extensive student support structures (remediation courses, office hours, tutoring, differentiated instruction) Rigorous graduation requirements (beyond UC A-G) Curriculum maps designed to support ELs and struggling students Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. 	<ul style="list-style-type: none"> 70% or more of all students will demonstrate at least one year of growth on the Smarter Balance. 70% of students will show growth on their internal benchmark assessments for each course. 97% or more of students will earn a passing grade of C or above in their courses. On average, 75% of students are proficient or above on Smarter Balance. 100% of students complete UC A-G requirements. 90% of ELs make progress towards EL proficiency as measured by the ELPAC. 75% of ELs are reclassified as measured by the ELPAC. 80% of students have

		passed an AP exam with a score of 3 or higher.
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> Advisory System and course to support students. Social-Emotional learning in all courses. Personalized Student Achievement Plans (PSAPs) Extensive support structures, including early intervention plans. Extensive community building via orientation and weekly Advisement meetings. 	<ul style="list-style-type: none"> 95% Average Daily Attendance. Less than 2% annual Chronic Absentee Rate. Less than 1% Middle School Dropout rate. Less than 3% High School Dropout Rate (cohort). 95% High School Graduation Rate (cohort).
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>Goal 1: Pupil suspension rates will be less than 3% annually.</p> <p>Goal 2: Pupil expulsion rates will be less than 1% annually.</p> <p>Goal 3: University Prep will annually survey students, parents, and teachers about online school safety and connectedness.</p>	<ul style="list-style-type: none"> Extensive community building via orientation and weekly Advisement meetings as well as other school events. Social-Emotional Learning in all courses. Personalized Student Achievement Plans (PSAPs). Analysis of and action plans from community surveys. 	<ul style="list-style-type: none"> Less than 3% suspensions. Less than 1% expulsions. 90% of students are satisfied with University Prep on community survey. 90% of parents are satisfied with University Prep on community survey.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students</p>		

(classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G. 	<ul style="list-style-type: none"> Rigorous graduation requirements that exceed A-G. Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.). Comprehensive college admission process and program. 	<ul style="list-style-type: none"> 95% of students graduate on time. 98% of students are accepted to a 4 year college.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> Standards based and aligned curriculum maps. Regular benchmark assessments (minimum 3x per year) aligned to standards. Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction). Rigorous graduation requirements (beyond UC A-G). Curriculum maps designed to support ELs and struggling students. Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to 	<ul style="list-style-type: none"> 70% or more of all students will demonstrate at least one year of growth on the English Smarter Balance test. 70% of students will show growth on their internal benchmark assessments for English. 75% or more of all students will be proficient or above English Smarter Balance test. An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on IReady Benchmark assessments.

	<p>support struggling students and subgroups.</p>	<ul style="list-style-type: none"> • 97% or more of all students will earn a passing grade of C or above in their English course. • 70% or more of all students will demonstrate at least one year of growth on the CST for math. • 70% of students will show growth on their internal benchmark assessments for math. • 75% of students will be proficient or above on the math Smarter Balance test. • 97% or more of students will earn a passing grade of C or above in their math course. • 70% or more of all students will demonstrate at least one year of growth on the Smarter Balance for science. • 70% of students will show growth on their initial benchmark assessments for science. • 75% of students will be proficient or above on the science Smarter Balance test. • 97% or more of students will earn a passing grade of C or above in their science course. • 70% or more of all students will demonstrate at least one year of growth for social science. • 70% of students will show growth on their initial benchmark assessments for social science. • 75% of students will be proficient or above on the social science Smarter Balance test. • 97% or more of students
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		<p>will earn a passing grade of C or above in their social science course.</p> <ul style="list-style-type: none"> • 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) that are basic, proficient or advanced on their Smarter Balance test. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to ELD standards and have supports for ELs and struggling students.
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The Charter School shall pursue the following measurable student outcomes:

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall make progress as measured by the California Dashboard ranking and as defined by the ESSA	California School Dashboard
The Charter School shall meet or exceed a 93% rate attendance rate.	Period two (2) attendance count.
The Charter School shall meet or exceed its growth LCAP target school-wide and within reportable subgroups on an annual basis	LCAP reporting
The Charter School shall receive an average score of 8.0 on a scale of 1-10 on annual Parent satisfaction surveys	Annual Parent satisfaction surveys
The Charter School students shall increase Scaled Scores by at least 1.25 years from fall to spring using IReady Benchmark assessments, which is a nationally normed <i>and</i> criterion referenced assessment.	Pre and Post testing scores

Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these outcomes into shorter term benchmarks.

The Charter School will participate in all state required assessments for applicable grade levels in assessing core subjects.

In addition, the use of computer adaptive assessments has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire grades and the whole school. Thus, the most frequent assessment will be the weekly reports of student performance generated by the online program.

Other assessments will include:

- Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies: specifically designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
- Authentic assessments using portfolios—print and video: These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
- Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc.
- Documentary assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

Use And Reporting Of Data

Report of Individual Student Progress

The online medium enables close tracking of student progress on an ongoing basis. Teachers, parents and students will be able to clearly track grades and performance against goals daily.

The following formal reports of student progress will also be provided to parents as indicated:

Parent Conferences – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
Report Cards – distributed at the parent conference (only mailed home on exception basis)	4 times per year
Personalized Learning Plans – either mailed home, given to parent or guardian when child is picked up, or sent home via back pack	4 times per year
Grade Updates – although not specific to the achievement of an individual child, provides parents and guardians with curriculum updates	2 times per year

Use of Achievement Data to Improve Upon Charter School Programs

The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

As outlined above, the Charter School will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

The Charter School evaluates results analyses, from both longitudinal school-wide performance and comparisons with similar schools tested, into its plan for school-wide shifts in curriculum and instruction on a yearly basis. This will set the tone for teacher training.

Parent feedback will be gathered annually through an independent survey.

School Accountability

The Charter School will be responsible for the publication of an annual School Accountability Report Card (“SARC”).

Pursuant to Education Code Section 47604.3, the Charter School will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The Charter School will automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School recognizes the right of the District to conduct random inspections of the Charter School pursuant to Education Code Section 47607.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

Online of Southern California, a California Nonprofit Public Benefit Corporation will operate the Charter School.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School is governed by a corporate Board of Directors who shall be selected, and serve, and governs the Charter School in accordance with its adopted corporate bylaws, which shall be maintained, to align with the terms of this charter and applicable law.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors. Neither employees of nor contractors to the Charter School will serve on the board.

At least once quarterly, the Board of Directors will meet within a 30-mile radius of the District Office.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a MOU or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School;

- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Reviewing and approving the selection of the Head of School, as necessary;
- Reviewing and approving the evaluation of the Head of School;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School's independent fiscal audit;
- Participation in the Charter School's performance report to the District;
- Participation as necessary in student expulsion matters; and
- Increasing public awareness of the Charter School
- Fundraising efforts

The Charter School will update the District of changes to the Charter School Board of Directors.

The Charter School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

The Board of Directors will meet at least monthly (except for summer months) to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts restrictions that may be adopted in the future as applicable to the Charter School.

The Board of Directors meetings will be headed by a Board President, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties with the exception of dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over \$25,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

Charter School Head of School

The Head of School will be the leader of the Charter School. The Head of School will ensure that the curriculum is implemented in order to maximize student-learning experiences. She/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Head of School will be responsible for administering the Charter School in all of the aspects of its day to day operations, working with the Charter School Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law. The Head of School's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Charter School
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Charter School; make recommendations to the Board of Directors regarding the hiring of all Charter school employees;
- Provide performance evaluations of all Charter School employees at least once annually;
- Prepare proposals of policies for adoption by the Board of Directors;

- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters;
- Communicate with the Charter School's legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;
- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all Charter School Board meetings and attend as necessary District Board meetings;
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities;

- Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large;
- Graduations; and
- Facilitate recruitment, information, and back to school events.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Parent Participation in Governance

The Board of the Charter School shares common goals towards the involvement of parents in their students' education. As stated earlier, research has clearly demonstrated that increased parental involvement in a child's education directly impacts student achievement rates. At the Charter School we are interested in increasing opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage parent participation in all facets of the Charter School's operation.

The very nature of the online program allows for parental involvement on a daily basis through access to the Learning Management System and all teacher/student communications. Parents are encouraged to support students in their academic pursuits and to participate in synchronous online events with students and staff.

We offer training in the areas of school curriculum and technology for parents to be able to work with their children to keep them at a level where they meet and exceed the established goals of their personalized student achievement plan.

Parents will receive regular email communications with detailed information about upcoming subjects, events, and areas to focus on assisting their children.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background checked and receive background clearance and tuberculosis clearance prior to commencing employment with the Charter School.

Following are descriptions of the key positions for the Charter School.

Please Note: *These descriptions are intended to indicate the kinds of tasks and levels of work difficulty that will be required of these positions. They are not intended to limit, or in any way to modify the right of any supervisor to assign, direct or reassign duties and responsibilities of this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.*

<i>Position:</i> <i>Head of School</i>	<i>Last Revision:</i> <i>4/7/2017</i>
<i>Employment Type:</i> <i>Administration/At-Will/Exempt</i>	<i>Reports to:</i> <i>Board of Directors</i>
<i>Accountable To:</i> <i>Board of Directors</i>	
<i>Supervisory Responsibilities:</i> <i>Responsible for the supervision and training of all school staff. Responsible for performing all supervisory responsibilities in accordance with applicable laws and the school's charter and outlined policies and procedures.</i>	

Position Summary: To serve as the leader of the Charter School. Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Primary Tasks⁵:

1. Create a school culture that focuses on student and adult learning.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
4. Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.

⁵ NAESP in partnership with Collaborative Communications Group, Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do
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5. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Articulate a clear vision of the goals, objectives and commitment of the charter school to all stakeholders. Communicate effectively with parents, students, faculty, the board, state authorizer, and the community. Communicate board actions to faculty, staff, students, and parents.
2. Recruit, interview and select qualified teachers and other staff. Insure that all new hire documentation is submitted to the appropriate parties in a timely manner.
3. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation.
4. Share responsibility for the development and implementation of the Charter School's strategic plan to insure that educational goals, assessment standards and benchmarks are met according to the charter agreement.
5. Insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
6. Set job performance standards, and evaluate faculty and staff.
7. Institute a mentoring program for teachers within the Charter School.
8. Oversee and insure meaningful parental involvement in the Charter School and their child's learning.
9. Generate public support for the Charter School's program and education in general as the public information officer of the Charter School and supervisor of the overall public relations program.
10. Oversee the development and implementation of marketing plans to attract students to the charter school.
11. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
12. Write proposals for grants and/or oversee grant writing.
13. Supervise and insure the accuracy and completion of the Annual Report and annual school calendar and submit them to the board in a timely manner. File all required reports with local, state and federal education agencies, Board of Directors and authorizer.

14. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
15. Communicate policy recommendations for the Board's consideration and action.
16. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
17. Direct and serve as a model to insure the safety, security and attractiveness of the Charter School building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
18. Develop, with the Charter School leadership team, the Emergency Response Plan and insure its effective implementation by all staff and students.
19. Provide effective staff and professional development programs that are tied to student learning and match school goals to model continuous professional growth and improved student and teacher performance.
20. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and to plan instruction.
21. Use technology effectively for administrative, instructional and communications functions.
22. Attend local, state, and national events as much as possible and participate in local and state principals' associations and the California Charter Schools Association.
23. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
24. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards:(Marginal)

1. Perform various assigned responsibilities, as allowed by state and federal law; of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Master's Degree in education, management or related field. A minimum of three years demonstrated work experience as a HoS/principal, assistant HoS/assistant principal or related professional field.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Work on multiple projects and adhere to deadlines.
- Respond to requests by the board, authorizer and parents in a positive and timely manner.
- Make sound decisions within the parameters of authority.

- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position: *Principal* **Date of Last Revision:** *4/7/2017*

Employment Type: *Professional/Exempt/At-Will* **Reports To:** *Head of School*

Accountable To: *Board of Directors*

Supervisory Responsibilities: *Teachers*

Position Summary: To serve as the Instructional Specialist for all areas of the curriculum and facilitator for all academic programs for the Charter School. Monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement. Provide teachers with an exemplary ongoing professional development program that contributes to their development as knowledgeable, informed, responsible and accountable educators and as leaders.. Ensure that students receive a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Provide leadership and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
4. Offer continuous and targeted professional development that directly supports the Charter School curriculum and instruction that ensures continuous student achievement of the Charter School's academic standards.

5. Model effective instructional practices, including delivery of instruction using effective teaching strategies, and provide effective feedback, professional development and coaching for teachers in mastering these practices.
6. Provide support through modeling, team teaching or observing each teacher at least twice per month.
7. Exhibit leadership and support for a school philosophy that values continuous learning for adults tied into student learning and other school goals.
8. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
9. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

Curriculum and Instruction

1. Accept responsibility for the successful implementation of the Charter School's academic programs and for the achievement of students.
2. Provide leadership in curriculum mapping and lesson planning, in alignment with state standards and grade level expectations.
3. Monitor curriculum implementation and effective instruction, providing feedback, coaching, and training in targeted areas of need.
4. Lead grade level and/or content area meetings on topics of curriculum, instruction, and assessment; and provide leadership in curriculum and instruction during staff meetings, and on an individual basis.
5. Monitor the use of student achievement data from multiple sources (including standardized tests, ILS data, curriculum-based assessments, other assessments and other data) to inform instruction.
6. Provide support for intervention programs based on Personalized Student Achievement Plans and monitor program effectiveness based on data.
7. Guide teachers in the effective use of instructional and support materials for full implementation of all areas of the curriculum.
8. Guide teachers in adapting materials and methods across the curriculum to the learning styles and instructional levels of individual students, using multiple appropriate differentiation strategies, including but not limited to instructional grouping.

Professional Development

1. Guide teachers' learning process towards achievement of curriculum and instruction goals to maximize student achievement.
2. Guide teachers' learning process towards the creation and updating of Personalized Student Achievement Plans and their use to maximize student achievement.

3. Guide teachers' learning process in the use of student achievement data from multiple sources (including standardized tests, ILS data, curriculum-based assessments, other assessments and other data) to inform instruction.
4. Lead teachers in effective planning, curriculum mapping and organization for instruction, in alignment with state standards.
5. Motivate teachers to achieve their highest level of ability and potential through activities, assignments, relationships, participation and feedback; hold high expectations and demonstrate sensitivity to different learning styles.
6. Demonstrate exceptional educational techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
7. Use University Prep's Leadership Tool Kit observation tools effectively to monitor effective instruction and provide feedback, support, and coaching for improvement of instruction.
8. Monitor individual progress toward the achievement of goals via the Individualized Professional Development Plan (IPDP) and provide professional development and support/coaching/mentoring as appropriate.

Leadership

1. Model creative instructional methods and procedures that adapt effectively to unusual situations.
2. Organize resources effectively to support learning activities online, in the classroom, the Charter School, and the community.
3. Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
4. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
5. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.
6. Provide a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.

7. Participate in the development of policies and regulations that affect instruction and conditions for success.
8. Provide leadership and expertise as a member of the School Improvement Team or similar, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the Charter School improvement process.
9. Identify and participate in professional development opportunities.
10. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
11. Share responsibility for professional, cooperative staff relations and for other activities important to operation of school.
12. Conduct ones self according to professional, ethical principles. Continually strive to improve methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
13. Share responsibility for marketing the Charter School in the community.
14. Display pride in being a member of the Charter School Leadership Team.
15. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards: (Marginal)

1. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Bachelor’s Degree in Social Sciences or Humanities, Masters Degree in Curriculum and Instruction or comparable educational attainment; valid teacher certificate (as appropriate, per state requirements) , meeting federal guidelines for highly qualified teacher in at least one content area; demonstrated competence with a minimum of 4 years of classroom teaching experience as a Reading and Language Arts teacher, Social Science and Humanities teacher, and/or media resource specialist and teacher trainer; demonstrated experience as a leader in Curriculum and Instruction or related field. Experience with oral history or the performing arts preferred. Must demonstrate competency in all areas of content responsibility and be computer literate.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Demonstrate superior facilitation and expert presentation skills
- Exhibit a high caliber of expertise in core subject areas.

- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Research effectively, including Internet research proficiency, working knowledge of MS Word and educational software.
- Map and implement curriculum, in alignment with Common Core State Standards and grade level expectations.
- Analyze achievement data, communicate results, and develop plans for improvement based on the data.
- Demonstrate knowledge and understanding of adult learning theories and the practice of coaching teachers in the area of instruction.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Work collaboratively with members of the Charter School leadership team, teachers, and others to support the University Prep Academy Model.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

<i>Position: Teacher</i>	<i>Date of Last Revision: 4/7/2017</i>
<i>Employment Type: Professional/Exempt/At-Will</i>	<i>Reports To: Principal</i>
<i>Accountable To: The Board of Directors</i>	
<i>Supervisory Responsibilities: Students, Volunteers, and Assigned Staff.</i>	

Position Summary: To serve as a teacher for the Charter School. To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer content and instruction that ensures student achievement of school's academic standards.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Accept responsibility for the achievement of students.
2. Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required; tracking and submitting grades accurately and on time.
4. Motivate students to achieve at their highest level of ability and potential through activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures and adapt effectively to unusual situations.
6. Use resources effectively to support learning activities.
7. Demonstrate exceptional techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
8. Work cooperatively with parents and generate parents' confidence in the teacher.
9. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
10. Promote good citizenship through actions as role model.
11. Provide an atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
12. Participate in the development of policies and regulations that affect instruction and conditions for success.

13. Use technology effectively for instruction, record keeping and other administrative tasks, and communications
14. Share responsibility for professional, cooperative staff relations and for other activities important to operation of school. Serve, when asked, as a teacher mentor.
15. Adhere to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
16. Share responsibility for marketing the Charter School in the community.
17. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.
18. Display pride in being a teacher and a member of the charter school team by displaying positive behavior and fully participating in the school culture. Attend faculty meetings and participate on committees.
19. Identify and participate in professional development opportunities.
20. Conduct and document parent conferences.
21. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Bachelor Degree in Education or related discipline (i.e., social science, humanities). Must have appropriate credentials and be highly qualified as designated by the State Department of Education. Must demonstrate competency in all areas of content responsibility and be computer literate.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in subject matter.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position: School Counselor

Date of Last Revision: 4/7/2017

Employment Type: Professional/Exempt/At Will

Reports To: Principal

Accountable to: The Board of Directors

Supervisory Responsibilities:

Position Summary: To provide the Charter School community, parents, student and teachers with an exemplary, ongoing professional student-counseling program. To provide services which contribute and respond to the individual needs of students and their parents by: arranging for initial assessments; participating on IEP team as appropriate; conducting or overseeing evaluations; developing and refining the behavior management system; monitoring interventions; serve as liaison with school staff and outside resources; and maintaining consistency and continuity in the Charter School's response procedures.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer resources, professional expertise and coaching that supports student achievement of school's academic standards.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to the improvement of the behavior management program.
7. Offer opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Accept responsibility for the successful implementation of the Charter School's program and for the achievement of students.

2. Develop or refine the behavior management system
3. Assume responsibility for coordinating, monitoring and reporting student interventions.
4. Serve as resource specialist for teachers and parents regarding any counseling needs.
5. Work with students, parents and staff in a compassionate and productive manner.
6. Assist teachers in effective planning, organization and implementation of strategies for optimum behavior management.
7. Serve as liaison to school staff and outside resources; maintain consistency and continuity in the Charter School's response procedures.
8. Plan for initial student assessment and participate on the IEP team as appropriate.
9. Conduct or oversee student evaluations.
10. Utilize excellent research and communication skills, including Internet research, MS Word and educational software to support the behavior program.
11. Guide the teacher learning process toward working with student behavior and time management in order to better implement the personal learning plans of students.
12. Identify and develop creative intervention methods and procedures to adapt effectively to unusual situations.
13. Organize resources effectively to support student learning online, in the classroom, the Charter School, and the community.
14. Demonstrate exceptional counseling techniques including documentation and student tracking.
15. Work cooperatively with parents and generate parents' confidence in the teacher and the Charter School community at large.
16. Demonstrate genuine concern for students and teachers in a climate characterized by high personal and student expectations.
17. Promote good citizenship through actions as a positive role model.
18. Provide a school culture based on the principles of firm, fair, and consistent practices, respect for individual students, and development of responsible citizenship.
19. Participate in the development of policies and regulations that affect student development and conditions for success.
20. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
21. Conduct one-self according to professional, ethical principles.
22. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.

23. Display pride in being a member of the Charter School Leadership Team.
24. Be familiar with and support school administration in the effective implementation of the Charter School's Emergency Response Plan.
25. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Graduate degree in Counseling, Social Work or related field, valid state certification and demonstrated competence as a school based social services counselor. Must demonstrate mastery of all areas of counseling responsibility and be computer literate. Must demonstrate a strong understanding of local, regional, State and Federal resources that support families, students and school institutions.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in counseling and student and family support.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position: School Secretary

Date of Last Revision: 4/7/2017

Employment Type: Administrative/Non-Exempt/At-Will Reports To: Principal

Accountable To: Board of Directors

Position Summary: To provide secretarial support to the Principal, Leadership Team and other school staff. To provide excellent maintenance of student, vendor, and correspondence files while complying with all corporate, local, state and federal guidelines and procedures.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the front office support staff.
4. Support the Principal by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Provide continuous support to the Principal and all administrative personnel. Keep the Principal informed of all necessary information including: customer and staff complaints and incidents; planned and unplanned time off.
2. Answer and direct all incoming calls and coordinate the reception of all visitors to the Charter School building.
3. Collect information, prepare reports and correspondence as required by supervisor.
4. Sort and distribute mail.
5. Copy and distribute materials as required by the supervisor.
6. Adhere to the policies and procedures related to the maintenance of all office records and student files.
7. Track documentation, as required, for student files, parent contact, visitors, incident and accident reporting, employee tardiness and absences.
8. Maintain good parent relations and communication through a positive manner and professional image.

9. Utilize all features of computer programs necessary for completing the Charter School reporting procedures.
10. Work effectively with parents and staff and generate parent's confidence in the Charter School and Principal.
11. Demonstrate genuine concern for the students and the staff by maintaining high personal standards and strong work ethic. Be consistent and reliable in arrival and attendance as an essential function to assure the proper operation of the Charter School.
12. Promote good citizenship through actions as a role model.
13. Accept responsibilities as delegated by the Principal and/or other supervisory authority.
14. Use technology with efficiency for record keeping, administrative tasks, and communications.
15. Share responsibility for professional, cooperative staff relations and for activities important to the operation of the Charter School.
16. Conduct one-self according to professional, ethical principles. Continuously strive to improve office methods, clerical techniques, and interpersonal relationships.
17. Accept responsibility for marketing the Charter School in the community.
18. Display personal qualities that reflect favorably upon the individual, the group and the Charter School.
19. Display pride in being a member of the Charter School team and Administrative Staff.
20. Be familiar with and support school administration in the effective implementation of the Charter School's Emergency Response Plan.
21. Adhere to all procedures and policies as outlined in the Employee Manual

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Associates Degree in Secretarial Sciences, Business or related field is required. Three years experience in a secretarial and/or reception position in a high volume office setting is required. High School Diploma and two additional years experience may be substituted for the Associates Degree requirement. Experience in school office operations is preferred.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Consistently organize incoming and outgoing tasks and communications.
- Consistently utilize all features of the computer programs necessary for completing school reporting procedures. Use Word, Excel, and Outlook programs in a proficient manner. Learn and implement new computer programs as needed.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Display a professional appearance.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, visitors, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(I), and shall meet applicable “highly qualified” requirements required by the Every Student Succeeds Act through prior experience and extensive professional development.

Student to teacher ratio will be in accordance with Education Code Section 51745.6. The Charter School will maintain auditable files of teacher credentials on-site in compliance with applicable law.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, college employment fairs, among other generally acceptable strategies.

The Charter School will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and regional newspapers forums and national periodicals. We will also host local job fairs and attend area college/university job fairs.

Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additional qualifications for staff positions are available upon request. Additionally, thorough background screenings will be performed on all staff at the Charter School.

Professional Development

. The Charter School is committed to providing continuous opportunities to better teaching and leadership at the Charter School.

Teachers will engage in pedagogy trainings as well opportunities in subject matter, licensure, or continued education experiences in their fields. Our approach is two-fold. Teachers and leaders will work on their own development in their fields of expertise as well as receiving cross-curricular training to understand curriculum implementations. This is crucial for we believe that for teachers and leaders to be effective, they must maintain high standing in their own respect and take ownership of their careers. This leads to the second cadre of our approach – a focus on curricular, instructional, and instructional-climate strategies to improve student success. Teachers and leaders must be armed with the confidence, knowledge, tools, and experience to maximize effectiveness. We therefore pair student performance data, parent satisfaction data and climate findings with instructional strategies that reinforce progress and success or meet the need to change what's ineffective.

Teacher Training and Support: A Rand (Critical Technologies Institute, March 1995) study found that new teaching strategies can require as much as 50 hours of instruction, practice, and coaching before teachers can effectively use them. University Prep provides teachers with ongoing training and devote at least 20 days the first year and 15 days each additional year towards professional development. Teachers new to University Prep receive and participate in two weeks of pre-service training. This training gives teachers a solid set of tools, strategies and resources to help them implement the curricula successfully—and bring success to students. Week 1 of pre-service training is presented by University Prep staff in a style that models the effective teaching strategies teachers are to use in their real and/or virtual classrooms. Not only do participants learn about effective teaching strategies, they experience them. During each day of the five-day training, teachers explore, practice, and apply pedagogical philosophies, and strategies in community building, classroom and/or online educational management, informal and formal assessment, and effective teaching.

During Week 2 of pre-service training, new teachers are joined by returning teachers. During this week, teachers apply their new knowledge--gained during Week 1--even more specifically. Teachers work together to become familiar with their curricula, identify and apply effective

teaching strategies, and connect with standards. Teachers then write lesson plans to reflect these goals. They also practice implementing lessons for their peers and supervisors—gaining valuable feedback to ensure that their first days in the classroom are confident and successful.

During training, teachers also receive brief checklists outlining the essential elements that should be evident as they teach language arts, math, science, and social studies. They understand that these checklists can and will be used by their Program Facilitator and Principal for informal review of their teaching practices in action. These checklists serve as excellent tools for discussion, feedback and tracking of teacher growth. Teachers are encouraged to keep their checklists in a prominent or easily accessible place so that they have an on-going reminder of key aspects of an effective learning environment.

Teachers receive on-going support from their program facilitators during weekly grade group meetings and an additional 5 in-service days throughout the year. During these meetings program facilitators address teachers concerns and provide additional information, resources, and strategies to ensure that teachers continue to create educational experiences that foster student achievement. A University Prep newsletter is also sent out to educational staff on a regular basis, providing them with updates, hints, reminders, and other information that will support them in meeting the needs of their students.

In-service education at the Charter School will be tailored to the student population and to instructional strategies. Several strategies will support ongoing teacher training. One or more in-house curriculum specialists provide regular teacher training and curriculum support. These program facilitators provide ongoing professional development, pedagogical training and teaching support. Workshops provided for teaching staff will include, but are not limited to, reclaiming youth at risk, resiliency training, and the application of technology in instructional settings, Common Core State Standards, assessment, and the development of instructional learning work plans.

To reward excellence in teaching and mentoring, University Prep has a professional track including a variety of seminars and conferences teachers may attend based on their individual professional development plan. The Charter School will allocate resources to professional development opportunities as part of our efforts to attract and maintain highly qualified staff. University Prep will also work with the Charter School to implement strategies to ensure that we do not lose our most valuable resource—trained, committed teachers—to the competition, be it charter, district, or private. New charter schools tend to attract risk takers who are excited by the possibility of starting from scratch and creating a new school of choice in communities that have had few or no educational options. Such staff members energize the Charter School and contribute to the vitality and flexibility that will undoubtedly become a defining tenet of the Charter School's school culture.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts to implement the above policies. The Charter School will maintain a copy of facilities inspections on file. Safety and disaster plans appropriate to the facilities will be developed.

The following is a summary of the health and safety policies of the Charter School:

- **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. 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 Head of School of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. 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.

- **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**

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

- **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

- **Medication in School**

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

- **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

- **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

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

- **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

- **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

- **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire

alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

The Charter School will implement a student recruiting strategy that will ensure that the student population at the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. The Charter School will monitor the racial and ethnic balance among its students on an annual basis and implement remedial measures if the Charter School's student population is not reflective of the general student population of the District. The Charter School will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies include the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.

Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the district.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. —California Education Code Section 47605(b)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable legally required minimum and maximum age requirements.

Upon admission to the Charter School, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Execution of a master agreement as required by independent study law.

All students who wish to attend the Charter School shall be admitted, subject only to capacity. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2) and Education Code Section 51747.3.

If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing students of the Charter School, shall be determined by a public random drawing. In the case of a public random drawing, the following will be given preference for admission to the Charter School:

1. Existing students enrolled in the Charter School
2. Siblings of existing students enrolled in the Charter School
3. Children of Charter School employees
4. Students who reside in the District
5. Students who reside in San Diego County
6. All other applicants

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is

provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year should it be necessary.

ELEMENT 9: INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I)

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

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Head of School, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School 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 this Policy and Procedures are available on request at the Principal'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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.

- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, 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 certificated school employee, with the Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, 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 certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. 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 Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal'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 Principal or designee upon either of the following: 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.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by

the Charter School 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 Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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 Principal 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 (complying with all pupil confidentiality rules under FERPA) 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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 days 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours 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 entity 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 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.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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 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 made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Head of School or designee, following a decision of the 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: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School 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 Charter School for readmission.

N. 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 Board following a meeting with the Head of School or designee 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 Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at

the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the

Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —California Education Code Section 47605(b)(5)(K)

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

All Charter School employees will participate in the Social Security system and full time employees will have access to University Prep's 401(k) program.

The Principal shall coordinate and ensure appropriate arrangements are made for coverage in applicable retirement programs.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter 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 the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a 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.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school—California Education Code Section 47605(b)(5)(M)

No person shall be required to work at the Charter School. Persons employed at the Charter School are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The Charter School shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of the Charter School or the District's oversight obligations, or a dispute otherwise arises between the District and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the University Prep's Principal. If the dispute is not resolved at this meeting, the parties will proceed to step 3.
3. The District shall send written notification to the Charter School setting forth the violation or issue and demanding that it be cured. The Charter School shall have a reasonable amount of time not to exceed thirty(30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are required of the parties), shall constitute the reasonable cure period required by Education Code Section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.
4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.—California Education Code Section 47605(b)(5)(O)

University Prep shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act (“EERA”). University Prep will comply with the EERA.

ELEMENT 16: CLOSURE PROCEDURES

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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, the Charter School 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. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

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

MISCELLANEOUS PROVISIONS

Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. – California Education Code Section 47605(g)

Financial Reporting

The Charter School shall provide reports to District in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and based on District Insurer recommendations. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

Administrative Services

Governing Law: the manner in which administrative services of the school are to be provided. – California Education Code Section 47605(g).

The board reserves the right to contract with outside services suppliers to assist in the day-to-day management of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. – California Education Code Section 47605(g)

University Prep will maintain an office space within district boundaries located at **4612 Dehesa Road, El Cajon, CA 92019**. An additional administrative office will be located at **4684 Ontario Mills Parkways, Suite 100, Ontario, CA 91764**.

LIABILITY IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. – California Education Code Section 47605(g)

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

A California non-profit public benefit corporation shall operate the Charter School. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, the Articles of Incorporation, bylaws and Conflict of Interest Code are attached as Appendix. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

As stated above, insurance amounts will be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter term from July 1, 2018 through June 30, 2023.

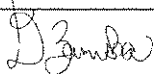
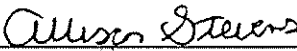
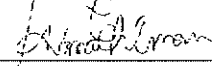



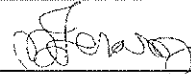

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Charter Petition Signatures Teachers

I, Justin Schmitt as petitioner, certify that under California Education Code Section 47605(a) the undersigned represent fifty percent (50%) or greater of the number of teachers meaningfully interested in teaching at the charter school.

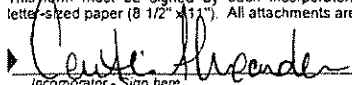
The undersigned understand that signing the charter petition declares their intention to actively participate in the formation of the school, they are meaningfully interested in teaching at the charter school and that they have been informed of the contents of the charter petition.

Signature	Printed Name	Type of Credential
	D Zamiska	Multiple Subject Professional Clear/ Reading Specialist
	A. Stevens	Multiple Subject Professional Clear
	A. Eshleman	Multiple Subject Professional Clear
	D. Hughes	Multiple Subject Professional Clear
	L. Fischer	Multiple Subject Professional Clear
	S. Giese	Multiple Subject Professional Clear
	M. Teramura	Multiple Subject Professional Clear
	A. Keegan	Single Subject Clear

University Prep Academy
Five Year Budget Projection

	FY19	FY20	FY21	FY22	FY23
Enrollment	250	315	372	416	602
Fund Balance, Beginning	0	103,524	258,111	445,164	659,308
REVENUES					
LCFF	2,129,004	2,950,518	3,578,826	4,106,993	6,224,313
EPA	45,000	56,700	66,960	74,880	108,360
Special Education		178,605	210,924	235,872	341,334
Lottery		53,582	63,277	70,762	102,400
Mandated Cost		6,914	8,063	8,518	14,141
Total Revenues	2,174,004	3,246,319	3,928,050	4,497,025	6,790,548
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	789,250	1,040,119	1,303,037	1,517,743	2,489,098
Specialty Teachers/Counselors	51,763	106,114	108,765	111,486	171,410
Student support/Classified	43,563	44,652	137,305	140,735	144,253
Retirement	84,101	114,623	141,180	162,923	266,051
Payroll Taxes	28,796	37,900	54,212	60,940	91,684
Health Insurance	116,095	176,308	231,525	275,250	451,582
Workers Compensation	22,114	29,772	38,728	44,249	70,119
Professional Development	10,000	46,000	59,800	65,780	85,514
Special Education	67,500	178,605	210,924	235,872	341,334
Travel	65,000	91,000	109,200	120,120	168,168
Textbooks & Instructional Supplies	375,000	487,500	536,250	589,875	778,635
Student Activities/Field Trips	10,000	14,000	16,800	18,480	24,024
Student Assessment	5,000	7,500	9,000	10,800	14,040
Software	50,000	65,000	71,500	78,650	110,110
IT Services	5,000	6,500	7,800	8,970	11,661
Contracted Services-Educational Consultants	65,220	195,469	194,226	194,226	336,006
Total Instruction	1,788,403	2,641,062	3,230,251	3,636,099	5,553,689
SCHOOL ADMINISTRATION					
Principal/Director	41,000	84,050	86,151	88,305	181,025
Admin Support	0	36,772	37,691	77,267	79,199
Retirement	4,100	8,405	8,615	8,831	18,103
Payroll Taxes	1,210	5,844	5,990	9,675	12,587
Workers Compensation	1,025	3,021	3,096	4,139	6,506
Health Insurance	7,490	8,014	17,150	27,525	39,268
Legal Fees	5,000	7,500	9,000	10,800	14,040
Contracted Services - Audit	7,000	10,500	12,600	15,120	18,144
Business Services	65,220	96,284	116,536	133,451	201,603
Insurance-General	7,000	9,100	10,010	11,011	15,415
Disrict Fees-Oversight	43,480	60,144	72,916	83,637	126,653
Student Information System	7,000	10,000	12,000	14,400	18,720
Communications	31,000	44,000	51,775	56,953	72,711
Adminstration Other	61,553	67,036	67,216	105,668	109,526
Total School Administration	282,078	450,670	510,746	646,782	913,499
Total Expenditures	2,070,480	3,091,732	3,740,998	4,282,880	6,467,188
Excess Revenues over Expenditures	103,524	154,587	187,052	214,145	323,360
FUND ENDING BALANCE	103,524	258,111	445,164	659,308	982,668
Required 5% Reserve	103,524	154,587	187,050	214,144	323,359
Reserve Met	no	yes	yes	yes	yes

3966287

ARTS-PB-501(c)(3)	Articles of Incorporation of a Nonprofit Public Benefit Corporation
<p>To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:</p> <ul style="list-style-type: none"> - A \$30 filing fee. - A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document. <p>Important! California nonprofit corporations are not automatically exempt from paying California franchise tax or income tax each year. A separate application is required in order to obtain tax exempt status. For more information, go to https://www.ftb.ca.gov/businesses/exempt_organizations or call the California Franchise Tax Board at (916) 845-4171.</p> <p>Note. Before submitting this form, you should consult with a private attorney for advice about your specific business needs.</p>	
<p>FILED Secretary of State State of California DEC - 5 2016</p>	
<p>For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm</p>	
<p>Corporate Name (List the proposed corporate name. Go to www.sos.ca.gov/business/be/name-availability.htm for general corporate name requirements and restrictions.)</p> <p>① The name of the corporation is <u>ONLINE OF SOUTHERN CALIFORNIA</u></p>	
<p>Corporate Purpose (Item 2a Check one or both boxes. Item 2b The specific purpose of the corporation must be listed if you are organizing for "public" purposes or if you intend to apply for tax-exempt status in California.)</p> <p>② a. This corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for <input checked="" type="checkbox"/> public purposes. <input checked="" type="checkbox"/> charitable purposes.</p> <p>b. The specific purpose of this corporation is to <u>manage, operate and promote California charter school</u></p>	
<p>Service of Process (List a California resident or an active 1505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation as the address for service of process is already on file.)</p> <p>③ a. <u>Jason Schrock</u> <small>Agent's Name</small></p> <p>b. <u>3300 Macarthur Blvd, Suite 330</u> <u>Irvine</u> <u>CA 92660</u> <small>Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box</small> <small>City (no abbreviations)</small> <small>State Zip</small></p>	
<p>Corporate Addresses</p> <p>④ a. <u>3300 Macarthur Blvd, Suite 330</u> <u>Irvine, CA 92660</u> <small>Initial Street Address of Corporation - Do not list a P.O. Box</small> <small>City (no abbreviations)</small> <small>State Zip</small></p> <p>b. _____ <small>Initial Mailing Address of Corporation, if different from 4a</small> <small>City (no abbreviations)</small> <small>State Zip</small></p>	
<p>Additional Statements (The following statements are required to obtain tax exemption from the Internal Revenue Service or the California Franchise Tax Board under Internal Revenue Code section 501(c)(3). Note: Corporations seeking other types of tax exemptions should not use this form.)</p> <p>⑤ a. This corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof within the meaning of Internal Revenue Code section 501(c)(3)</p> <p>b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.</p> <p>c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.</p> <p>d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).</p>	
<p>This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.</p> <p>  Caitlin Alexander <small>Incorporator - Sign here</small> <small>Print your name here</small> </p>	
<p>Make check/money order payable to, Secretary of State Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.</p>	<p>By Mail Secretary of State Business Entities, P.O. Box 944260 Sacramento, CA 94244-2600</p>
	<p>Drop-Off Secretary of State 1500 11th Street, 3rd Floor Sacramento, CA 95814</p>

Corporations Code §§ 5130-5132 et seq., Revenue and Taxation Code §§ 23151 et seq and 23701 et seq
 ARTS-PB-501(c)(3) (REV 06/2013) 2013 California Secretary of State
www.sos.ca.gov/business/be

University Prep | 2018-2019 CALENDAR

<p>4 Independence Day</p>	<p>JULY 2018</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	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					<p>JANUARY 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			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			<p>21 MLK Day 1 New Year's Day</p> <p>18 School Days</p>														
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11 Veterans Day
 22 Thanksgiving Day
 23-24 Thanksgiving Break

NOVEMBER 2018						
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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	

19 School Days

24 Christmas Eve
 25 Christmas Day
 24-31 Winter Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						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
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15 School Days

27 Memorial's Day

MAY 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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22 School Days

JUNE 2019						
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30						



JACK O'CONNELL
State Superintendent
Public Instruction
PHONE: 916-227-1877

December 2004

Dear Charter School Administrators and Authorizers:

Charter school officials have asked what the required attendance accounting audit trail is for their schools' nonclassroom-based independent study average daily attendance (ADA).

Education Code 51742.5 sets forth specific requirements with which charter schools must comply as conditions of apportionment. Among other things, *Education Code 51742.5* requires that charter schools that provide nonclassroom-based independent study must comply with the provisions of Article 5.5 (commencing with *Education Code 51742*) of Chapter 5 of Part 28 of the *Education Code* and implementing regulations adopted thereunder.

Within the referenced Article 5.5, *Education Code 51742.5* specifically limits the amount of apportionment credit that may be claimed for nonclassroom-based independent study to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher. Pursuant to *Education Code 51742.5* and *Education Code 51742.5* thereby clearly requires that charter school nonclassroom-based independent study teachers, as one condition of apportionment, assess and record the time value of their students' work.

In traditional schools, teachers assess the time value of nonclassroom-based independent study work to determine the completion of at least the "minimum day" defined in law for the grade level of the student and thereby record a "day of attendance." Those minimum day definitions do not apply to charter schools, however. Charter nonclassroom-based independent study school teachers, therefore, have no *statutory* standards on which they must base their time value calculations. The absence of a statutory minimum day standard for charter schools also means that *Education Code 51742.5* alone cannot reasonably provide a complete basis for determining apportionment credit for nonclassroom-based independent study. *Education Code 51742.5* acts as a nonclassroom-based independent study-only requirement *beyond* the fundamental charter school ADA provisions in Title 5, which can be found by searching the *California Code of Regulations (CCR)*.

CCR Section 11960, which can be found by searching the *California Code of Regulations (CCR)* defines "attendance," for use in calculating charter school ADA, as occurring when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools" - with the proviso that "no charter school pupil may generate more than one day of attendance in a calendar day." To those provisions, then, *Education Code 51742.5* in effect adds the requirement that the amount of work done by the student on

a day of nonclassroom-based independent study attendance must have a time value, judged as required, of at least one day.

To put the matter another way, the minimum *amount* of work necessary to constitute a charter school day of nonclassroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it *must* be done *on* the scheduled school day for which it is claimed as attendance for ADA purposes. Any amount of work done beyond the minimum on that day generates no further ADA credit. The central elements of the audit trail for charter school nonclassroom-based independent study ADA, then, are (1) the calendar showing which days are school days and (2) contemporaneous records for each student identifying clearly each school day in that calendar on which the student "engaged in [required] educational activities" to an extent sufficient to constitute at least one day of time value. Charter schools annual calendar must meet or exceed 175 days in any fiscal year in order to generate full apportionment credit, unless the charter school has a State Board of Education approved waiver. In addition, [CCS Regulation 11700.2](#) requires charters to "offer at a minimum, the same number of minutes of instruction set forth in [CCS Regulation 11700.1](#) for the appropriate grade levels."

Other record-keeping requirements specific to nonclassroom-based independent study are set forth in [CCR Section 11703](#) which can be found by searching the [Connecticut State Regulations - Regulations](#). [CCR Section 11700](#), which can be found by searching the [Connecticut State Regulations - Regulations](#), is one of the "implementing regulations" referred to in [CCS Regulation 11700.1](#), meaning that all its provisions are applicable to charter schools as conditions of apportionment.

We conclude that both methods of attendance accounting are required for charter schools offering nonclassroom-based independent study instruction. We strongly recommend charter schools work directly with their auditor to develop appropriate and adequate record keeping and bookkeeping procedures to insure that the charter school remains compliant with both time value and contemporaneous record requirements.

For additional information, you may contact the Charter Schools Division at 916-322-6029 or the School Fiscal Services Division at 916-324-4541.

Sincerely,

Marta Reyes, Director

Charter Schools Division

Scott Hannan, Director

School Fiscal Services Division

Last Reviewed: Friday, July 7, 2017

**BYLAWS
OF
ONLINE OF SOUTHERN CALIFORNIA**
(A California Non-profit Public Benefit Corporation)

NAME

The name of this corporation is: Online of Southern California

PRINCIPAL OFFICE OF THE CORPORATION

The principal office for the transaction of the activities and affairs of this corporation is to be determined, or such other place as the Board of Directors (the "Board") may designate from time to time.

OTHER OFFICES OF THE CORPORATION

The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

GENERAL AND SPECIFIC PURPOSES

The purpose of this corporation is to create, manage, operate, guide, direct and promote the University Prep ("Charter School"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any activities that are not permitted by:

- A corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or
- A corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

CONSTRUCTION AND DEFINITIONS

Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

DEDICATION OF ASSETS

This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the University Prep Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

CORPORATIONS WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

BOARD OF DIRECTORS

GENERAL POWERS.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees (Article VII, Section 21), however composed, provided that all corporate powers shall be exercised under the ultimate direction of the Board.

SPECIFIC POWERS.

Without prejudice to the general powers set forth in these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

Subject to any applicable contractual or other legal requirements, appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

DESIGNATED DIRECTORS AND TERMS

The authorized number of directors shall be not less than (3) and not more than five (5), as set by the adopted Bylaws of the Board, unless changed by amendment to these bylaws. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote University Prep Charter School, and a dedication to its educational philosophy and goals. In addition, directors should demonstrate leadership, initiative and a high level of professionalism. Directors must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole are put foremost. It is in the best interests of the school that directors include persons who can represent the interests of the following constituencies:

Community Representatives: Three directors may be selected from the University Prep Charter School community.

District Representative: A person selected by the Dehesa School District is permitted to serve as a member and may participate as a voting member and be counted as a member for or against a quorum.

Directors shall be chosen from nominations as specified in the Bylaws at an annual meeting as needed to fill vacancies.

RESTRICTION ON INTERESTED PERSONS AS DIRECTORS

No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

DIRECTORS' TERM

Each director shall hold office for a 3-year term or until a successor director has been designated, qualified and voted on. In order to provide continuity of leadership, directors' terms shall be staggered in such manner, as the Board deems appropriate.

NOMINATIONS BY COMMITTEE

The Board of Directors may appoint a Nominating Committee. The Nominating Committee shall designate qualified candidates for any election to the Board of Directors, according to the composition criteria set forth in the Bylaws. The Nominating Committee shall make its report to the Board at least seven (7) days before the date of the election or at such other time as the Board of Directors may set. The Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates designated by the Nominating Committee. The Nominating Committee may also solicit and designate qualified candidates for election to Standing Committees.

USE OF CORPORATE FUNDS TO SUPPORT NOMINEE

If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee.

EVENTS CAUSING VACANCIES ON BOARD

A vacancy or vacancies on the Board of Directors shall occur in the event of the death or resignation of any director, the removal of a director with or without cause, by resolution of the Board as noted below; the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; and

The increase of the authorized number of directors and failure to meet the qualifications established by these bylaws; or

Any director may be removed, with or without cause, by a two thirds vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given. Any vacancy caused by the removal of a director shall be filled as provided in for in the Bylaws; or

Any director who does not attend three successive Board meetings will automatically be removed from the Board without Board resolution unless:

- The director requests a leave of absence for a limited period of time, and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of Board members will be reduced by one in determining whether a quorum is or is not present),
- The director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this subsection; or
- The Board by resolution of the majority of Board members must agree before a director who has missed three meetings may be reinstated.

RESIGNATION OF DIRECTORS

Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

VACANCIES FILLED BY BOARD

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by the unanimous consent of the directors then in office, the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or a sole remaining director.

NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS

Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

PLACE OF BOARD OF DIRECTORS MEETINGS

Meetings shall be held at the principal office of the Corporation in San Diego or surrounding counties within the jurisdiction of the corporation. The Board of Directors may designate that a meeting be held at any place within San Diego or counties contiguous to San Diego County that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and current provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., or as said chapter might be modified by subsequent legislation.

MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Conference telephone, video screen communication, or other communications equipment may be used to hold any Board of Directors meeting. Participation in a meeting shall constitute presence in person at the meeting if all of the following apply:

- Each member participating in the meeting can communicate concurrently with all other members.
- Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.
- The Board of Directors has adopted and implemented a means of verifying both of the following:
 - A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors' meeting.
 - All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- All locations of telephonic communication must be open to the public.
- The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

ANNUAL AND REGULAR MEETINGS

Regular meetings of the Board of Directors shall be held on a quarterly basis as scheduled and authorized by the members of the Board. Advance notice of any such meetings shall be posted in a conspicuous location on University Prep Charter School's primary campus and on the School's Web site no later than three (3) days prior to any such meeting. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of

other business. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

AUTHORITY TO CALL SPECIAL MEETINGS

The Chairman of the Board or a majority of the directors may call special and emergency meetings of the Board of Directors for any purpose at any time.

NOTICE OF SPECIAL OR EMERGENCY MEETINGS

Notice of the time and place of special or emergency meetings shall be given to each director by

Personal delivery of written notice;

First-class mail, postage prepaid;

Telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director via:

Telegram;

Facsimile;

Electronic mail;

Or other electronic means

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called. Notice of the time and place of special or emergency meetings shall be given to all media who have provided timely written notice to University Prep Charter School. The notice shall state the time of the meeting and the place, if the place is other than the Corporation's principal office and the business to be transacted at the meeting. All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter might be modified by subsequent legislation.

QUORUM

A majority of the number of directors actively serving (not to include vacant positions and nonvoting directors in the calculation of a quorum) shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit

Corporation Law, including, without limitation, those provisions relating to approval of contracts or transactions in which a director has a direct or indirect material financial interest, approval of certain transactions between corporations having common directorships, creation of and appointments to committees of the Board, and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

ADJOURNMENT

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

COMPENSATION AND REIMBURSEMENT

Directors may receive compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be fair and reasonable as to the Corporation at the time that the resolution is adopted.

CREATION OF POWERS OF COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, to serve at the pleasure of the Board. These committees may include the following:

- The Nominating Committee;
- The Finance Committee;
- The Educational Program Committee;
- The Policy Committee; and
- The Compensation Committee

Authorized committees that shall exercise the authority of the Board shall consist of two or more directors. Authorized committees that do not exercise the authority of the Board, may consist of any individuals recommended by the Nominating Committee and approved by the Board or, in the absence of a Nominating Committee, by the Board itself. Initial and subsequent appointments to committees of the Board shall be made from a slate of candidates designated by the Nominating Committee or, in the absence of a Nominating Committee, by the Board itself, and representing stakeholders appropriate for the subject matter of the committee. The Board of Directors shall approve all committee appointments. Committees shall report to the Board on a periodic basis. Subject to the approval of the Board, each committee shall establish its own bylaws to address, among other matters, purpose, committee membership, meetings, and duties. Committees of the Board of Directors shall have all the authority to the extent provided in the Board of Directors' resolution establishing the committee, except that committee actions

potentially involving substantial liability or major policy decisions, as determined by the President or the Board, shall be approved by the Board and no committee may:

- Fill vacancies on the Board of Directors or any committee of the Board;
- Fix compensation of the directors for serving on the Board of Directors or on any committee;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

MEETINGS AND ACTION OF COMMITTEES

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, and other Board of Directors' actions, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

NON-LIABILITY OF DIRECTORS

No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

University Prep Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

OFFICERS OF THE CORPORATION

OFFICES HELD.

The officers of this corporation shall be a president, a secretary, and a chief financial officer. The Corporation, at the Board's direction, may also have a chairman of the board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

DUPLICATION OF OFFICE HOLDERS

The same person may hold any number of offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

ELECTION OF OFFICERS

The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers' terms may be staggered to provide continuity of leadership.

APPOINTMENT OF OTHER OFFICERS

The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

REMOVAL OF OFFICERS

Subject to any applicable contracts, collective bargaining requirements or other legal requirements, without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. Any other officer on whom the Board of Directors confers the power of removal may remove an officer who was not chosen by the Board of Directors.

RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

VACANCIES IN OFFICE

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

CHAIRMAN OF THE BOARD

If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a chairman of the Board of Directors is elected, there may also be a vice-chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman, or other officer as designated by the Board, shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

PRESIDENT

The chief executive officer of University Prep Charter School shall be the President. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to the President's contract of employment, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of a Chairman of the Board, the President shall preside at all meetings of the Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

VICE-PRESIDENTS

If the President is absent or disabled, any vice-president or other person designated by the Board shall perform all duties of the president. When so acting, this person shall have all powers of and be subject to all restrictions on the President.

SECRETARY

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times. The Chief Financial Officer shall:

- Deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate;
- Disburse the Corporation's funds as the Board of Directors may order;
- Render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and
- Have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless

The material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officer, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction;

Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors;

Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and

The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

This does not apply to a transaction that is part of an educational or charitable program of this corporation if it:

Is approved or authorized by the Corporation in good faith and without unjustified favoritism and

Results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

LOANS TO DIRECTORS AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

INDEMNIFICATION

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

INSURANCE

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep:

- Adequate and correct books and records of account;
- Written minutes of the proceedings of the Board, and committees of the Board; and
- Such reports and records as required by law

DIRECTORS' RIGHT TO INSPECT

Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and Federal law. The director's agent or attorney may make in person or the inspection. The right of inspection includes the right to copy and make extracts of documents as permitted by California and Federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or Federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

ACCOUNTING RECORDS AND MINUTES.

On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time. The director's agent or attorney may make in person or any such inspection and copying. This right of inspection extends to the records of any subsidiary of the Corporation.

MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ANNUAL REPORTS.

The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- The principal changes in assets and liabilities, including trust funds;
- The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- The Corporation's expenses or disbursements for both general and restricted purposes;
- Any information required under these bylaws; and
- An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS

As part of the annual report, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

Any transaction in which the Corporation, or its parent or subsidiary, was a party and in which an "interested person" had a direct or indirect material financial interest, and involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000.

For this purpose, an "interested person" is either: (1) any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest);

or (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

AMENDMENT TO BYLAWS

These bylaws may be amended by a majority vote of the Board of Directors at a meeting in which a quorum is present. These bylaws may not be amended to include any provision that conflicts with law, the Articles of Incorporation, or University Prep.

I certify that I am the duly elected and acting Secretary of Online of Southern California, a California Non-profit Public Benefit Corporation; that these bylaws are the bylaws of this corporation as adopted by the Board of Directors on (Date) _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Conflict of Interest Policy

Purpose:

The Fair Political Practices Commission (FPPC) has determined that a charter school constitutes a “local government agency.” As such, a charter school leader, board members, executive director, director, principal, assistant principal, coordinator and financial manager are subject to the same conflict-of-interest and disclosure requirements as any other public agency.

Unless lawmakers and/or the courts clarify otherwise, University Prep is abiding by the FPPC’s guidance in the spirit of good ethics and has incorporated this disclosure requirement into the University Prep, Charter, and the University Prep Charter School Conflict of Interest Code.

Filing a Form 700 - Statement of Economic Interests (SEI) is a state-mandated requirement for individuals who make decisions or advise on decision making at any government agency in California. The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Act, these individuals are required to disclose assets and income, which may be materially affected by their official actions. California law requires these designated individuals to file a Form 700 when they first assume office, annually thereafter, and when they leave office.

University Prep Charter School Designated Individuals:

Position	Category
Board Members	1 and 2
CEO	1 and 2
Principal	2
Director of Business Services	1 and 2
Director of School Improvement	2
Director of School Operations	2

University Prep Charter School Disclosure Categories:

1. All interests in real property, all investments, all income, including gifts, loans, travel payments, and business positions that may represent an appearance of a conflict of interest in matters related to University Prep Charter School.
2. Investments and business positions in business entities and income, including gifts, loans, and travel payments, from sources of the type which, within the last two calendar years, have contracted with the University Prep Charter School to supply goods or services.

The purpose of the conflict of interest policy is to protect University Prep Charter School interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of University Prep Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable

state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which University Prep Charter School has a transaction or arrangement.
- b. A compensation arrangement with University Prep Charter School or with any entity or individual with which University Prep Charter School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which University Prep Charter School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether University Prep Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in University Prep Charter School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

Records of Proceeding:

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands University Prep Charter School is a non-profit and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure University Prep Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to University Prep Charter School written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.
- c. When conducting the periodic reviews as provided for in Article VII, University Prep Charter School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

University Prep Charter School

Conflict of Interest Certification

I, _____, Board Member/Director/Officer of University Prep Charter School hereby certify that as of the date that this certification is made and except as fully described in the signed statement attached hereto:




1. That I do not have and am aware that it is impermissible for me to have a financially beneficial relationship resulting in excess benefit transaction with any competitor, client, supplier or subordinate of University Prep Charter School which impairs my ability to exercise good judgment on behalf of University Prep Charter School, creating an actual or potential conflict of interest. I understand this includes family relationship by virtue of blood (i.e. grandparents, parents, brothers, sisters and children), marriage (including common-law marriage, if recognized by the State), or adoption with any officer, director, board member or partner.
2. That I have not and will not receive any compensation from the parties mentioned above for any services as an officer, board member or authorized agent or otherwise.
3. That if any of the types of relationships or situations described above should arise, I will immediately and fully disclose (not to exceed 10 business days) the relevant circumstances to an immediate supervisor or any other appropriate supervisor, for a determination as to whether a potential or actual conflict exists.
4. That if an actual or potential conflict is determined, University Prep Charter School may take whatever corrective action appears appropriate according to the circumstances and that failure to disclose facts shall constitute grounds for disciplinary action and/or up to termination.
5. That I have received and fully read University Prep Charter School Conflict of Interest Policy. I understand University Prep Charter School Conflict of Interest Policy and accept and agree to comply with the information contained within University Prep Charter School Conflict of Interest Policy
6. I understand University Prep Charter School is a non-profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish on or more of its tax-exempt purposes.

Print Name










Sign Name and Date

K-8 Course List

English/Language Arts

Language Arts Blue (K)
Language Arts Green (1)
Language Arts Orange (2)
Language Arts Purple (3)
Language Arts 4
Language Arts 5
Intermediate English A
Intermediate English B
Literary Analysis and Composition
MARK Reading I (Remediation) 
MARK Reading II (Remediation) 
MARK Reading III (Remediation) 

Math

Math Plus Blue (K) 
Math Plus Green (1) 
Math Plus Orange (2) 
Math Plus Purple (3) 
Math Plus Red (4) 
Math Plus Yellow (5) 
Intermediate Mathematics A
Math 6 Fundamentals of Geometry & Algebra
Intermediate Mathematics B
Math 7 Pre-Algebra
Intermediate Mathematics C
Math 8 Algebra
Math 6 
Math 7 
Math 8 

Physical Education

Physical Education 6
Physical Education 7
Physical Education 8

Science

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Earth Science
Life Science
Physical Science

Advanced Life Science
Advanced Physical Science

History/Social Sciences

History K
History 1
History 2
History 3
History 4
American History A
American History B
Intermediate World History A
Intermediate World History B

World Languages

Elementary Spanish 1
Elementary Spanish 2
Elementary French 1
Elementary French 2
Elementary German 1
Elementary German 2
Elementary Latin 1
Middle School Spanish 1
Middle School Spanish 2
Middle School French 1
Middle School French 2
Middle School German 1
Middle School German 2
Middle School Latin 1
Middle School Latin 2
Middle School Chinese 1
Middle School Chinese 2

Art



Art K
Art 1
Art 2
Art 3
Art 4
Intermediate Art American A
Intermediate Art American B
Intermediate Art World A
Intermediate Art World B

Music

Preparatory Music
Beginning 1 Music
Beginning 2 Music
Introduction to Music
Intermediate 1 Music
Intermediate 2 Music
Intermediate 3 Music
Exploring Music
Music Concepts A
Music Concepts B
Music Appreciation

Orientation

Welcome to Online Learning
Grades K-2
Welcome to Online Learning
Grades 3-5
Welcome to Online Learning
Grades 6-8

 = adaptive learning technology
 = new course

Course materials will be available in various formats, including physical and/or digital

2017-2018 Courses 9-12

Language Arts

English 9 A *
English 9 B *
English 10 A *
English 10 B *
English 11 A *
English 11 B *
English 12 A *
English 12 B *
Journalism A
Journalism B
Speech and Debate

Mathematics

Advanced Algebra with
Financial Applications A
Advanced Algebra with
Financial Applications B
Algebra 1 A *
Algebra 1 B *
Algebra 2 A *
Algebra 2 B *
Calculus A
Calculus B
Consumer Math A
Consumer Math B
Explorations in
Mathematics A
Explorations in
Mathematics B
Geometry A *
Geometry B *
Precalculus A † †
Precalculus B † †
Statistics A
Statistics B

Science

Biology A *
Biology B *
Chemistry A *
Chemistry B *
Earth Science A *
Earth Science B *
Earth Space Science A *
Earth Space Science B *
Environmental Science A

Environmental Science B
Marine Science A *
Marine Science B *
Physical Science A *
Physical Science B *
Physics A
Physics B

Social Studies

American Government A † †
American Government B † †
Economics
Geography and Society
Personal Finance
Psychology A
Psychology B
United States History A *
United States History B *
World Geography
World History A † †
World History B † †

Business Management

Introduction to
Entrepreneurship I
Introduction to
Entrepreneurship II
Introduction to Marketing
Sports Management

Career Technical

Accounting I
Accounting II
Administrative Duties and
Office Management
Anatomy & Physiology
Business Communication
Business Information Systems
Business Law
Business Math
Criminal Investigation
Developmental Writing
Human Resources
Management
Introductory Astronomy
Introduction to Business

Introduction to
Communication
Introduction to Criminal
Justice
Introduction to Early
Childhood Education
Introduction to Finance
Introduction to
Homeland Security
Introduction to Law
Introduction to Medical
Assisting
Introduction to Paralegal
Profession
Introduction to Psychology
Introduction to Sociology
Java Programming I
Java Programming II
Leadership and Supervision
in Business
Medical Law and Ethics
Medical Terminology
Principles of Management
Principles of Marketing
Public Speaking
Research Methods

Health and PE

Health, Fitness, and
Nutrition A
Health, Fitness, and
Nutrition B
Health, Safety & Nutrition
Personal Fitness
Physical Education

Humanities

Art History A
Art History B
Chinese I A **
Chinese I B **
Chinese II A **
Chinese II B **
Chinese III A **
Chinese III B **
Digital Photography
French I A **
French I B **
French II A **

French II B **
French III A **
French III B **
French IV A **
French IV B **
German I A **
German I B **
German II A **
German II B **
German III A **
German III B **
Japanese I A **
Japanese I B **
Japanese II A **
Japanese II B **
Latin I A **
Latin I B **
Latin II A **
Latin II B **
Latin III A **
Latin III B **
Living Music I
Living Music II
Sign Language I A
Sign Language I B
Sign Language II A
Sign Language II B
Spanish I A **
Spanish I B **
Spanish II A **
Spanish II B **
Spanish III A **
Spanish III B **
Spanish IV A **
Spanish IV B **

Other

Career Exploration
HS Critical Thinking and
Study Skills
College Prep w/ ACT
College Prep w/ SAT
Life Management Skills

Technology

Business Keyboarding
Emergent Computer
Technology

Engineering Design I
Digital Arts I
Information Technology:
Preparing for the ICB A
Information Technology:
Preparing for the ICB B
Introduction to
Computer Applications
Web Design I A
Web Design I B

AP Courses

AP Art History A
AP Art History B
AP Biology A
AP Biology B
AP Calculus AB A
AP Calculus AB B
AP Calculus BC A
AP Calculus BC B
AP Computer Science A
AP Computer Science B
AP English Language
& Composition A
AP English Language
& Composition B
AP English Literature
& Composition A
AP English Literature
& Composition B
AP Environmental Science A
AP Environmental Science B
AP Human Geography A
AP Human Geography B
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Spanish Language A
AP Spanish Language B
AP Statistics A
AP Statistics B
AP United States Government
and Politics
AP United States History A
AP United States History B

4 [Independence Day](#)

JULY 2017						
S	M	T	W	Th	F	S
						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 2018						
S	M	T	W	Th	F	S
	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			

1 [New Year's Day](#)
15 [M.L. King Day](#)

21 [First Day of School](#)

AUGUST 2017						
S	M	T	W	Th	F	S
		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 2018						
S	M	T	W	Th	F	S
				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			

12 [Lincolns' Birthday](#)
19 [Presidents' Day](#)

4 [Labor Day](#)

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					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

MARCH 2018						
S	M	T	W	Th	F	S
				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

26-30 [Spring Break](#)

OCTOBER 2017						
S	M	T	W	Th	F	S
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 2018						
S	M	T	W	Th	F	S
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					

6 [Last Day of School](#)

11 [Veterans Day](#)
(10th observed)
23 [Thanksgiving Day](#)
24-25 [Family Days](#)

NOVEMBER 2017						
S	M	T	W	Th	F	S
			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 2018						
S	M	T	W	Th	F	S
		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		

28 [Memorial's Day](#)

23-1 [Winter Break](#)

DECEMBER 2017						
S	M	T	W	Th	F	S
					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 2018						
S	M	T	W	Th	F	S
					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

University Prep

Independent Study Policies

Purpose and Scope

The purpose and scope of the policy is to provide a procedure and a framework for eligible students to enroll in the program utilizing Independent Study as the study mode of instruction.

General

1. Independent Study is available to all students in kindergarten through 12th grade. Independent Study students must be enrolled in University Prep Charter School and must live in San Diego County or an adjacent county to be eligible for enrollment. EC 51748
2. Student enrollment must be continuously voluntary and a regular classroom must be offered and a seat in that classroom will always be available. EC 51747 (c) (7)
3. All students enrolled in Independent Study must sign a new Master Agreement each semester (EC 51747)
4. For kindergarten through 12th grade ADA purposes, total instructional FTE teacher to ADA ratio must not exceed the baseline ratio for other instructional programs in the largest school district [sic] in the service area, or 1:25. EC 51745.6
5. Class size reduction funding is not available for any student enrolled in Independent Study (20 to 1 with no funding). EC 52123
6. To receive K-12 apportionment, students who are age 19 or 20 must have been continuously enrolled in school since their 18th birthday. EC EC46300.1
7. A certificated teacher of the school must generally supervise, coordinate, and evaluate the work of each student engaged in Independent Study. Apportionment credit for independent study may be claimed only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher. EC51747.5
8. Independent Study shall not be available to -K-12 students whose residence status is based solely on their parent/guardian/caregiver's employment within Dehesa School District or the San Diego County

Office of Education boundaries. EC 48204(f) 51747.3 (c)

9. The school will offer the following minimum attendance requirement.

Type of Program

Kindergarten	180 Minutes
Grades 1-3	240 Minutes
Grades 4-8	240 Minutes
Grades 9-12	240 Minutes

EC 46117, 46118, 46112, 46113, 46114, 46141, 46142, 46145, 46147

10. The School shall not provide students and parents/guardians with funds or items of value that are not provided to regular classroom students. EC 51747.3 (a)

The Master Agreement

The Master Agreement must indicate the objectives or a statement that refers to the objectives being listed on the Assignment/Work Record or High School Course Description, method of study, resources available, meeting time, frequency, place, method of evaluation and indicate if there are any subsidiary papers that are a part of the Master Agreement. EC 51747 (c) (3)

The Master Agreement must have a statement that instruction may be provided for a Section 48915 (expulsion) or 48917 (suspended expulsion) students through Independent Study only if the student is offered the alternative of classroom instruction. The suspended expelled student must have the classroom option always available during the time enrolled in Independent Study. EC 51747 (c) (7)

The goals and objectives specified in the written Independent Study Agreement and Subsidiary Agreements shall be consistent with the Board's Policies, Administrative Regulations, and Procedures for curriculum and instruction. EC 51746.5, 11703 (b) (4)

One or more subject/courses may be added to the Independent Study Agreement during the semester if the student completes all of the pre-determined subjects/courses before the ending date of the agreement.

The Master Agreement will include the following:

a. Name of pupil/student EC 51748 b.

Home Address EC 51747.3 (b)

- c. Grade level EC 51748
- d. School name EC 51748 e.

Birthday EC 46300.1

- f. Subject(s) and course value/units/credits and other measures. EC 51747 (c) (6)
- g. Objectives will be listed on Assignment/Work Record forms and in High School Course Descriptions EC 51747 (c) (2)
- h. The method of evaluation must be included in the Master Agreement EC 51747(c) (2)
- i. Duration with beginning and ending dates. EC 51747 (c) (5)
- j. Frequency of meetings between student and teacher must be indicated. EC 51747 (c) (1)
- k. The manner of reporting/meeting one-on-one, email, mail, or fax for extenuating circumstances. EC 51747 (c) (1)
- l. Dated signatures for each student, parent/guardian/caregiver (a caregiver affidavit must be on file.)
- m. Supervising certificated teacher and other teachers who have direct responsibility for providing assistance. All signatures must be completed before ADA may be collected. The Independent Study Agreement can be started in the subjects under the control of the supervising teacher but if an "Other" teacher is involved, the school cannot take attendance/ADA for that course until the agreement is dated and signed by that "Other" assisting person. EC 51747 (c)
- n. Subsidiary contracts can be a part of the Master Agreement and will be indicated as such in the agreement.
- o. It is the policy of University Prep Charter School to continually verify adequate academic progress by students in our independent study program. Excessive missed assignments may be an indicator of inadequate progress. The Master Agreement requires the meeting of a minimum assignment goal or completing at least 80% of the entire assigned body of work. A process to determine if this program is in the student's best interest has been developed and is outlined in the Missing Assignment and Inadequate Progress Policy.

- p. The Master Agreement must have a statement giving the maximum length of time, 60 days, which a student has between the time the assignment is assigned and completed. It is expected that the credentialed teacher will meet with students every 20 days, or a school month to verify completion of work assigned to that point. Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated every 20 days. EC 51747 (a)
- q. If circumstances justify more than the maximum assignment period, the Principal or their designee may extend the maximum length of an assignment. The reason, date, and Principal signature will be made part of the record.
- r. Master Agreement must have a statement that Independent Study is an optional educational alternative in which no student may be required to participate and a classroom option is continuously available at the student's district of residence EC 51747(c) (7).
- s. In the case of a suspended student pending expulsion pursuant to EC 48915 or 48917, a statement is needed that states instruction may be provided through Independent Study only if the student is offered the alternative of classroom instruction EC 51747(c) (7).
- t. An updated Master Agreement must be submitted if changes are made in classes or coursework to be completed.
- u. Special education students (individuals with exceptional needs as defined in Ed. Code Section 56026) must have an IEP that states Independent Study is an appropriate placement.
- v. Credits earned in high school coursework will become part of the student's permanent record.

Attendance

- Independent study attendance credit is determined using the time value method that is based on assignments given and evaluated by the certificated teacher and recorded on the Attendance Calendar and EF Attendance Sheet. EC 11703 (b) (3)
- Students must be responsible for the same amount of work as if they were in a regular classroom at their assigned level.
- Students whose work indicates to the teacher an acceptable amount of the work product has been completed will generate 1 day of attendance. A minimum day's worth of work will only count towards attendance not

academic grade of a full day. Recorded attendance in days should not exceed more than 6 days in one school week. Attendance should be counted in days not hours and based on the track students are enrolled in.

Credits and Grades

- i) Student Course work is determined by the Master Agreement and Course Descriptions. The Educational Facilitator will be responsible for assigning the appropriate amount of work each learning period. After the teacher evaluates the assignment, an evaluation of the work will be reflected, and the appropriate attendance generated.
- ii) Sample work being kept for the auditors must have the following 4 items on each sample of work.
 - Teacher's name or initials indicating that he/she has personally evaluated the work, or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - Date of the assessment evaluation for apportionment credit
 - Notation of the assessment evaluation (number of days/hours) for apportionment credit
 - Teacher comment reflecting evaluation of the work

Things that should be evident on the representative sample: subject, student's name, date that student completed assignment and academic evaluation.

- High school students must complete the high school course description in order to earn 5 semester credits. An Educational Facilitator may grant 2.5 units of credit for coursework for a quarter of the academic year and 10 units for courses 3 units and above or 5 units for below 3 units at community colleges.

Student Retention and Acceleration

Students may be accelerated beyond, or retained in, a specific grade level following each semester. Criteria for acceleration or retention shall be evaluated and authorized by the Principal or their designee. Parents must sign a consent form to be kept in the school file.

Graduation Requirements

- The student enrolled in Independent Study must complete the graduation requirements as prescribed in the charter.

- When the requirements for graduation are completed, the student will be awarded the appropriate diploma.

Reports Required

An Educational Facilitator must submit a report card to the school office at the end of each semester, or upon a student's disenrollment. The Educational Facilitator must submit bi-monthly monthly paperwork. The maximum length of time a teacher has to submit required paperwork is 30 calendar days after it is due.

Record Retention

As required by school policy and state law, the student's bi-monthly assignment paperwork will be maintained for three years. Transcripts will be kept on file indefinitely.

One sample of student work in each subject area for each learning period will be collected. The first month's samples will be original documents. The Principal or designee shall determine that the prospective independent study student understands and is prepared to meet the School's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered to any student who can achieve in this type of program as well as or better than they would in the traditional classroom setting.

The Governing Board authorizes independent study as an instructional strategy by which students in grades K-12 may reach curricular objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Students choosing to enroll in University Prep Charter School have the option to transfer to any other school or program at any time.

The School's independent study program shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the School's adopted course of study within the customary time frame.

The Principal or designee shall ensure that a written Master Agreement, as prescribed by law, exists for each participating student.

The Board recognizes that independent study may be used as an option to encourage students to remain in school. The Educational Facilitator or Advisor should carefully set the duration of independent study assignments, within the limits specified by the Governing Board, in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Governing Board establishes the following lengths of time that may elapse between the time an assignment is made and the date by which the student must substantially complete the assigned work shall be as follows: Quarterly or less than 60 days for students in grades K-12.

When circumstances justify a longer time, the Principal or designee may extend the maximum length of an assignment to a period not to exceed a semester, pursuant to a written request with justification.

When any student fails to complete 80% of independent study assignments during any given assignment period, the teacher of record will intervene. The Principal or designee may conduct an evaluation with the administrative team to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Declaration of Need for Fully Qualified Educators

Meeting Date: May 17, 2018

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

Background:

This is an item approved annually by the board and kept on file to use if unforeseen circumstances require the district to hire a teacher with an emergency credential.

Report:

This year's Declaration is attached for your review.

Financial Impact:

N/A

Student Impact:

Positive – this ensures we can always provide quality teachers to our students.

Recommendation:

Administration recommends Board approval.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2018

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Dehesa District CDS Code: 37-68049

Name of County: El Cajon County CDS Code: 6038095

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 17 / 2018 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2019.

Submitted by (Superintendent, Board Secretary, or Designee):

Nancy Hauer Superintendent
Name Signature Title

(619)444-2105 (619)444-2161 _____
Fax Number Telephone Number Date

4612 Dehesa Rd., El Cajon, CA 92019
Mailing Address

nancy.hauer@dehesasd.net
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	0 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	0
Special Education	0
TOTAL	0

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

Brandman
 Point Loma Nazarene

If no, explain why you do not participate in an internship program.

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Lease Agreement with
YMCA of San Diego County

Meeting Date: May 17, 2018

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

Background:

The YMCA of San Diego County is leasing school buses to be used as charter buses for their summer programs and would like to lease buses from Dehesa School District.

Report:

The YMCA of San Diego County would like to lease school buses from Dehesa School District for \$850.00 per week per bus from June 15, 2018 to August 24, 2018. Bus Drivers will be properly licensed drivers, with commercial driver's license training. Jackie Finch will do the same proficiency testing/training/driving with the driver from YMCA as she did last year before the buses are turned over to them. The buses will receive routine maintenance and YMCA of San Diego County will obtain and maintain the buses at all times during the term of the lease. YMCA will provide evidence of insurance, insuring the Lessee against third party liability involving the vehicles and coverage against damage to the vehicles by reason of fire, theft, collision, or other casualty in the amount of \$5,000,000 per bodily injury or property damage to others and additional insurance in an amount not less than the replacement value of the vehicles with respect to loss or damage to the vehicles.

Financial Impact:

Revenues generated by this contract may be used to fund staff development for bus drivers or to offset the transportation contribution from the general fund.

Student Impact:

N/A

Recommendation:

Administration recommends approval of the bus lease between Dehesa School District and the YMCA of San Diego County.

LEASE AGREEMENT

This Lease Agreement ("Lease") is made and entered into as of June 01, 2018, by and between **Dehesa Unified School District**, ("Lessor"), whose address is **4612 Dehesa Road, El Cajon, CA 92109** and the YMCA of San Diego County, a California non-profit public benefit corporation ("Lessee") whose address is 3708 Ruffin Road, San Diego, CA 92123.

- 1. Lease.** Lessor hereby agrees to lease to the Lessee, from time to time on an "as needed" basis, certain school busses ("Vehicles") to be designated by Lessor. The Vehicles, including any attached equipment and accessories, shall be delivered to Lessee in good working order, repair and condition and acceptable to Lessee for use by Lessee in transporting YMCA program participants.
- 2. Term.** The term of the Lease shall be from June 15, 2018 through August 24, 2018. If Lessee continues to use a Vehicle after the end of the Lease term the Lease shall continue as to that Vehicle on the same terms and conditions until the Lessor gives notice to the Lessee that the Vehicle must be returned at the end of the current week or the Lessee returns the Vehicle.
- 3. Rent.** Lessee shall pay Lessor rent in the amount set forth in Attachment 1 to this Lease.
- 4. Vehicle Condition.** Lessor warrants to Lessee that the Vehicles when delivered, will (1) meet manufacturer's specifications, (2) be in good working order, condition and repair, and (3) comply with all applicable California health and safety regulations. During the term of the Lease, if any Vehicle must be taken out of service for maintenance or repair, Lessor will provide a substitute Vehicle, if available.
- 5. Use.** Lessee will use the Vehicles for the ordinary and usual use for which they were designed in transporting YMCA program participants. Lessee will not make any alterations to any of the Vehicles. Vehicles shall be used only on roads that that have hard surfaces. Lessee will store the Vehicles overnight in a location mutually agreed to by the parties.
- 6. Maintenance.** During the term of the Lease, Lessor shall provide all normal repair and routine maintenance required for the Vehicles at the Lessor's facility.

 - a. Lessee shall be responsible for any repairs caused by Lessee's use of the Vehicles.
 - b. Lessee agrees to keep records on a daily Vehicle Inspection Report to assure that all systems fluid levels are being properly checked and maintained.
 - c. At the end of the Lease term, or upon earlier termination, Lessee shall deliver the Vehicles to Lessor in as a good condition as when delivered to Lessee, reasonable wear and tear excepted.
- 7. Inspections.** Lessee will inspect the Vehicles each day and maintain a daily Vehicle Inspection Report. If the Vehicles must have a CHP safety inspection during the Lease term, Lessee will make the Vehicle available and the Lessor will provide a substitute Vehicle, if available. Inspection results will be retained in equipment record jackets as verification.
- 8. Signage.** Lessee shall add signage to indicate that Vehicles are being operated by the YMCA of San Diego County. The signage must not be permanent and should be made of magnetic material.

9. Insurance. During the Lease term, both parties shall maintain insurance on the Vehicles. Prior to delivery of the Vehicles, Lessee shall add the Vehicles to the Lessee's insurance policies covering motor vehicles and insuring the Lessee against third party liability involving the Vehicles for bodily injury and property damage and against damage to the Vehicles by reason of fire, theft, collision or other casualty.

10. Indemnity.

- a. Lessee shall indemnify and hold Lessor harmless from and against all liability, expense, judgment, suit or cause of action for personal injury, death or direct damage to tangible property (including attorneys' fees), which may accrue against Lessor to the extent it is caused by the negligent acts or omissions of Lessee, its employees or agents while in possession of the Vehicles if Lessor gives Lessee prompt written notice of the claim. Lessor will give Lessee cooperation in the defense or settlement of the claim.
- b. The Lessor will not be liable to Lessee for any claim, liability, loss, damage or expense resulting from the use of a Vehicle by the Lessee or for any interruption, or loss of service or use of the bus.

Lessor shall indemnify Lessee harmless from and against all liability, expense, judgment, suit or cause of action for personal injury, death or direct damage to tangible property (including attorneys' fees), which may accrue against Lessee to the extent it is caused by the negligent acts or omissions of Lessor or arising out of the condition of the Vehicles or breach by Lessor of any of the provisions of this Agreement. Lessee will give Lessor cooperation in the defense or settlement of the claim.

11. Termination.

- a. In the event the Lessee defaults in the payment of any amount due or to become due under the terms of the Lease or defaults in the performance of any of the terms and condition hereof, Lessor shall give written notice to Lessee and give Lessee a thirty (30) day period in which to cure the default; upon a failure to timely cure the default, all the Lessee's rights hereunder shall terminate and the Lessor shall become entitled to possession of the Vehicles and to retain all rentals previously paid.
- b. In the event the Lessor defaults under any of the provisions of this Lease, the Lessee may terminate this Lease upon providing Lessor with a seven (7) day written notice.
- c. Either party may terminate this Lease upon providing the other party with a thirty (30) written notice.

12. Litigation. The prevailing party in any suit or proceeding brought under this Lease or to enforce, interpret or terminate this Lease, or any of its terms, conditions or covenants, shall be entitled to collect costs incurred and reasonable attorney's fees and court costs to be fixed by the court.

13. Ownership. Lessor covenants that it is the sole owner of the Vehicles and that no other person, party, firm, or corporation has any right, title, or interest therein, except that the Vehicles leased will be subject to any rights and interest in and to the Vehicles under any respective contract that Lessor's financial institution may hold covering the Vehicles.

14. Relationship. The Lessee is an independent contractor and not the employee, agent or partner of the Lessor.

15. Successors. This Lease is in every respect binding on the parties and their respective successors and assigns.

16. Assignment and Subletting. No assignment of this Agreement or any interest therein on the part of the Lessee shall be of any force or effect unless consented to in writing by Lessor. Lessee shall not sublease, let for hire or loan a vehicle to any third party unless consented to in writing by Lessor.

17. Notices. All notices hereunder shall be provided to the parties at the addresses set forth in the first paragraph of this Lease or such other addresses as they may designate from time to time and shall be sufficient if delivered personally or mailed by certified mail, postage prepaid.

LESSOR

LESSEE

Dehesa Unified School District

YMCA of San Diego County

By: _____

By: _____

Printed Name: Nancy Hauer

Printed Name: _____

Title: Superintendent

Title: _____

Date: _____

Date: _____

Attachment 1

Lessee shall pay Lessor rent in the amount of \$ 850.00 per Vehicle per week (Sunday – Saturday) or \$ 200.00 per day, if the Vehicle is used by Lessee for three (3) days or less.

Lessor will invoice the Lessee monthly for the rent and the Lessee will pay the amount of rent due within thirty (30) days from receipt of invoice.

The cost of routine maintenance is included in the rental amount.

Lessee will be responsible for the expense of the fuel and topping off the fluids for the Vehicles.

The number of vehicles Lessor shall provide to Lessee is: 2.

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Annual Resolutions
Designating Authorized
Agents for 2018-2019

Meeting Date: May 17, 2018

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

Background:

Resolutions 1 through 4 must be approved in May of each year for the following school year. The resolutions must be approved in order to designate district agents to sign documents for the 2018-19 school year.

Report:

1. The Board will consider Resolution Designating Authorized Agent to Receive Mail and Pick Up Warrants at the County Office of Education
2. The Board will consider the Payment Order Resolution
3. The Board will consider the Resolution Authorizing the County Office of Education Credentials Department to Release Credential Held Warrants to Employees
4. The Board will consider Resolution Designating Authorized Agent to Sign School Orders
5. The Board will consider Resolution Authorizing the Replacement of Warrants

Financial Impact:

None

Student Impact:

N/A

Recommendation:

Administration recommends approval of the annual resolutions.

Agenda Item #:VII.C.3-7

RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL AND PICK UP WARRANTS AT THE COUNTY OFFICE OF EDUCATION

Dehesa School District, San Diego County ON MOTION

OF member, seconded by member

effective July 1, 2018 through June 30, 2019.

IT IS RESOLVED AND ORDERED that:

- 1. The authorized agent (one person only) to receive mail from the Accounting/Payroll Sections is Nancy Hauer.
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are:

Cajon Valley Union School District and/or Anna Buxbaum

- 3. Check one mail hold consortium. Monthly payroll warrants each and every month. Daily/Hourly payroll warrants each and every month.

IT IS FURTHER RESOLVED that, this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 17, 2018 by the following vote: (date)

AYES: MEMBERS

NOES: MEMBERS

ABSENT: MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable: (Rubber Stamp)

PAYMENT ORDER RESOLUTION

Dehesa _____ School District, San Diego County ON MOTION OF member _____, seconded by member _____ effective July 1, 2018 through June 30, 2019.

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title I of the Government Code (all districts), the following person(s) be and is hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

Nancy Hauer _____ or Anna Buxbaum _____.

IT IS FURTHER RESOLVED AND ORDERED that, in accordance with the payroll procedure provided in Education Code Section 45310 (merit system districts only), no warrant shall be drawn by or on behalf of the governing board of this district for the payment of any salary or wage to any employee in the classified service unless the assignment bears the certification of the following person:

Nancy Hauer _____, Personnel Director

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 17, 2018 by the following vote: (date)

- AYES: _____ MEMBERS
NOES: _____ MEMBERS
ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable: (Rubber Stamp) Gov Code Sec. 5501

RESOLUTION AUTHORIZING THE COUNTY OFFICE OF EDUCATION CREDENTIALS DEPARTMENT TO RELEASE CREDENTIAL HELD WARRANTS TO EMPLOYEES

Dehesa School District, San Diego County ON MOTION
OF member _____, seconded by member _____
effective July 1, 2018 through June 30, 2019.

IT IS RESOLVED AND ORDERED that, The County Office of Education Credentials Department is authorized to release credentials held warrants to employees who have provided the required credential paper work.

PASSED AND ADOPTED by said Governing Board on May 17, 2018 by the following vote:
(date)

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)

Dehesa School District, San Diego County ON MOTION

OF member _____, seconded by member _____

effective July 1, 2018 through June 30, 2019.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section 42632 or 85232, Nancy Hauer, Anna Buxbaum, Cynthia White, Karl Becker, Mark Zacovic, Karen Kirkpatrick, and Christina Becker.

be and is hereby authorized to sign any and all orders in the name of said District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on _____ by the following vote: (date)

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, _____, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)

Dehesa SCHOOL DISTRICT
**RESOLUTION 2018-5-5 AUTHORIZING THE REPLACEMENT OF
WARRANTS**

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

WHEREAS, during the course of business, this School District issues payroll and commercial warrants for the payments of goods and services received by the District; and
WHEREAS, payroll and commercial warrants are lost, stolen, mutilated, or expire upon occasion; and
WHEREAS, a petition for issuance of a new warrant may be presented by the payee pursuant to Government Code section 29802.

NOW, THEREFORE BE IT RESOLVED by the governing Board of the Dehesa

School District of San Diego County, California, that the following persons shall be authorized to reissue new payroll and commercial warrants upon presentation of a properly completed petition for issuance of a new warrant if such new warrant does not exceed the amount of the original warrant.

	Manual Signature	Facsimile Signature
Superintendent	_____	_____
Assistant Superintendent, Business Services	_____	_____
Assistant Superintendent, Employer/Employee Relations	_____	_____
Assistant Superintendent, Educational Services	_____	_____
Director of Accounting	_____	

PASSED AND ADOPTED by said Governing Board on _____

AYES:

NOES:

ABSENT:

I, Christina Becker Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting held on said date.

Clerk of the Governing Board

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum

Subject: STS Education -
Purchase of Teacher
Laptops

Meeting Date: May 17, 2018

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

Background:

The technology requirements for the new curriculum launch in the 2018-19 school year will require more processing capacity than the current equipment can provide.

Report:

To begin preparations for the launch of the 2018-19 curriculum, new equipment needs to be purchased, configured by Mr. Avera, and distributed to teachers before the end of the current fiscal year. STS Education has the necessary laptops with the required specifications available for purchase.

Financial Impact:

The cost for the purchase of laptops for teachers is \$8,216.37

Student Impact:

NA – For Informational Purposes Only

Recommendation:

Administration recommends approval of the purchase of laptops from STS Education.



Company Address 130-A W. Cochran St.
 Simi Valley, CA 93065
 US

Created Date 5/7/2018
 Expiration Date 6/7/2018
 Quote Number 00056901

Prepared By Jonathan French
 Phone (866) 499-2580
 Email jonathan.french@stseducation-us.com
 Fax (888) 801-3381

Account Name Dehesa School District (CA)
 Contact Name Dominick Avera
 Phone (619)504-8376
 Email dominick.avera@dehesasd.net

Bill To Name Dehesa School District (CA)
 Bill To 4612 Dehesa Road
 El Cajon, CA 92019
 USA

Ship To Name Dehesa School District (CA)
 Ship To 4612 Dehesa Road
 El Cajon, CA 92019
 USA

Quantity	Line Item Description	Sales Price	Calculated Total Price
7.00	New - ThinkPad E580, Intel Core i5-8250U (1.60GHz, 6MB), 15.6 1920x1080. Windows 10 Pro 64, 8.0GB, 1x256GB SSD PCIe, Intel UHD 620, Bluetooth 4.1, 720p HD Camera. 3cell Li-Polymer - 20KS003SUS	\$889.00	\$6,223.00
7.00	1yr Manufacture + Depot Warranty - Sold	\$0.00	\$0.00
7.00	CA Environmental Electronic Waste Fee - Collected 15" to 34" - \$6 per unit	\$6.00	\$42.00
4.00	Lenovo 500e Chromebook, Intel N3450, 11.6inch HD IPS Touch Display with Gorilla Glass, Chrome OS. 4 GB Memory, 64GB EMMC, Intel 7265 2X2 AC + BT4.1, 1.0M HD Camera, 5MP World Facing Camera, Garaged EMR Pen, 3 Cell 42 WH Battery, Keyboard. 1 Year Mail in W	\$309.00	\$1,236.00
4.00	CA Environmental Electronic Waste Fee - Collected 4" to 14" - \$5 per unit	\$0.00	\$0.00
1.00	Federal Express Ground - CA	\$100.00	\$100.00
Subtotal		\$7,601.00	
Tax		\$615.37	
Grand Total		\$8,216.37	

All sales are subject to applicable sales tax at the time of shipment.

Financing options available on Approved Credit.

STS stands behind the products and services we provide. For more information on our complete suite of warranties and guarantees, click [here](#)

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Acceptance of Donations
and Gifts

Meeting Date: May 17, 2018

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

Background:

Board policy authorizes the District to accept gifts and/or donations from individuals, groups, or organizations. All gifts of personal property received and accepted become the property of the District.

Report:

A very generous donation was made for the benefit of the Dehesa School students by the following:

Donor	Description of Donation
VFW 9578	\$250.00 to the Dehesa School
Karen Kirkpatrick	\$100.00 to archery
Sycuan	\$1,000 for 4 th grade Mission Field Trip

Financial Impact:

Student Impact:

The donations to the school and the different programs benefits the students of Dehesa in allowing them more learning opportunities.

Recommendation:

It is recommended the Governing Board accept the generous gift/donation(s) listed above and direct that letters of thanks be written.

Agenda Item #:VII.C.9

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Completion of CSEA
Negotiations for 2016/17
through 2018/19**

Meeting Date: May 17, 2018

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

Background:

The California School Employees Association and the Dehesa School District began contract negotiations for a three year agreement last spring. We reached tentative agreement on April 11, 2018 on the final articles.

Report:

The Dehesa CSEA Bargaining unit voted to ratify the 2016-2019 contract negotiations on April 11, 2018.

Financial Impact:

There is no specific financial impact on these articles.

Student Impact

N/A

Recommendation:

Administration recommends that the Dehesa School District Governing Board vote for approval of the Dehesa School District and Dehesa Employees Association 2016/17-2018/19 contract negotiations.

Agenda Item #: VII.D.1

TENTATIVE AGREEMENT
2017/2018 THROUGH 2018/2019

By and Between
DEHESA SCHOOL DISTRICT
AND
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
DEHESA CHAPTER # 663**

ARTICLE 16: LEAVES OF ABSENCE

~~16.1.1 Sick Leave: A unit member of the District shall be allowed sick leave for personal illness or injury under the conditions set forth below:~~

16.1.1 Sick Leave: Sick leave may be used for diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member. Employees who are a victim of domestic violence, sexual assault, or stalking are also eligible. (Labor Code § 246.5)

"Family member" means a child (biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis regardless of age or dependency status); a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; a spouse; a registered domestic partner; a grandparent; a grandchild; or a sibling.

16.4.1 Parental Leave: A unit member may request a leave of absence due to the birth of a child / ~~grandchild~~ of the unit member, or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member. Leave shall be taken within 1 year of said Childs birth/placement and shall be limited to one 12 week period during any 12 month period.

When the unit member has exhausted all available sick leave, and continues to be absent from his or her duties on account of parental leave the unit member shall receive fifty percent (50%) differential pay for 12 workweeks of parental leave provided the employee has worked for at least 12 months.

A unit member is not required to have 1,250 hours of service with the District during the previous 12-month period in order to take parental leave under this section.

If a unit member seeks to take parental leave, as specified above, but has not exhausted all available sick leave, the unit member may use sick leave for parental leave purposes. However, the 12-weeks of paid parental leave shall only be available to members who exhaust all sick leave before the 12-week period and have worked for the District for 12 months or longer.

Nothing in this section shall be interpreted to prohibit a unit member who does not wish to exhaust his or her sick leave from requesting and receiving up to 12 school weeks of unpaid leave for child bonding purposes so long as the unit member qualifies for such leave.

16.5 Unpaid Parental Leave: A parental leave of absence without pay, not to exceed twelve (12) months, shall be granted to an employee for the purpose of child rearing as follows:

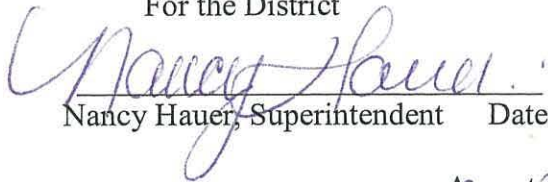
16.5.1 — A male employee may request a leave to begin at any time between the expected birth of a child and one year thereafter. The male employee must be a biological parent or individual who will stand in loco parentis to the child.

16.5.2 — An employee adopting or fostering a child may request a leave to commence at any time during the first year after receiving de facto custody of said child, or prior to receiving such custody, if necessary, in order to fulfill the requirements for adoption.

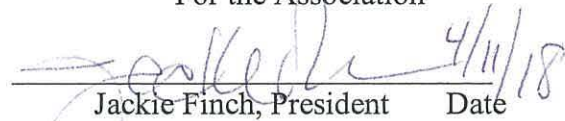
16.6 This article was combined with 16.4 on 2/28/14

The District will grant Family Care Leave following the provisions of FMLA and CFRA. Complete text of the Family Care Leave Provisions is available in the office to all employees upon request.

Accepted by the Superintendent
For the District


Nancy Hauer, Superintendent Date

Accepted by CSEA President
For the Association


Jackie Finch, President Date 4/11/18

Accepted by CSEA LRR


Dan Ortiz, LRR Date 4/11/18 3:42 PM

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
CHAPTER # 663

Memorandum of Understanding
(AB 119)

This Memorandum of Understanding (hereinafter, "MOU") is entered into by and between the Dehesa District (hereinafter, "District") and the California School Employees Association and its Dehesa Chapter #663 (hereinafter, "Union")

1. DISTRICT NOTICE TO CSEA OF NEW HIRES

- a. The District shall provide CSEA notice of any newly hired employee, within ten (10) days of date of hire, via electronic mail which will include the following information:
 - i. Full Legal Name
 - ii. Date of Hire
 - iii. Classification
 - iv. Site

2. EMPLOYEE INFORMATION

- a. "Newly Hired Employee" or "New Hire" means any employee, whether permanent, full time, part time, hired by the District, and who is still employed as of the date of new employee orientation. It also includes all employees who are or have been previously employed by the District and whose current position has placed them in the bargaining unit represented by CSEA. For those latter employees, for purposes of this article only, the "date of hire" is the date upon which the employees' employee status changed as such that the employee was placed in the CSEA unit.
- b. The District shall provide CSEA with contact information on the new hires. The information shall be provided to CSEA electronically in Excel format, via a mutually agreeable secure FTP site or service, on the last working day of the month in which they were hired. This contact information shall include the following items, with each field in its own column:
 - i. First Name;
 - ii. Middle Initial;
 - iii. Last Name;
 - iv. Suffix (e.g. Jr., III);
 - v. Job Title / Classification;
 - vi. Department;
 - vii. Primary Worksite Name;
 - viii. Work Telephone Number;

- ix. Home Street Address (Incl. Apartment #);
- x. City;
- xi. State;
- xii. ZIP Code (5 or 9 Digits);
- xiii. Home Telephone Number (10 Digits);
- xiv. Personal Cellular Telephone Number (10 Digits);
- xv. Personal Email Address of the Employee;
- xvi. Employee ID;
- xvii. Hire Date;

This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the District.

- c. Periodic Update of Contact Information: The District shall also provide CSEA with a list of all bargaining unit members names and contact information above on the last working day of September, January, and May. The information shall be provided to CSEA electronically in Excel format, via a mutually agreeable secure FTP site or service, on the last working day of the month in which they were hired. This contact information shall include the following items, with each field in its own column:
 - i. First Name;
 - ii. Middle Initial;
 - iii. Last Name;
 - iv. Suffix (e.g. Jr., III);
 - v. Job Title / Classification;
 - vi. Department;
 - vii. Primary Worksite Name;
 - viii. Work Telephone Number;
 - ix. Home Street Address (Incl. Apartment #);
 - x. City;
 - xi. State;
 - xii. ZIP Code (5 or 9 Digits);
 - xiii. Home Telephone Number (10 Digits);
 - xiv. Personal Cellular Telephone Number (10 Digits);
 - xv. Personal Email Address of the Employee;
 - xvi. Employee ID;
 - xvii. Hire Date;

3. NEW EMPLOYEE ORIENTATION

- a. "New Employee Orientation" means the onboarding process of a newly hired public employee, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties, and responsibilities, or any other employment related matters.

- b. The District shall provide CSEA mandatory access to its new employee orientations. CSEA shall not receive less than ten (10) days' notice in advance or orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the District's operations that were not reasonably foreseeable.
 - i. In the event the District conducts one-on-one orientations with new employees, CSEA shall have 20 minutes of paid release time to meet with the employee once onboarding is complete.
- c. The District shall include the CSEA membership application (and a CSEA provided link for an electronic application where applicable), in any employee orientation packet of District materials provided to any newly hired employee. CSEA shall provide the copies of any CSEA literature/membership applications to the District for distribution.
- d. The orientations session shall be held on District property.
- e. During the CSEA's orientation session, no District manager or supervisor, or non-unit employee shall be present.

4. GRIEVANCE PROCEDURE

- a. Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be subject to the grievance provisions of the Collective Bargaining Agreement, except as follows:
 - i. Only CSEA and its Chapter 663 can grieve this agreement.
 - ii. Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be resolved in expedited arbitration before a mutually agreeable arbitrator. If the parties are unable to mutually agree within thirty (30) days, a list will be requested from SCMS for the parties to alternatively strike names until one remains.
 - iii. The arbitrator's decision shall be final and binding on the parties.
 - iv. The cost of the arbitrator shall be borne equally between the parties.

5. DURATION

- a. This agreement shall become effective May 1, 2018, and shall continue in effect up to and including June 30, 2019, and renew automatically if not reopened in writing by either party prior to renewal.

Accepted by the Superintendent
For the District

Nancy Hauer 4-11-18
Nancy Hauer, Superintendent Date

Accepted by CSEA President
For the Association

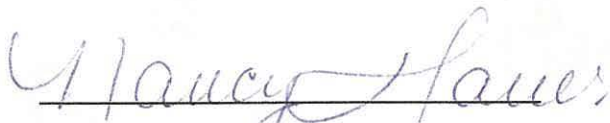
Jackie Finch 4/11/18
Jackie Finch, President Date

Accepted by CSEA LRR

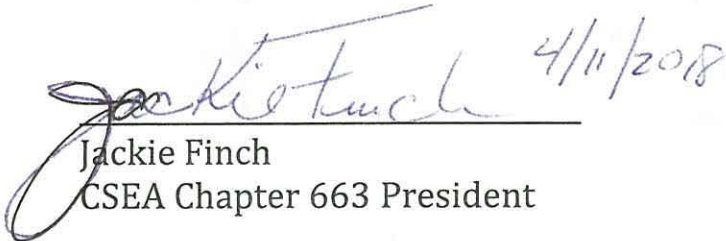
Dan Ortiz 4/11/18 3:40 PM
Dan Ortiz, LRR Date

Memorandum of Understanding
Between Dehesa School District and CSEA and its chapter 663

The Dehesa school district and CSEA met on April 11, 2018 and agreed on the attached calendar for the school year 2018/2019



Nancy Hauer
DEHESA SCHOOL DISTRICT Superintendent



Jackie Finch
CSEA Chapter 663 President



Daniel Ortiz
CSEA Labor Relations Representative

Dehesa School District

2018-2019 School Calendar

July 2018						
Su	M	Tu	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						
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September 2018						
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30						

October 2018						
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November 2018						
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December 2018						
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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						
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28	29	30				

May 2019						
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June 2019						
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30						

- School Closed
- Early Release Day
- Holidays

- Staff Development
- First and Last Day of School

- 11 Month Employee's first/Last Days
- Certificated Staff Returns / Classified CPR Cla

Aug 16th/17th	Staff Development
Aug 20th	First Day of School for students
Nov 9,13,14,15,16	Parent/Teacher Conferences
Feb 14th	Staff Development/No School
Nov 19th-23rd	Thanksgiving Break

Dec.21st-Jan 4th	Winter Break
April 15th-26th	Spring Break
June 13th	Last Day of School

TENTATIVE AGREEMENT
2016/2017 THROUGH 2018/2019
By and Between
DEHESA SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
DEHESA CHAPTER # 663
New Article

ARTICLE 25: LAYOFF AND REEMPLOYMENT RIGHTS

25.1 Layoff procedures and reemployment rights shall be in accordance with applicable law.

25.2 Definitions:

25.2.1. "Classification" is a position within the classified service that has a defined job description and title, number of hours per day, number of hours per week, number of days per week, and number of months per year as adopted by the Governing Board.

25.2.2. "Seniority" is the length of service within a classification, plus higher classification. Length of service shall be determined by date of hire.

25.2.3. "Higher classification" means higher placement on the classified salary schedule. As between two classifications with the same placement on the classified salary schedule, "higher classification" means, in order of priority, longer length of work year, higher number of hours per week, and higher numbers of hours per day.

25.2.4. "Layoff" shall include an involuntary separation from the classified service, separation from a particular classification, or reduction in the number of assigned months, days, or hours for a classification due to lack of work or lack of funds.

25.2.5. "Displacement rights" are defined as the ability of employees with greater seniority within a classification to take the position of employees with less seniority within a classification subject to certain displacement rules. "Displacement rights" are sometimes referred to as "bumping rights."

25.2.6. "Layoff Resolution" is the document adopted by the Governing Board that identifies the justification for layoff ("lack of work" or "lack of funds" or both.), the classifications to be eliminated or reduced, and the timeline of events.

25.2.7. "Days" means calendar days.

25.2.8. "Working days" means days the District Office is open for regular business.

25.2.9. "Notice" means the written notification provided to employees who will be laid off which describes the rationale for the layoff, displacement rights (if any), and reemployment rights.

25.2.10. "Reemployment" means return of the rights and benefits of the classification from which an employee was laid off.

25.2.11. "Qualifications" means the duties and standards adopted by the Governing Board for a particular classification, and the actual duties and tasks performed by incumbents of the classification as identified by the District. The "qualifications" of an employee may be determined through promotional examination.

25.2.12. "Job family" is a group of classifications with similar qualifications.

25.2.13. "Total District Seniority" is the length of service of an employee in any classification in the District dating back to the employee's initial engagement with the District as a classified employee or return to the District as a classified employee following a break in service.

25.3 Notice of Layoff

25.3.1 Following adoption by the Governing Board of a layoff resolution, the Association shall receive a copy of the layoff resolution and a list of employees affected by the layoff. The Association may thereafter demand to negotiate as defined in Section 13.0.

25.3.2 Following adoption by the Governing Board of a layoff resolution, the District shall provide affected employees at least 60 days written notice. Such written notice shall include an election form for the unit member to indicate whether he or she wishes to exercise displacement rights, if applicable.

25.3.3 Nothing herein provided shall preclude a layoff for lack of funds in the event of an actual and existing financial inability to pay salaries of classified employees, or layoff for lack of work resulting from causes not foreseeable or preventable by the District, without the notice required by subdivision 3.1 (See Education Code section 45117(d)(1)-(d)(2)).

25.4 Order of Layoff

25.4.1 The order of layoff within a classification shall be determined by length of service. The employee who has been employed the shortest time in the classification, plus higher classifications, shall be laid off first.

25.4.2 In the event of a tie, the employee with the greatest total District seniority shall be deemed to possess greater seniority. In the event a tie still exists, order of layoff shall be determined by lot.

25.4.3 Reemployment shall be in the reverse order of layoff.

25.5 Employee Rights

25.5.1 Each affected employee within a classification shall receive a layoff notice.

25.5.2 Displacement rights are limited to the following options, which shall, to the extent applicable, be listed on the election form provided with the notice of layoff:

25.5.2.1 Accept the layoff.

25.5.2.2 Displace the least senior employee with equal months per year, days per week, hours per week, and hours per day in the same classification.

25.5.2.3 Displace the least senior employee with fewer months per year, hours per week, or hours per day in the same classification.

25.5.2.4 Displace the least senior employee with equal months per year, days per week, hours per week, and hours per day in a lower classification in which the employee has established seniority and possesses greater seniority rights.

25.5.2.5 Displace the least senior employee with fewer months per year, hours per week, or hours per day in a lower classification in which the employee has established seniority and possesses greater seniority rights.

25.5.2.6 Subject to the rights of other laid off employees, or others on the reemployment list move into a vacancy for which the employee is deemed qualified. In the event two or more laid off employees are deemed equally qualified for a vacancy, total seniority in the District shall decide.

25.5.2.7 Apply for any other vacant positions.

25.5.2.8 Each employee being laid off or displaced shall make this selection in order of seniority.

25.5.2.9 Affected employees shall not be permitted to displace more than one employee, unless the employee is subject to layoff in more than one classification.

25.5.2.10 A more senior employee may bump another employee with less seniority in order to retain maximum work hours. A more senior employee may bump another employee who has less seniority but works more hours.

25.6 The election form required by this Article shall be returned within ten (10) working days. Thereafter, the District will schedule a meeting with each employee who has returned the form indicating that he or she wishes to exercise displacement rights. The layoff, displacement and reemployment process and rights will be explained and any necessary information will be provided. The employee shall be entitled to representation.

25.7 Reemployment Rights

25.7.1 As provided in Education Code section 45298, employees who are laid off shall have reemployment rights for any vacancies in their classification for a period of thirty-nine (39) months and shall be reemployed in preference to new applicants. Employees who are layoff also shall have the right to participate in promotional examinations.

25.7.2 If as a result of the exercise of rights specified above, an employee who takes a voluntary demotion or reductions in assigned time, the unit member shall be granted the same rights specified in 7.1 and shall retain eligibility to be considered for reemployment for an additional period of up to twenty-four (24) months, provided, that the same tests of fitness under which they qualified for appointment to the classification still apply.

25.8 Employees who takes voluntary demotion or voluntary reductions in assigned time in lieu of layoff shall be, at the option of the unit member, returned to a position in their former classification or to positions with increased assigned time as vacancies become available and without limitations of time. However, if there is a reemployment list, they shall be ranked on that list in accordance with their proper seniority.

25.9 Employees recalled from layoff shall be reinstated at their prior salary schedule step, and shall be credited with their prior district service for all other purposes in this Agreement, including seniority and longevity-bases benefits.

25.10 Retirement in lieu of layoff: An employee, if eligible, may elect to accept a retirement in lieu of layoff pursuant to Education Code section 45115. If he or she subsequently accepts, in writing, a position within the District during the 39-month period of preferred reinstatement rights, the District shall maintain the vacancy until the Board of Administration of the Public Employees' Retirement System has properly processed his or her request for reinstatement from retirement.

25.11 Employees on the reemployment list shall have the first right of refusal to substitute assignments and short-term assignments in the classification from which they were laid off or in any other classification for which they were laid off or in any other classification for which they are qualified.

25.12. If Education Code sections 45101, 45114, 45115, 45117, 45298, and 45308 are amended or rescinded, either party may reopen negotiations on layoff procedures and at such time the parties will negotiate matter that are within the scope of negotiations pertaining to layoff and reemployment rights.

25.13. Upon demand by the Association, the District and Association shall meet and negotiate regarding the impacts and effects of the decision to layoff, and/or the impacts and effects of reductions in hours of specific classifications. This is the parties complete an full understanding with respect to the decision to layoff.

25.14 Upon separation due to layoff, affected benefited employees shall be provided with sixty (60) days of paid benefits if laid off in June.

ARTICLE 26: Term of agreement

Accepted by the Superintendent
For the District

Nancy Hauer 4-11-18
Nancy Hauer, Superintendent Date

Accepted by CSEA President
For the Association

Jackie Finch 4/10/18
Jackie Finch, President Date

Accepted by CSEA LRR

Dan Ortiz 4/11/18 3:45 PM
Dan Ortiz, LRR Date

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Policy Updates BP/AR
1312.3, AR 3230, AR
3514.2.

Meeting Date: May 17, 2018

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

Background: The Board policies are periodically updated in Gamut. The District is trying to maintain updated polices and not get behind as in previous years.

Report: BR/AR 1312.3 Policy updated to list all state and federal programs subject to the uniform complaint procedures as specified in the Federal Program Monitoring instrument, reflect new law which includes immigration status as a prohibited basis for discrimination, and reflect new law which authorizes the use of UCP for alleged noncompliance with certain educational rights of children of military families. Policy also revised to clarify that complaints of employment discrimination are not subject to UCP, the district has an obligation to investigate and follow district procedures. Regulation updated to reflect a requirement that the annual UCP notice include the educational rights of children of military families. It also deletes references to Office of Civil Rights resources on sexual violence which have been withdrawn. AR 3230 Regulation updated to clarify that any federal formula or discretionary grant funds awarded to the district must comply with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Regulation also delays until July 1, 2018, the date by which districts must comply with the procurement standards in the Uniform Guidance. AR 3514.2 Regulation updated to clarify the applicability of integrated pest management requirements to child care facilities, delete an outdated date by which the annual training requirement became effective, and add requirement for pesticide-safe training. Regulation also reflects new state regulation which prohibits growers from making certain agricultural pesticide applications within one-quarter mile of a school site between 6:00 am and 6:00 pm on weekdays and requires growers to annually notify the principal regarding pesticides it expects to use during the year.

Financial Impact: None

Student Impact: Effective governance has a significant impact on student achievement.

Recommendation: Administration recommends approval of the updated Board Policies and Administrative Regulations.

Agenda Item #: VII.E.1

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5131.62 - Tobacco)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as

discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the

specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

33380-33384 California Indian Education Centers

35186 Williams uniform complaint procedures

44500-44508 California Peer Assistance and Review Program for Teachers

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, and military-connected students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52462 Career technical education
52500-52616.24 Adult schools
54000-54029 Economic Impact Aid
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000- 56865 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
104420 Tobacco-Use Prevention Education
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6576 Title I basic programs
6801-7014 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Sample UCP Board Policies and Procedures
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Family Policy Compliance Office: <http://familypolicy.ed.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>
U.S. Department of Justice: <http://www.justice.gov>

(9/16 5/17) 3/18

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Superintendent

4612 Dehesa Rd. El Cajon, CA 92019

(619) 444-2161

nancy.hauer@dehesasd.net

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve

complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
 - e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.
 - f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
 - g. The Board is required to adopt and annually update the LCAP in a manner that includes

meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

i. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

l. Copies of the district's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including

students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or

organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information.

The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5

CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim

shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed

- e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by CDE

(9/16 5/17) 3/18

Administrative Regulation

Federal Grant Funds

AR 3230

Business and Noninstructional Operations

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating

or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it

shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

(9/16) 3/18

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Integrated Pest Management

AR 3514.2

Business and Noninstructional Operations

Definitions

Integrated pest management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. (Education Code 17609; Food and Agricultural Code 13181)

(cf. 3510 - Green School Operations)

School site means any facility used as a child day care facility or for kindergarten, elementary, or secondary school purposes and includes the buildings or structures, playgrounds, athletic fields, vehicles, or any other area of property visited or used by students. (Education Code 17609)

Program Components

The Superintendent or designee shall designate an employee at the district office and/or school site to develop, implement, and coordinate an IPM strategy that incorporates effective, least toxic pest management practices.

The IPM coordinator shall prepare and annually update a districtwide or school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

The IPM plan shall include the name of the district and/or school IPM coordinator, the pesticides expected to be applied at the school site by district employees and/or pest control applicators, and a date that the plan shall be reviewed and, if necessary, updated. (Education Code 17611.5)

The district shall use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides shall only be used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Food and Agricultural Code 13181)

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)

The district's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.

No pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site, shall be used at a school site. (Education Code 17610.1)

6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and product label directions.

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM as described in the section "Training" below.
9. Evaluating the effectiveness of treatments to determine if revisions to the IPM plan are needed.

Training

The IPM coordinator and any employee or contractor who may be designated to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

(cf. 4231 - Staff Development)

Any district employee who handles pesticides shall also receive pesticide-specific safety training prior to applying pesticides and annually thereafter in accordance with 3 CCR 6724.

Notifications

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184
3. If the school has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school or district IPM plan on the school's web site or, if the school does not have a web

site, then on the district web site. If neither the school nor district has a web site, then the IPM plan shall be included with the annual notification sent to staff and parents/guardians pursuant to Education Code 17612 as described above. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

Warning Signs

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

Records

At the end of each calendar year, the IPM coordinator shall submit to DPR, on a form provided by DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. A school may meet this requirement by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Pesticide Use near School Site

Upon receiving notification pursuant to 3 CCR 6692 that a grower expects to use agricultural pesticides within one-quarter mile of a school site Monday through Friday from 6:00 a.m. to 6:00 p.m., the principal or designee shall notify the Superintendent or designee, IPM coordinator, staff at the school site, and parents/guardians of students enrolled at the school.

The principal or designee may communicate with any grower within one-quarter mile of the school to request that the grower not apply pesticides during evenings or weekends when school activities are scheduled.

Legal Reference:

EDUCATION CODE

17366 Legislative intent (fitness of buildings for occupancy)

17608-17614 Healthy Schools Act of 2000

48980 Notice at beginning of term

48980.3 Notification of pesticides

BUSINESS AND PROFESSIONS CODE

8593.2 Licensed pest control operators; training requirements

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 3

6147 Pesticides exempted from registration requirements

6690-6692 Pesticide use near school sites

6724 Training of employees handling pesticides

CODE OF REGULATIONS, TITLE 8

340-340.2 Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

136-136y Insecticide, Fungicide and Rodenticide Act

Management Resources:

CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONS

California School IPM Model Program Guidebook

Healthy Schools Act Requirements for Public K-12 Schools

School District Integrated Pest Management Plan Template

U.S. ENVIRONMENTAL PROTECTION AGENCY

Pest Control in the School Environment: Implementing Integrated Pest Management (IPM), May 2017

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Pesticide Regulation, School IPM:
<http://www.cdpr.ca.gov/schoolipm>

U.S. Environmental Protection Agency, Integrated Pest Management at Schools:
<http://www.epa.gov/managing-pests-schools>

(3/06 4/15) 3/18

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Policy Updates BP/AR 3551,
BP/AR 3553,
BP4111/4211/4311

Meeting Date: May 17, 2018

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

Background: The Board policies are periodically updated in Gamut. The District is trying to maintain updated polices and not get behind as in previous years.

Report: BP/AR 3551 Policy updated to reflect new law which requires districts to make their meal charge policy public and ensure that students with unpaid meal fees are not shamed or treated differently than other students. New law also requires the California Department of Education to provide information about the Buy American provision which requires a preference for California grown agricultural products with specified exceptions, and new law which clarifies that procurements in federally funded nutrition programs are subject to the procurement standards of the federal Uniform Guidance. Regulation updated to reflect provisions of SB 250 which requires districts to notify parents/guardians within 10 days of a negative balance in their child's school meal account and to exhaust all options to enroll the student in the free and reduced-price meal program if he/she is eligible. Regulation also adds new section reflecting new law which authorizes donation of unused, unopened foods to a food bank or other nonprofit charitable organization. BP/AR 3553 Policy updated to reflect new law which requires districts to apply by September 1, 2018, for a federal universal meal service for "very high poverty schools," as defined, for the purpose of providing breakfast and/or lunch free of charge to all students enrolled at the school. An exception exists for districts whose board adopts a resolution stating the district is unable to comply due to fiscal hardship. In both BP/AR section related to confidentiality and allowable purposes for sharing students' free and reduced-priced meal eligibility information revised to reflect the elimination of Title I program improvement. BP 4111/4211/4311 Policy updated to expand discussion of possible recruitment incentives, including subsidized housing programs for teachers and other employees and new law which establishes the California Educator Development grant program to assist districts with attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders. Policy also reflects new law which prohibits districts from seeking salary history information about an applicant and from relying on salary history information as a factor in determining whether to offer employment or the salary to offer an applicant, unless the salary information is disclosable under state or federal law or the applicant voluntarily discloses the information without prompting.

Financial Impact: None

Student Impact: Effective governance has a significant impact on student achievement.

Recommendation: Administration recommends approval of the updated Board Policies and Administrative Regulations.

Agenda Item #: VII.E.2

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551

Business and Noninstructional Operations

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with 2 CFR

200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees is not overtly identified, shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557.5)

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural

commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

- 38080-38086 Cafeteria, establishment and use
- 38090-38095 Cafeterias, funds and accounts
- 38100-38103 Cafeterias, allocation of charges
- 42646 Alternate payroll procedure
- 45103.5 Contracts for management consulting services; restrictions
- 49490-49493 School breakfast and lunch programs
- 49500-49505 School meals

49554 Contract for services
49550-49564.5 Meals for needy students
49580-49581 Food recovery program
FOOD AND AGRICULTURE CODE
58595 Preference for California-grown agricultural products
HEALTH AND SAFETY CODE
113700-114437 California Retail Food Code
PUBLIC CONTRACT CODE
2000-2002 Responsive bidders
20111 Contracts
CODE OF REGULATIONS, TITLE 5
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j School lunch programs
1771-1791 Child nutrition, including:
1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 2
200.56 Indirect costs, definition
200.318-200.326 Procurement standards
200.400-200.475 Cost principles
200 Appendix VII Indirect cost proposals
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD

Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent

Meal Payments, and Excess Student Account Balances, NSD Management Bulletin,

SNP-03-2017, April 2017

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast

Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD Management

Bulletin, USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, NSD Management Bulletin, USDA-SNP-16-2012, October

2012

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD

Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016
Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016
Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016
Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016
Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
California School Nutrition Association: <http://www.calsna.org>
U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

(12/13 5/17) 3/18

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Food Service Operations/Cafeteria Fund

AR 3551

Business and Noninstructional Operations

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the

Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

The Superintendent or designee may enter into an agreement with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to CDE using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average

expenditures. (2 CFR 220.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service

classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

(12/13 5/17) 3/18

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Free And Reduced Price Meals

BP 3553

Business and Noninstructional Operations

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

To provide optimal nutrition and reduce the administrative burden of food service operations, the Superintendent or designee shall assess the eligibility of district schools to provide breakfast and/or lunch free of charge to all students at the school under a federally funded universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a.

If any district school meets the criteria for a "very high poverty school" through its eligibility for the federal Community Eligibility Provision reimbursement rate pursuant to 42 USC 1759a, the district shall apply to the California Department of Education (CDE) to operate a universal meal service, unless the Board adopts a resolution stating that the district is unable to comply with this requirement due to fiscal hardship. The resolution shall be part of the public agenda for at least two consecutive Board meetings, first as an information item and then as an action item. The Board shall reconsider the resolution at least once every four years. (Education Code 49564; 42 USC 1759a)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

(cf. 5125 - Student Records)

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

(cf. 6171 - Title I Programs)

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program

application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

- 48980 Notice at beginning of term
- 49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001
- 49490-49494 School breakfast and lunch programs
- 49500-49505 School meals
- 49510-49520 Nutrition
- 49530-49536 Child Nutrition Act of 1974
- 49547-49548.3 Comprehensive nutrition service
- 49550-49564.5 Meals for needy students

CODE OF REGULATIONS, TITLE 5

- 15510 Mandatory meals for needy students
- 15530-15535 Nutrition education
- 15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

- 1232g Federal Educational Rights and Privacy Act
- 6301-6576 Elementary and Secondary Education Act

UNITED STATES CODE, TITLE 42

- 1751-1769j School lunch program
- 1771-1791 Child nutrition, especially:
 - 1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

- 210.1-210.31 National School Lunch Program
- 220.10-220.21 National School Breakfast Program
- 245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies,

2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Direct Certification Implementation Checklist Free and Reduced-Price Meals: Universal Meal Service, Nutrition Services Division Management Bulletin SNP-01-2018, January 2018 U.S.

DEPARTMENT OF AGRICULTURE PUBLICATIONS

Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS (continued)

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Food Policy Advocates: <http://cfpa.net>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Free And Reduced Price Meals

AR 3553

Business and Noninstructional Operations

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3552 - Summer Meal Program)

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)

(cf. 5145.6 - Parental Notifications)

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

Participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall be directly certified for enrollment in the free and reduced-price meal program without further application. Participants in other state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7 CFR 245.6)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)
(cf. 6175 - Migrant Education Program)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced-price meal program for the purpose of disaggregation of academic achievement data and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Business Services Specialist

In using the records for such purposes, the Superintendent or designee shall ensure that:
(Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meal program are maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meal program is not publicly released.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

3. All other confidentiality provisions required by law are met.

4. Information collected regarding individual students certified to participate in the free and reduced-price meal program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following:
(Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.

2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.

3. The students shall not be required to work for their meals or for milk.

4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3555 - Nutrition Program Compliance)

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8)

Prices

The maximum price that shall be charged to eligible students for reduced-price meals shall be 40 cents for lunch and 30 cents for breakfast. (42 USC 1758, 1773)

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Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Recruitment And Selection

BP 4111 4211, 4311

Personnel

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 4000 - Concepts and Roles)
- (cf. 4100 - Certificated Personnel)
- (cf. 4200 - Classified Personnel)
- (cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

- (cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

- (cf. 2230 - Representative and Deliberative Groups)

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts)

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, and/or additional compensation.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
35035 Responsibilities of superintendent
44066 Limitations on certification requirement
44259 Teaching credential; exception; designated subjects; minimum requirements
44750 Teacher recruitment resource center
44830-44831 Employment of certificated persons
44858 Age or marital status in certificated positions
44859 Prohibition against certain rules and regulations re: residency
45103-45139 Employment (classified employees)
49406 Examination for tuberculosis

GOVERNMENT CODE

815.2 Liability of public entities and public employees
6250-6276.48 Public Records Act
12900-12996 Fair Employment and Housing Act, including:

12940-12957 Discrimination prohibited; unlawful practices
HEALTH AND SAFETY CODE
53570-53574 Teacher Housing Act of 2016
LABOR CODE
432.3 Salary information
UNITED STATES CODE, TITLE 5
552 Freedom of Information Act
UNITED STATES CODE, TITLE 8
1324a Unlawful employment of aliens
1324b Unfair immigration related employment practices
UNITED STATES CODE, TITLE 20
1681-1688 Title IX prohibition against discrimination
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities
COURT DECISIONS
C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES
ASSOCIATION PUBLICATIONS
Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas
Research and Evaluation Group, October 2017
WEB SITES
California County Superintendents Educational Services Association: <http://ccsesa.org/recruit>
California Department of Education: <http://www.cde.ca.gov>
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Education Job Opportunities Information Network: <http://www.edjoin.org>
Teach USA: <http://culturalvistas.org/programs/us/teach-usa>
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

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