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DEHESA SCHOOL DISTRICT
Regular Governing
Board Meeting

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AGENDA

November 19, 2015

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.

Jeff Royal -

Mr. Royal was first elected to the governing Board in November 2000. He was re-elected in 2004, 2008 and 2012. His present term expires in 2016

Derek Voth

Mr. Voth was appointed to the Governing Board in January 2013 and his term expires in 2016.

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 6:30 p.m.

Dehesa School – Library

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

NOVEMBER 19, 2015

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 Sheila Cochran.

I. Call to Order

- A. Public Comment on Closed Session Items

II. Closed Session

- A. PUPIL PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
 - 1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. NEGOTIATIONS: The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
 - 1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. POTENTIAL LITIGATION: The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b)(1).
- E. REAL PROPERTY: The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 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

A. District/Community Organization Reports

- 1. Parents' Club – Amy Haisch, President
- 2. Dehesa Teacher's Association – Presidents Kelly Pallitto, Jennifer Griggs
- 3. California School Employees Association # 663 - Jackie Finch, President
- 4. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
 - b. Community Montessori

5. Diego Hills Charter School – Lindsay Reese
6. The Heights Charter School – Diana Whyte
7. Inspire Charter – Nick Nichols
8. Method Schools – Jessica Venezia
9. Mosaica Online Academy of Southern California – Justin Schmitt
10. 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 meetings:
 1. Regular Board Meeting – October 15, 2015, 2015
- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops
 1. Workshop for Lauren Kjono – Learning Headquarters – Common Core Writing Inservice – 2 day training – cost \$375.00

VI. Information & Proposals (Action may be taken)

- A.
 1. Student Council Presentation – Activity Calendar
 2. Correspondence – Williams Settlement Findings

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Site Administrator Report
4. Enrollment
5. Williams Report

C. Discussion

1. Board Meeting Dates for 2016

VII. Action Items

A. Public Hearings – None

B. Old Business – None

C. New Business

1. The Board will consider the Charter Petition Revision for Method Schools
2. The Board will consider the Change Order Request for Asphalt Play Area
3. The Board will consider the Civic Learning Resolution 11.1.2015
4. The Board will consider the proposed changes in the Citizens Bond Advisory Committee.

D. Negotiations - None

E. Board Policies –
a. None

F. Personnel - None

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting – December 10, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

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

C. Future Meeting Dates

1. Regular Meeting – December 10, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

IX. Adjournment

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

October 15, 2015

Minutes

I-III. Call to Order:

President Cindy White called the meeting to order at 7:15 and reported no action was taken at closed session. Karl Becker led all in the Pledge of Allegiance. A quorum was established; members present – Cindy White, Karl Becker, and Christina Becker. Jeff Royal and Derek Voth were absent. Karl Becker made a motion to approve the Agenda, seconded by Christina Becker and vote as follows:

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal , Derek Voth

IV. A. Requests to address the Board

1. **Parents Club** – Mrs. Ripke shared that the Halloween Carnival is set for October 24 from 1-5pm so that lighting will not be an issue. Middle School is having a Haunted House this year.

2. **DTA** -President Kelly Pallitto stated everything is going well with new team members.

3. **CSEA** – President Jackie Finch reported they have a new e-board, planning a good year. Also that Frank Fiorenza, an instructional aide is a new sub school bus driver for us.

4 – 9 **Charter Schools:** Superintendent Hauer shared Dehesa Charter has 1000 enrollment and many followers on Facebook and Community Montessori has a current enrollment of 484, up 35 students. Jessica Venezia and Mark Holley from Methods Charter shared with the Board that their enrollment is up 32% over last year; their older students have been working on service learning with the younger students. Diana White from The Heights Charter was present and updated the Board. Their enrollment is at 205, they've completed three years in a row of audits with no findings. Their staff and parents are doing a great job with independent study and they have approximately 6 field trips per year. Their staff has completed EPI pen training and CPR. Mrs. White also mentioned their Board appreciates our School Board's support. Nick Nichols from Inspire Charter was at the meeting and updated the Board and introduced two teachers who shared strategies of Inspire

that are making them successful. Their areas of focus are high standards and expectations, vigorous course study, reading comprehension, effective leadership, professional development, supportive learning environment, including student council, and community and family involvement.

10. Citizen Input: None

B. Board Input: President, Cindy White spoke about the need to make sure we have the appropriate furniture and may want to look at standing desks for some. Discussion and direction from the Board to furnish new classrooms first but may need to use some of our existing furniture until we are sure of what we want. Further thought that all grades need to have some new things, like the projectors, which are approximately \$6500 each (includes installation) but take the place of Smart Boards. Superintendent Hauer mentioned that Kindergarten and EAK got new furniture about two years ago. Discussion that the primary, intermediate and junior high need to agree on most of the furniture in case numbers change and we need to pull from another class. Business Manager shared that there is approximately \$150,000 in funding available and the possibility of using some money from Fund 17.

V. Routine Action Items A-D:

Karl Becker made a motion to approve the routine action items and Christina Becker seconded the motion. No discussion, vote as follows:

Ayes: Cindy White, Karl Becker, Christina Becker

Nays: None,

Absent: Jeff Royal, Derek Voth

Abstain: None

VI. Information and Proposals

A. Correspondence: Superintendent Hauer reviewed the information in the correspondence

B.1. Budget Report: Business Manager, Lori Wigg said she will share all the information during the Unaudited Actual's report.

B.2 State School Building Report: Superintendent Hauer shared that everything is on schedule and going well and she was able to walk on the upper level last week.

B.3 Site Administrator's Report: Principal Ripke shared upcoming events including Red Ribbon Week, Anti-bullying – dress blue day, and Halloween Carnival. At the last staff meeting she reviewed ALICE training and Connect for Success with all staff. She informed the Board that CELDT testing has started and we have hired a part time person to help since we don't have anyone trained on staff. Christina Becker gave kudos for Principal working so hard to increase attendance.

B.4 Enrollment: Mrs. Hauer shared that we are currently at 188

C. Discussion: None

VII. Action Items

A. Public Hearings: None

B. Old Business: None

C. New Business

1. **Project Red:** Karl Becker made a motion to consider the MOU, seconded by Christina Becker. Superintendent Hauer shared that this is our second year working with them and they help us with technology. Vote as follows

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

2. **Resolution 1015.10.1** Karl Becker made a motion to consider the resolution for adopting the GANN limit, seconded by Christina Becker. Business Manager shared that it was an annual resolution that was required. Vote as follows:

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

3. **Energy Resolution 2015.10.2** Karl Becker made a motion to consider the Energy Resolution. Lori Wigg shared this is the Resolution that the coalition is adopting to present to SDG&E to help us with our rates. Vote as follows:

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

- 4. Contract Extension for G. Wayne Oetken:** Cindy White made a motion to table this item, seconded by Christina Becker, all approved.
- 5. Unaudited Actuals:** Karl Becker made a motion to consider the Unaudited Actuals, seconded by Christina Becker. Lori Wigg reviewed the ending fund balances for each fund. In order to offset deficit spending in the General Fund, a transfer of \$9,475 was made from Fund 17 (Charter Oversight Reserve Fund) to balance the General Fund budget. The contribution from the General Fund to the Cafeteria Fund was \$7,865 in 2014-15. Sheila Gustafson and Brandy Kelley were able to resolve previous issues with the direct certification process. They were able to directly certify 30 additional students which should help the deficit in the Cafeteria fund. In addition, a price increase will be necessary for next school year. The General Fund contribution to the Child Development fund was \$6,820 for 2014-15. The ESS coordinator is researching the possibility of increasing fees to help alleviate the deficit. In addition, a child care worker was promoted to an Instructional Aide position and they will be not replaced in 2015-16. The Capital Facilities/Developer Fee fund closed with an ending fund balance of \$477,352. The ending fund balance includes two of the three payments from Sycuan. The final payment should be received in January 2016. The Bond Funding closed with an ending fund balance of \$2,979,686. The balance in the Bond Fund will be depleted in 2015-16 with the completion of the construction project.
Vote as follows:
Ayes: Cynthia White, Karl Becker, Christina Becker
Nays: None
Absent: Jeff Royal, Derek Voth
Abstain: None
- 6. Desks:** Karl Becker made a motion to consider the proposal for purchasing Student and Teacher Desks for the new classrooms and it was seconded by Christina Becker. Discussion and vote as follows:
Ayes: Cynthia White, Karl Becker, Christina Becker
Nays: None
Absent: Jeff Royal, Derek Voth
Abstain: None

7. Interactive Projectors: Karl Becker made a motion to consider the purchase of Interactive Projectors, seconded by Christina Becker. Mr. Becker asked that the number be increased from 6-11 so all the classrooms will have them, not just the new ones. Business manager will need to determine where additional money can come from for additional projectors. Discussion and vote as follows:

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

D. Negotiations: None

E. Board Policies: None

F. Personnel: Principal Ripke introduced Jholei Evans to the Board. She has been doing a long term sub position and is being hired as our new first grade teacher. Ms. Evans reviewed her background with the Board. Principal and Superintendent complimented her on the amazing job she has doing. Karl Becker made a motion, seconded by Christina Becker to consider the three items of ratification by the Superintendent. Discussion and vote as follows:

Ayes: Christina Becker, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

VIII. Advanced Planning:

A. Next regular Board meeting is set for November 19, 2015. Closed session will be at 6:30 with open session at 7:00 pm. Hardhat tour will be at 6:00pm.

B. Agenda Items – per ones included in these minutes and as requested by trustees.

C. Future Meeting Dates: December 10, 2015 will be the reorganization meeting with closed session at 6:30 followed by open session at 7:00 pm.

IX. Adjournment: Meeting was adjourned at 8:40 pm.

Respectfully submitted by:

Approved by:

Sheila Cochran
Administrative Secretary

Derek Voth
Clerk

Dehesa School District
COMMERCIAL WARRANT LISTINGS

October 31, 2015

General Fund Restricted Accounts

<u>Special Education</u>	Date	Amount	
Audiometrics			Audiometer Calibration
ABA education Foundation	10/1/15	\$618.75	Student Supervision Services
Lemon Grove			Program Specialist
LRP Publications			Special Ed for Charters
Nancy Hauer			Training Reimbursement
Pearson			Special Ed Supplies
Purposeful Play, Inc.			Occupational Therapy
Pro-Ed	10/2/15	\$126.50	Assessment Supplies
San Diego County Speech Pathology			Speech Services
Southwest School & Office Supply			Instructional Supplies
Vista Hill	10/2/15	\$1,567.00	Mental Health Services/Assessments
WPS Publish			Visual/Auditory Testing

General Fund Other Restricted/Unrestricted Accounts

Transportation

A-Z Bus Sales			Bus Parts
Cajon Valley Union School District			Bus Maintenance/Fuel
Creative Bus Sales			Bus Parts
Jaybright Co.			Vehicle Wash & Wax
Tire Centers	10/2/15	\$292.04	Tires/Repairs
ThemCBurnieDesignCo			Bus Repair
Minda Lawrence			Student Transportation Reimbursement
Yale-Chase			Brake Inspection Services

General Fund Other

A-1 Live Scan	10/1/15	\$95.00	Live Scan & Background Checks
Aardvark Pest Control, Inc.	10/1/2015	\$259.00	Pest Control Services
ACCO Brands USA			Laminating Rolls
Alice Training Institute LLC			Training Class
Alliance			Instructional Supplies
Amazon			Instructional Supplies
Anita Fire Hose Company	10/1/15	\$24.00	Fire Extinguisher Service
	10/5/15	\$119.24	Additional Fire Extinguishers
Apple, Inc.			IPAD Indian Education
APS Laminating Supplies			Office Supplies
Assn of CA School Administrators			Annual Membership Dues
Assn for Supervision & Curriculum Development			Yearly Membership
AT&T			Phone Bill
Atkinson, Andelson, Loya, Ruud & Romo			Legal Fees-July
Avaya			Phone System Maintenance
Award Emblem Mfg Co			Student Counsel Pins

Dehesa School District
COMMERCIAL WARRANT LISTINGS

October 31, 2015

Barnes & Noble			Library Books
Becker, Christina			Reimbursement-Parking
Bio Corporation			Instructional Supplies
Blackboard Connect			Annual Fee 13/14 & 14/15
Brown Industries			Peace Pal Awards
California State Board of Equalization			Sales/Use Taxes
California School Boards Association			Annual Membership/Conference Fees
California Schools VEBA			Retiree Premiums Feb-April
California Dept. of Justice	10/2/15	\$211.00	Fingerprinting Fees
Chad Griffin	10/1/15	\$28.30	Reimbursement-Instructional Supplies
CIMI Fox Landing	10/19/15	\$2,160.00	6th Grade Camp Deposit
Cintas Corporation			Nurse Supplies
College Preparatory Mathematics			Instructional Supplies/Books
Copy Link			Junior High Copier Maintenance
County Proflame	10/1/15	\$1,443.80	Propane
County of San Diego			Election Fees
CPM			Instructional Supplies
David Best			Reimbursement-Maintenance Supplies
Data Management			Office Supplies
Dehart Backflow	10/1/15	\$135.00	Backflow Testing
Dell Awards			Name Plates
Dell Marketing LLP			Servers, Common Core Funds
Demco			Instructional Supplies
Dunn Edwards Paints			Paint
East County Californian			Budget Advertisement
Educational Data Systems			CELDT Testing Fees
Eric Schneider			Reimbursement
ESGI			Licensing Fees
Extended School Services	10/1/15	\$300.00	Homeless Student After School Care
Everything Medical			Nurse Supplies
Federal Publishing Limited			Office Supplies
FedEx	10/1/15	\$79.20	Express Mailing
Firewatch			Semi Annual Service and Inspection
Flaghouse, Inc.			Instructional/PE Supplies
Flinn Scientific			
Follett	10/1/15	\$79.93	Instructional Supplies
Frontline Technology Services			
Grainger			Maintenance Supplies
Guided Discoveries, Inc			Camp Deposit
Heather Alex			Reimbursement-Instructional Supplies
Heart Rate Monitors USA			Middle School PE Supplies
Hewlett-Packard Co.	10/2/15	\$13,175.28	Teacher Laptops
Home Depot	10/2/15	\$230.80	Custodial/Maintenance Supplies
Houghton-Mifflin Harcourt			Textbooks
HR Direct			Compliance Updates
Industrial Chem Labs			Custodial Supplies
Janet Wilson			Reimbursement
J&C Books			Books
Jennifer Griggs			Reimbursement Instructional Supplies
Jolene Guzman			Reimbursement Instructional Supplies

Dehesa School District
COMMERCIAL WARRANT LISTINGS

October 31, 2015

Jones School Supply Co.			Instructional Supplies
Jostens			Reimbursement-Instructional Supplies
Julie Wiley			CPR Training
Jurman's			Reimbursement-Instructional Supplies
Kathleen Daniels			Tree Removal Service
Ken Bojok Tree Services			Student Record Supplies
K/P Educational Service Prod.			
Lauren Kjono			
Learning Upgrade	10/2/15	\$750.00	Student Annual License
Lynn's Locksmith Service			keys
Mason's			Maintenance Repairs
McGraw Hill	10/2/15	\$173.33	Books & Instructional Supplies
Message Logix, Inc.			Anonymous Alert Subscription Services
MobyMax			Student Licensing Fees
MRC Smart Technologies			Qtrly Maintenance Printers
Mynor Pinillos			Reimbursement-Instructional Supplies
MRC			Staples
Nicole Suetos			Reimbursement -Instructional Supplies
Nancy Hauer			Reimbursement-Conference Expenses
Nexus			Smartnet Maintenance Agreement
Newegg, Inc	10/2/15	\$280.33	Computer Monitor
Newegg, Inc	10/5/15	\$1,265.73	Acer Notebooks
NvLS			Erate Services
NWEA			Testing Fees
Office Depot	10/2/15	\$103.22	Instructional and Office Supplies
Otay Water District	10/2/15	\$336.62	Monthly Service
P&R Paper			Instructional supplies
PAC Heating & Air			AC Repairs
Palo Sports			PE Equipment
PC Mall Gov			Server Software, Common Core
Pearson			Instructional Materials
Petty Cash			Reimbursement
Positive Promotions	10/5/15	\$100.65	School Supplies
Read Naturally, Inc.			Instructional Supplies
Really Good Stuff			Instructional Supplies
Renaissance Learning			Additional Subscriptions SR
Revolving Fund			Reimbursement
RL Bates, DBA AI-Max			Septic Pumping Services
Roy Wheeler Auto Services			Smog Services
San Diego County Office of Education	10/2/15	\$36.72	Conference Training
San Diego County Office of Education	10/1/15	\$690.00	Office Supplies/Card Printing Services
San Diego FBC	10/26/15	\$1,414.20	Retiree Dental Premiums
San Diego County Vector			Pesticide Services
San Diego County School Boards Asso.			Annual Membership Dues
San Joaquin County Office of Education			SIS Maintenance Agreement
Scholastic Book Club			Instructional Supplies/Books
Scholastic School Supplies			Instructional Supplies
School Services of Ca.			Conference Registration Fees

Dehesa School District
COMMERCIAL WARRANT LISTINGS

October 31, 2015

General Fund, Other - Continued

School Outfitters	10/1/15	\$17.63	Instructional Supplies
School Specialty	10/1/15	\$436.35	Instructional Supplies
	10/2/15	\$97.11	
Science Olympiad			Science Olympiad
SDG & E	10/30/15	\$7,504.90	Monthly Service
Sheila Cochran			Reimbursement office supplies
Sheila Cochran			Mileage
Skillpath Seminars			Conference/Training
Small School District Association			Membership dues/Workshops
SoftChoice	10/2/15	\$265.86	MS office Licensing
Southern California Assoc Science Proff.			Workshop Fees
Southwest School & Office Supply	10/1/15	\$951.58	Instructional Supplies
Standard Stationary Supply			Office Supplies
Stutz, Artiano, Shinoff, Holtz			Legal Fees
Sycuan Resort			Middle School PE
Tamara Ripke			Reimbursement-Instructional Supplies
Terminix			Quarterly Service
Time & Alarm Systems			Security system repair
Time for Kids			Instructional Supplies
Tidmore Flags			Classroom Flags
Troxell Communications	10/5/15	\$1,491.89	Charging Cart for IPADS
Turn Around Schools			Conference/Trainings
Tyco			Quarterly alarm service charges
United Health Supplies			Health Office Supplies
US Games			PE Supplies
VEBA	10/23/15	\$2,213.25	Retiree Insurance
	10/26/15	\$2,213.25	Retiree Insurance
Waste Management			Monthly Service
Waxie			Custodial Supplies
Wilkinson Hadley King & Co. LLP			Audit Progress Billings
Witt Company			Copier Supplies
Xerox		\$1,133.16	Copier Monthly Invoice

Charter School Funding

Community Montessori	10/29/15	\$13,481.63	In-Lieu Property Taxes Transfer
Community Montessori			Special Education Reimbursement
Dehesa Charter School			In-Lieu Property Taxes Transfer
Dehesa Charter School	10/29/2015	\$43,153.52	Special Education Reimbursement
Diego Hills Charter School			In-Lieu Property Taxes Transfer
			Special Education Reimbursement
The Heights Charter School			In-Lieu Property Taxes Transfer
The Heights Charter School			Special Education Reimbursement
Methods Charter School			EPA Quarter 1 Disbursement
Mosaica Charter School			In-Lieu Property Taxes Transfer
Girard & Edwards	10/1/15	\$3,739.40	Legal Fees

Dehesa School District
COMMERCIAL WARRANT LISTINGS

October 31, 2015

ESS - Student Care Fund

AT & T	10/1/15	\$44.09	Monthly Phone Service
Revolving Fund			Revolving Reimbursement
Southwest School & Office Supply			ESS Office Supplies
Stringfield, Ry			Reimbursement-Eye Glasses Repair
Sysco			Food

Cafeteria Fund

Alpine Union School District			Contract School Lunches
Ecolab Equipment Care	10/1/15	\$376.95	Kitchen Repair
County of San Diego			Annual Renewal Fees
Hollandia Dairy	10/2/15	\$1,157.71	Cafeteria Milk
Little Caesars Pizza			Cafeteria Food
San Jose State University			Food Service Training
PUSD			Certification Class for Autummne Sherman
SDG&E			Electric Bill
Sysco	10/2/15	305.17	Food

Deferred Maintenance Fund

Awning Products Unlimited			Replace Front Walkway Awning
DFS Flooring			Carpet 3 rooms
GEM Industrial Inc.	10/2/15	\$13,698.00	Multi Purpose Repair
Janus Corporation			Asbestos Removal 2 classrooms
PAC Heating and Air Conditioning			A/C Repairs
Pacifica Glass Co			Repair Broken Window
San Diego Door			Building/Door Repairs
South Bay Fence Co			Fence Repairs from Car Accident
Western Environmental & Safety Tech			Certified Asbestos Consultant

Learning Headquarters' Winter 2016 Grade-Level-Specific, Common Core Writing Inservices



Aligned
to the
Common
Core State
Standards!



Each empowering, two-day, grade-level-specific training is designed to enhance your writing instruction. You will learn to:

- Master the nuances of the grade level's Common Core writing standards to increase expectations and improve instruction
- Focus on Common Core writing, centered around the most powerful grade-level-specific, research-based tools, techniques, and strategies
- Implement a writing framework to ensure a cohesive system which differentiates instruction, meeting all students' needs
 - Demonstrate high-quality, at- or above-standard written examples
 - Guide all students through small-group, differentiated instruction with focused feedback
 - Empower students to write fluent, independent, and at- or above-standard products
- Set the stage for outstanding, daily writing for both extended and shorter time frames
- Integrate text-dependent writing instruction across content areas
- Access high-level vocabulary to bridge the language gap and improve everyday writing
- Build powerful sentences to add completeness, variety, and complexity to student compositions
- Delve into argument (opinion), informative/explanatory, and narrative text types
- Create rigorous teaching tasks integrating current classroom concepts and texts
- Conquer Common Core grade-level writing text types through an effective sequence for instruction
 - Build concept and background
 - Identify teaching task
 - Research and plan text connections
 - Progress through the stages of the writing process (prewriting, drafting, and reflecting/ revising/editing), utilizing graphic organizers to scaffold learning
 - Produce, publish, and showcase at- or above-standard writing
- Pace instruction through user-friendly, flexible teaching guides designed to focus year-long planning
- Assess grade-level text types, utilizing a monitoring system, to track progress and ensure that student data drives instruction

You will leave with a comprehensive handbook and extensive blackline masters to use immediately!



Learning Headquarters' Winter 2016 Grade-Level-Specific, Common Core Writing Inservices

Location:
Learning Headquarters
7290 Navajo Road, Suite 207
San Diego, CA 92119
(619) 229-0010



Two-Day, 12-Hour Inservice:
8:00-8:30: Registration and
Continental Breakfast (Included)
8:30-3:30 Grade-Level Specific Inservice
12:00-1:00 Lunch (Included)

- Winter 2016 Inservice Selection - Days I & II (select one):**
- Kindergarten Writing Inservice (Days I & II): January 20 & 21
 - First Grade Writing Inservice (Days I & II): January 27 & 28
 - Second Grade Writing Inservice (Days I & II): February 2 & 3
 - Third Grade Writing Inservice (Days I & II): February 23 & 24
 - Fourth Grade Writing Inservice (Days I & II): February 10 & 11
 - Fifth/Sixth Grade Writing Inservice (Days I & II): February 17 & 18

**Please note:
Inservice participants will
sign a VIDEO RELEASE
form to complete the
registration process.**

Registration Options:

Phone with your credit card (619) 229-0010
 Fax your purchase order (619) 229-6672
 Mail your payment to **Learning Headquarters**
 7290 Navajo Road, Suite 207
 San Diego, CA 92119
 Sign up online..... www.learningheadquarters.com

**Sign Up Now,
Space is
Limited!**

Participant Information:

Name: _____
 Grade Level: _____
 District: _____
 School: _____
 School Address: _____
 City/State/Zip: _____
 Home Address: _____
 City/State/Zip: _____
 Daytime Phone: _____
 Fax: _____
 E-mail: _____

Method of Payment: \$375

Check Cash **Purchase Order** _____
 P.O.# _____

Visa Mastercard

Exp. Date _____ Verification Value _____

Billing Zip Code: _____

Cardholder: _____

Signature: _____

Due to limited space, please call or fax Learning Headquarters to reserve your seat while P.O. is being processed.

last 3 digits printed on the signature strip of the credit card

(Note: Confirmation will be sent to this e-mail address)

Full payment is due prior to the inservice. Reserve now to guarantee seating.

Due to the limited amount of seating, cancellations must be received 48 hours prior to the start of the Day I Inservice in order to receive a refund/reschedule. All participants will receive the *Grade-Level-Specific, Common Core Writing Inservice Kit* binder to utilize immediately in the classroom. Complete sets of the *Learning Headquarters' Writing Materials* will be available for purchase, however no purchase is necessary to implement the techniques presented in the writing inservice.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Elementary Student Council and Middle School ASB

Meeting Date: November 19, 2015

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

Background:

The Dehesa Elementary School Student Council students gave speeches to their elementary classmates on Tuesday, October 15, 2015. All K – 5 students voted after the assembly and the results were announced on Friday morning.

Report:

The Dehesa Elementary Student Council Officers for the 2015-16 school year are President: Joe Haish, Vice-President: Leah Worrell, Secretary: Shanna Rothkamn, and Treasurer: Beth Becker. The Homeroom Representatives are third grade students. Middle School ASB members are: Jacob Morgan, Melody Quintanilla, Chris Gonzalez, Bailey Gould, Jasmine Evans and Noah Hobbs.

Financial Impact:

There is no financial impact on the District, but Student Council and ASB often conduct fundraisers to purchase special items for the school.

Student Impact:

It speaks volumes about a child to have the courage to run for an office. Students also benefit from developing public speaking skills, leadership skills, and to learn about the democratic process. We will make sure that all students, whether elected or not, have opportunities to develop their leadership skills this year.

Recommendation:

The elementary Student Council will be presenting their activity calendar for your informal consent. This is an informational item, there is no recommendation.

Agenda Item #:V1.A.1

Proposed Dress Up days from Student Council and ASB

November 18 – Crazy Top to Toe Day (Hair, hats, socks)

December 9 – Character/Disney Day

December 18 – Holiday Colors

January 6 – Mismatch Day

January 20 – Cozy Day

February 24 – Career Day

March 16 – 50s Day

April 13 – Hippie Day

April 27 – Neon Day

May 11 – Creature Feature Day (any animal/creature)

May 25 – 80s Day

June 16 – Superhero Day



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Randolph E. Ward, Ed.D., Superintendent of Schools

September 29, 2015

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

Dear Superintendent Hauer,

Subject: *Williams* Settlement Findings for 2015-2016 Site Visits

As County Superintendent of Schools, I have the responsibility to visit schools in our county and report to you the results of these visits. Please share this report at a public meeting as required by the *Williams* Settlement Legislation. California Education Code (EC) Section 1240 and Assembly Bill 607 specifically require visits to decile 1, 2, and 3 schools in each county, based on the 2012 Academic Performance Index (API), for the purpose of:

1. Ensuring that students have access to "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment, foreign languages, and health education as defined in EC Section 60119. The standard set forth in the law defines "sufficient" instructional materials as every pupil, including English learners, having a textbook in the core areas to use in class and to take home;
2. Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT), and to determine if there are any conditions that "pose an emergency or urgent threat to the health or safety of pupils or staff" as defined in EC Section 17592.72; and assessing "the safety, cleanliness, and adequacy of school facilities, including good repair" as required by EC Sections 17014, 17032.5, 17070.75, and 17089;
3. Determining if a school has current teacher vacancies. The standard for "vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year (first 20 days) as defined in [EC 33126(b)(5)(A)(B), EC 35186 (h)(3) and CCR Title 5 section 4600(b)];
4. Ensuring that the school has the Uniform Complaint Procedures posted in every classroom, and the *Williams* Complaint forms are available, in English and other languages required by California Department of Education;
5. Determining if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials, facilities maintenance, and teacher credentialing.

Service and Leadership for Student Achievement

Board of Education

Mark C. Anderson Guadalupe Gonzalez Alicia Muñoz Gregg Robinson Richard P. Shea

Nancy Hauer, Superintendent
September 29, 2015
Page 2

This report for 2015-2016 provides aggregate findings in these areas for your district's school visits. Your *Williams* district contact and principal of each visited school will receive a letter and copy of their school report.

In addition, the San Diego County Office of Education is responsible for determining teacher misassignments in deciles 1, 2, and 3 ranked schools and receives quarterly reports on complaints filed from all school districts concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues. Our *Williams* office will continue to work with your district contacts in regard to quarterly Uniform Complaint Reports and teacher misassignment and vacancies.

Please be assured the San Diego County Office of Education will continue to be available to support you in meeting the requirements of this legislation. For more information, please contact Nancy Sedgwick at nancy.sedgwick@sdcoe.net or (858) 569-5301.

Thank you and have a rewarding school year.

Sincerely,



Randolph E. Ward, Ed.D.
County Superintendent of Schools

REW:NS

cc: Mrs. Cindy White, Board President
Tamara Ripke, District Williams Contact

Attachment: *Williams* Settlement Annual District Visit Summary 2015-2016

Williams Settlement Annual District Visit Summary 2015 - 2016

Dehesa School District

Nancy Hauer, Superintendent

Mrs. Cindy White, School Board President

District Contact: Tamara Ripke
Phone No: 619-444-2161

Email:

School	School Principal	Date of Visit	Sufficient Instructional Materials	School Facilities Overall % and Rating	All Positions Filled on Visit Date	UCP Posted in all Classrooms	Valenzuela Notice Posted in 9-12 Office	Accurate 2013-14 SARC
Dehesa Elementary	Tamara Ripke	September 11, 2015	Yes	92.94% Good	Yes	Yes	N/A	Yes



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Randolph E. Ward, Ed.D., Superintendent of Schools

September 29, 2015

To: Tamara Ripke, Principal
Dehesa Elementary, Dehesa School District

From: Nancy Sedgwick, San Diego County *Williams* Coordinator *NS*

Re: *Williams* Settlement Findings for 2015-2016 Site Visits

California Education Code Section 1240 and Assembly Bill 607 require the San Diego County Office of Education staff to visit county schools identified as deciles 1, 2, or 3 based on the 2012 year Academic Performance Index (API) and report the results of the visit. California Education Code (EC) requires visits for the purpose of:

1. Ensuring that students have access to "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment, foreign languages, and health education as defined in EC Section 60119. The standard set forth in the law defines "sufficient" instructional materials as every pupil, including English learners, having a textbook in the core areas to use in class and to take home;
2. Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT), and to determine if there are any conditions that "pose an emergency or urgent threat to the health or safety of pupils or staff" as defined in EC Section 17592.72; and assessing "the safety, cleanliness, and adequacy of school facilities, including good repair" as required by EC Sections 17014, 17032.5, 17070.75, and 17089;
3. Determining if a school has current teacher vacancies. The standard for "vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year (first 20 days) as defined in [EC 33126(b)(5)(A)(B), EC 35186 (h)(3) and CCR Title 5 section 4600 (b)];
4. Ensuring that the school has the Uniform Complaint Procedures posted in every classroom, and the *Williams* Complaint forms are available, in English and other languages required by California Department of Education;
5. Determining if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials, facilities maintenance, and teacher credentialing.

This report for the 2015- 2016 site visits provides the findings in these areas for Dehesa Elementary. A letter and copy of your report was sent to Nancy Hauer, Superintendent and Mrs. Cindy White, School Board President. Please be assured the San Diego County Office of Education will continue to be available to support you in meeting the requirements of this legislation. For more information regarding these visits, please contact me at nancy.sedgwick@sdcoe.net or (858) 569-5301.

We appreciate the time you and your staff invested in order to make our visit to your school a positive experience. Thank you and have a great and rewarding school year.

Attachment: *Williams* Settlement Annual School Visit Summary Report for Dehesa Elementary

Service and Leadership for Student Achievement

Board of Education

Mark C. Anderson Guadalupe Gonzalez Alicia Muñoz Gregg Robinson Richard P. Shea



San Diego County Office of Education

Williams Settlement Annual School Visit Summary 2015 - 2016

District: Dehesa School District

Name of School: Dehesa Elementary

Date of Visit: September 11, 2015

Instructional Materials:

School inventories and 20-25% of classrooms were checked for sufficiency of instructional materials.

Sufficient Textbook and Instructional Materials were found: Yes No

School Facilities:

The Facilities Inspection Tool (FIT) was used to determine the condition of the facility. Copies of the detailed report were left with the school site. The following 8 categories are ranked as good, fair, or poor based on the percentage of the 15 areas evaluated to be in good repair.

Systems Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Fair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Fair
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Average Percentage of 15 Areas in 8 Categories:	92.94%
Overall School Rating:	Good

Extreme Deficiencies:

Uniform Complaint Procedures:

UCP posted in all classrooms in required languages: Yes No

Complaint form available to the public: Yes No

Valenzuela Notice:

Valenzuela Notice of Service - No Longer Required

Teacher Vacancies:

All teaching assignments filled on day of visit: Yes No

SDCOE's credentialing department will follow up in regard to teacher vacancies and misassignments.

School Accountability Report Card:

SARC included required information for the following categories:

Instructional Materials: Yes No

Facility Maintenance: Yes No

Teacher Credentialing: Yes No

In order to be sufficient for Fall 2015 visits the school SARC must be completed no later than February 2015 and include the following information:

Instructional Materials: Quality, currency, and availability of instructional materials and pupils who lack textbooks and instructional materials from SDCOE audit.

Facility Maintenance: SDCOE's facility audit or subsequent school site inspection of 100% of campus. Please indicate in SARC date of inspection used for publication. Provide description of repair needed or action taken when repair status is reported as less than "good".

Teacher Credentialing: SDCOE's audit of teacher vacancies and misassignments.

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg
Business Manager

Subject: Monthly Budget Update

Meeting Date: November 19, 2015

- 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 is a summary of fund balances (cash in County Treasury) along with a listing of construction expenditures for the school construction project.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:V1.B.1

Dehesa School District
Building Fund 21-39

11/10/2015

Date			Expenditure
7/1/2015	Beginning Balance		\$2,979,686.49
	StormWater Reimb		\$559.00
	Interest		\$3,537.29
Total			\$2,983,782.78
Payment Date	Service Provider	Services Performed	Amount
7/29/2015	Sprotte Watson Architects	Architect Fees	\$3,837.68
8/20/2015	LL Hendrix	DSA Inspector Fees	\$5,103.00
8/21/2015	Best Best & Krieger	Legal School Facilities Project	\$2,989.47
8/24/2015	Sprotte Watson Architects	Architect Fees	\$9,275.31
8/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
9/1/2015	LL Hendrix	DSA Inspector Fees	\$8,343.00
9/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
9/24/2015	Sprotte Watson Architects	Architect Fees	\$1,976.47
9/30/2015	LL Hendrix	DSA Inspector Fees	\$12,960.00
9/30/2015	Southern CA Soils and Testing	Construction Testing	\$22,098.50
9/30/2015	Best Best & Krieger	Legal School Facilities Project	\$5,975.91
11/5/2015	Southern CA Soils and Testing	Construction Testing	\$11,796.00
11/6/2015	LL Hendrix	DSA Inspector Fees	\$14,256.00
11/6/2015	Sprotte Watson Architects	Architect Fees	\$10,342.65
TOTAL CURRENT YEAR EXPENSES			\$408,953.99
TOTAL FUNDS AVAILABLE AS OF 11/10/15			\$2,574,828.79
Prior Year Project Expenditures			
7/24/2013	Dalescott	GO Bond Continuing Disclosure Annual Report	\$4,511.31
9/10/2013	Best Best & Krieger	Legal School Facilities Project	\$1,671.70
9/9/2013	Sprotte Watson Architects	Feasibility 100% complete, Schematic Design 50% Complete	\$36,937.50
10/24/2013	Sprotte Watson Architects	Schematic Design 85% Complete	\$8,618.75
11/5/2013	Sprotte Watson Architects	Reimbursable items, printing and reproduction	\$555.66
11/6/2013	Sprotte Watson Architects	Architectural Fee	\$3,693.75
2/19/2014	Best Best & Krieger	Lease, Leaseback Attorneys	\$1,363.34
2/19/2014	Sprotte Watson Architects	Architectural Fee	\$33,243.75
2/19/2014	Sprotte Watson Architects	Reimburse for California Geological Survey	\$3,600.00
2/19/2014	Sprotte Watson Architects	Architectural Fee	\$96,037.50
2/19/2014	Division of State Architect	Project Submission	\$39,124.82
3/3/2014	Southern California Soil & Testing	Soil Testing	\$12,707.65
3/18/2014	Best Best & Krieger	Legal School Facilities Project	\$3,078.50
3/31/2014	Sprotte Watson Architects	Construction Documents 70%	\$99,731.25
4/17/2014	Sprotte Watson Architects	Engineering	\$4,075.60
4/17/2014	Sprotte Watson Architects	Construction Documents 85%	\$33,243.75
4/24/2014	Standard & Poors Ratings Services	Bond Rating	\$9,500.00
4/24/2014	Best Best & Krieger	Legal School Facilities Project	\$1,693.42
5/12/2014	Sprotte Watson Architects	Construction Documents 90%	\$11,081.25
5/19/2014	Best Best & Krieger	Legal School Facilities Project	\$352.50
7/18/2014	Best Best & Krieger	Legal School Facilities Project	\$70.50

Dehesa School District
Building Fund 21-39

11/10/2015

7/7/2014	Sprotte Watson Architects	Construction Documents	\$11,165.08
7/11/2014	Sprotte Watson Architects	Construction Documents	\$11,130.64
9/12/2014	Dalescott	Continuing Disclosure Fee	\$4,500.00
9/22/2014	Best Best & Krieger	Legal School Facilities Project	\$3,451.00
7/18/2014	SDG&E	Design & Engineering Fee	\$2,551.00
11/16/2014	Best Best & Krieger	Legal School Facilities Project	\$3,374.49
12/10/2014	Sprotte Watson Architects	Construction Documents 100%	\$16,734.95
1/22/2015	Southern CA Soils and Testing	Soils testing and Report Review	\$420.00
1/26/2015	Sprotte Watson Architects	Architect Fees	\$4,560.55
2/17/2015	Sprotte Watson Architects	Architect Fees	\$13,331.21
2/18/2015	Sprotte Watson Architects	Architect Fees	\$12,986.41
2/20/2015	West Coast Air	Pre-Construction Services	\$30,000.00
2/26/2015	State Water Resources Board	Storm Fee Permit	\$559.00
3/23/2015	Best Best & Krieger	Legal School Facilities Project	\$5,093.20
3/23/2015	Union Tribune	Advertising Fee-Notice to Bidders	\$1,136.40
3/23/2015	Wilkinson, Hadley & King, LLP	Annual Bond Fund Audit Fee	\$3,200.00
3/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$139,253.00
4/2/2015	LL Hendrix	DSA Inspector Fees	\$2,430.00
4/27/2015	Sprotte Watson Architects	Architect Fees	\$1,880.19
4/28/2015	Dalescott	Bond Disclosures	\$4,850.00
4/30/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$211,575.00
5/4/2015	LL Hendrix	DSA Inspector Fees	\$3,880.00
5/26/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$559,456.00
5/26/2015	Best Best & Krieger	Legal School Facilities Project	\$4,030.53
5/26/2015	Sprotte Watson Architects	Architect Fees	\$7,748.70
6/3/2015	LL Hendrix	DSA Inspector Fees	\$9,122.00
6/4/2015	Sprotte Watson Architects	Architect Fees	\$7,988.28
6/25/2015	Revolving Cash	Storm Fee Permit	\$559.00
6/26/2015	Southern CA Soils and Testing	Soils testing	\$14,915.50
7/9/2015	LL Hendrix	DSA Inspector Fees	\$8,586.00
7/9/2015	Best Best & Krieger	Legal School Facilities Project	\$833.00
7/15/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
7/29/2015	Southern CA Soils and Testing	Construction Testing	\$13,506.50
7/29/2015	Best Best & Krieger	Legal School Facilities Project	\$6,480.80

Dehesa School District
Capital Facilities Funds 25-19

11/10/2015

Date			Amount
7/1/2015	Beginning Fund Balance		\$477,352.93
	Interest (Q1-1)		\$574.73
	Developer Fees		
	Collections from Negotiated Agreements		
Total			\$477,927.66
Payment Date	Service Provider	Services Performed	Amount
8/25/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July 2015	\$3,069.02
9/23/2015	G Wayne Oetken & Assoc	Consulting Services-Final Payment, Funding application Contract	\$4,800.00
9/30/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August 2015	\$1,562.12
11/2/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September 2015	\$3,077.65
TOTAL CURRENT YEAR EXPENSES			\$12,508.79
TOTAL FUNDS AVAILABLE AS OF 11/10/15			\$465,418.87

Prior Year Project Expenditures			
9/8/2011	Apple Computers		\$34,216.51
9/30/2011	G Wayne Oetken & Assoc		\$5,023.31
11/7/2011	G Wayne Oetken & Assoc		\$63.70
11/18/2011	G Wayne Oetken & Assoc		\$1,507.96
1/12/2012	Apple Computers	Reverse Payment	-\$1,763.82
1/23/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 2) Schematic Drawing & Cost Analysis	\$6,000.00
3/8/2012	Sprotte Watson Architects		\$3,200.00
3/8/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (25% of total cost)	\$3,058.85
3/8/2012	Cherry Engineering	Engineering Services for Schematic Drawings	\$5,300.00
3/21/2012	G Wayne Oetken & Assoc	Reimbursement for expenses (Sacramento Trip OPSC)	\$579.23
3/21/2012	G Wayne Oetken & Assoc	Coordination of Schematic Drawings (Completion of Agreement 2)	\$5,200.00
3/21/2012	G Wayne Oetken & Assoc	Analysis of State School Building Program Eligibility (Comp of Agree 1)	\$1,500.00
4/6/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (Final Pmt)	\$3,200.00
4/30/2012	G Wayne Oetken & Assoc	Expenses	\$80.48
6/22/2012	ESFG		\$616.40
7/13/2012	G Wayne Oetken & Assoc	Retainer Fee/State School Building Program (Agreement 3)	\$5,000.00
7/13/2012	Standard and Poors	Bond Rating	\$7,900.00
7/20/2012	Sprotte Watson Architects	Reimburse for Expenditures	\$234.25
7/20/2012	Standard and Poors	Partial Reimbursement of Rating Fees	-\$5,080.72
8/10/2012	Raceway		\$4,375.00
8/24/2012	Raceway		\$9,263.25
8/24/2012	Raceway		\$12,285.33
8/24/2012	Sprotte Watson Architects		\$3,200.00
9/27/2012	Raceway		\$2,050.00
9/28/2012	Sprotte Watson Architects	Fees/Schematic Design Study	\$2,560.00
10/11/2012	RCF, 8-27-12 Meter Panel		\$2,493.59
10/19/2012	SD County Registrar of Voters	Election Costs for Prop D	\$896.00
10/27/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 4) RFQ Process	\$3,200.00
11/19/2012	Sprotte Watson Architects	Architectural Fees	\$640.00
12/7/2012	G Wayne Oetken & Assoc	Completion of Relief Grant Eligibility Form	\$5,000.00

Dehesa School District
Capital Facilities Funds 25-19

11/10/2015

4/26/2013	County of San Diego	Warrant misfiled, description pending	\$4,869.00
6/14/2013	Sprotte Watson Architects	Geotechnical Engineering Services	\$4,576.40
6/25/2013	EFSG		\$576.20
6/30/2013	G Wayne Oetken & Assoc	Completion of RFQ Process	\$3,200.00
6/30/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$5,085.41
8/7/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July	\$4,519.21
9/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August	\$4,637.93
10/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September	\$4,500.00
10/24/2013	Sprotte Watson Architects	Locate stake and evaluate levels of existing septic system	\$2,000.00
11/8/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October	\$4,500.00
12/5/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November	\$4,500.00
12/16/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December	\$4,500.00
2/19/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January	\$4,552.08
3/10/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February	\$4,583.44
4/8/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, March	\$4,552.08
5/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, April	\$4,515.12
7/11/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$4,515.12
8/14/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July 2014	\$4,606.56
9/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August 2014	\$4,641.12
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September 2014	\$4,843.93
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October 2014	\$4,591.84
12/22/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November 2014	\$1,552.64
2/9/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December 2014	\$4,573.92
3/23/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February 2015	\$4,544.85
3/27/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,067.85
4/15/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, March 2015	\$4,622.51
5/6/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, April 2015	\$3,192.67
6/3/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, May 2015	\$3,079.95
7/10/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June 2015	\$3,022.43
Total Prior Year Expenditures			\$238,321.58
TOTAL EXPENDITURES-All Fiscal Years			\$250,830.37

DEHESA SCHOOL DISTRICT

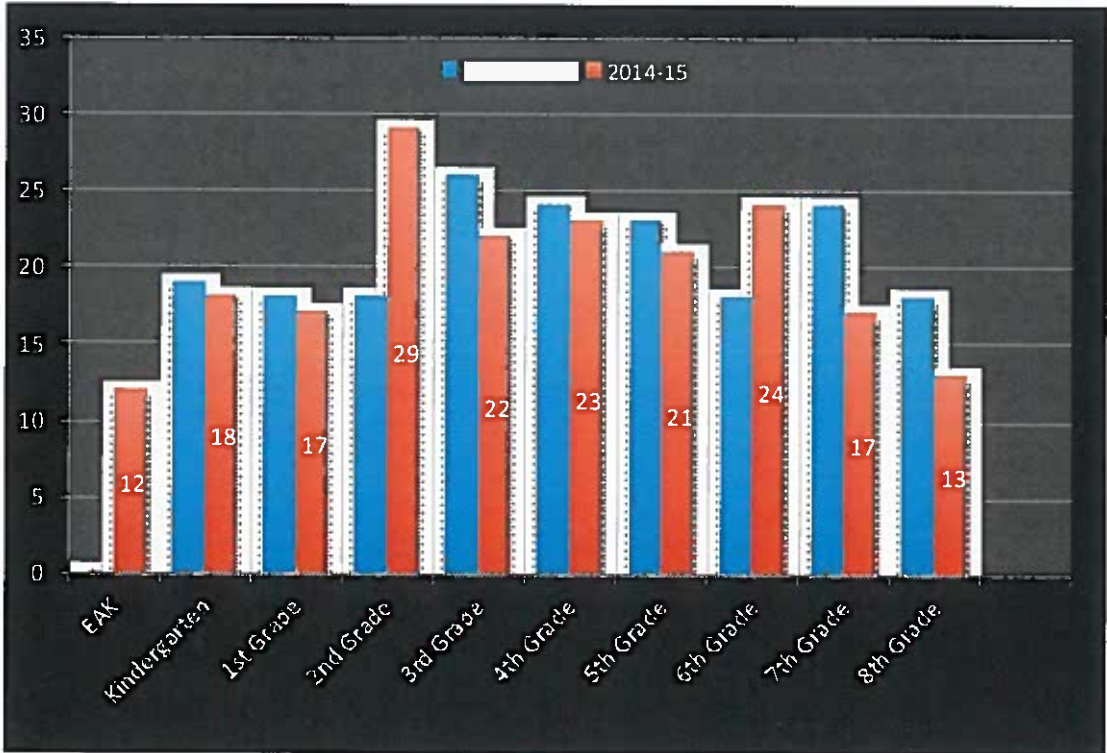
To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of Nov 19, 2015

Meeting Date: Nov 19, 2015

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

<u>Enrollment</u>	
By Grade Level	
Kindergarten	19
1st Grade	18
2nd Grade	18
3rd Grade	26
4th Grade	24
5th Grade	23
6th Grade	18
7th	24
8th	18
	188

<u>End-of-the-Year Enrollment</u>	
By Grade Level	
EAK	12
Kindergarten	18
1st Grade	17
2nd Grade	29
3rd Grade	22
4th Grade	23
5th Grade	21
6th Grade	24
7th	17
8th	13
	196



DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Williams Quarterly
Complaint Report

Meeting Date: November 19, 2015

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

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

Report: We received no complaints in the areas which are addressed by the Williams Settlement.

Financial Impact: None

Student Impact: None

Recommendation:

Information only

Agenda Item #:VI.B.5

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

You are Logged on with District access.

User ID: 68049		Found 43 records.												
Year and Quarter	Instructional Materials			Facilities			Teacher Vacancy Misassignment			Totals			Locked	
	Received	Resolved	Unresolved	Received	Resolved	Unresolved	Received	Resolved	Unresolved	Received	Resolved	Unresolved		
2005 1st Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2005 2nd Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2005 3rd Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2005 4th Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2006 1st Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2006 2nd Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2006 3rd Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2006 4th Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
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2007-08 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2007-08 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2008-09 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2008-09 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes	
2008-09 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes	

2008-09 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
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2009-10 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2009-10 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2010-11 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
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2010-11 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
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2012-13 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
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2013-14 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2014-15 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes

2014-15 2nd Qtr Oct- Dec	0	0	0	0	0	0	0	0	0	No
2014-15 3rd Qtr Jan- Mar	0	0	0	0	0	0	0	0	0	No
2014-15 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	No
2015-16 1st Qtr July - Sept	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	

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DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: 2016 Calendar for
Regular Board Meetings

Meeting Date: November 19, 2015

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

Background:

A component of your annual reorganizational meeting in December is the approval of dates for regular monthly board meetings.

Report:

For your convenience, I've attached for your review a draft of dates following the general rules of each third Thursday, excepting accommodations for legal deadlines. This will allow you to discuss the dates and make any changes prior to the calendar coming to you for approval.

Financial Impact: N/A

Student Impact: N/A

Recommendation:

It is recommended that the Governance Board check their calendars to determine if these dates are acceptable.

Agenda Item #:VI.C.1

DEHESA SCHOOL DISTRICT BOARD OF TRUSTEES

SCHEDULE OF REGULAR MEETINGS 2016

January 21, 2016
February 18, 2016
March 10, 2016*
April 21, 2016
May 19, 2016
June 23, 2016*
July 21, 2016
August 18, 2016
September 08, 2016*
October 20, 2016
November 17, 2016
December 08, 2016*

As per Board Bylaw #9320, meetings are generally held on the 3rd Thursday of each month at 7:00 p.m., in the Dehesa School MPR

*The March and September meetings are scheduled for the 2nd Thursday and the June meeting for the 4th Thursday to accommodate budget reporting deadlines.

*The Annual Reorganizational Meeting must be held prior to December 15.

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate a 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.

~~Revised as of 2/19/14~~

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Charter petition revision
Method

Meeting Date: November 19, 2015

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

Background:

Method Charter School is making a revision to their initial petition

Report:

Method Charter School is requesting a change to their initial charter petition. On page 41 on their petition they are changing their retirement contribution from STRS to a 403B contribution for their employees.

Financial Impact:

There is no financial impact for Dehesa School District.

Student Impact:

There is no student impact for Dehesa or Method students.

Recommendation:

It is recommended that the Governance Board approve the change of the charter petition for Method School on page 41 regarding retirement.



Mission Statement

The mission of Method Schools is to provide innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers and creative innovators.

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I. Assurances

As the authorized lead petitioner, I, Jessica Venezia, hereby certify that the information submitted in this application for a charter for Method Schools to be located within the boundaries of Acton Agua Dulce Unified School District is true to the best of my knowledge and belief and if awarded a charter, Method Schools:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Method Schools for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Method Schools, and who submit a timely enrollment application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Method Schools hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Method Schools without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades

Method Schools Charter Petition

or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Method Schools will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
 - Method Schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - Method Schools shall comply with any jurisdictional limitations to locations of its facilities.
 - Method Schools shall comply with all applicable portions of the No Child Left Behind Act.
 - Method Schools shall comply with the Public Records Act.
 - Method Schools shall comply with the Family Educational Rights and Privacy Act.
 - Method Schools shall meet or exceed the legally required minimum of school days.
 - Method Schools will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.
 - Method Schools shall comply with all laws regarding services to students with disabilities as contained in IDEA.

Lead Petitioner

Date

II. Founding Group

Jessica Venezia, Founder and Lead Petitioner of Method Schools

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

Steve Dorsey, Board Member of Method Schools

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

Tyler Roberts, Board Member of Method Schools

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

Art Perez, Board Member of Method Schools

Art retired from over 36 years in the Information Technology serving the Public sector. Twenty-eight of those years he served as Director of Information Technology, for Rialto Unified School District. During that time period he served as an instructor at the University of Southern California, and California State College Fullerton in Information Management. As Director of Information Technology, he led a team of 25 technology specialist in implementing District wide information systems that managed a comprehensive student system of maintaining student demographic data, course of study, grades, GPAs, attendance, health information, Testing, and Testing data, with state reporting on all aspects of student information. Additional systems implemented were a comprehensive K-12 Business System, a National Lunch Program System, Maintenance Services tracking system, Transportation System. Most importantly, Art's team assisted in the implementation of Educational Technology in the class room for over 32 schools, (pre-school-12th grade). Art has become an expert in utilizing E-Rate funding, where he was responsible for connecting all 32 schools to the Internet with Fiber Optic cabling, connecting all class rooms with data cabling or wireless. His department also provided teacher training in the use of curriculum based software. In retirement, Art continues to work as a consultant for charter schools, in moving their technology and E-Rate funding needs forward.

Shannon Clark, Experienced Homeschool Parent

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

III. Educational Philosophy Program (Element 1)

A. Mission

The mission of Method Schools is to provide innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers and creative innovators.

B. Educational Philosophy and Vision

Method Schools believes students should be active participants and decision makers in their educational process. As often as possible, the curriculum and instruction should be personalized not only to a student's abilities, but to his interests as well. The curriculum and educational practices should inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized should be technologically reflective of the environment in which students live and in alignment to the 21st Century Skills which focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.
(See Appendix A)

Further focus areas include:

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

C. Goals of Method Schools

The following goals have been established for every Method Schools student:

- 1) Students will become self-motivated, life-long reflective learners.

Method Schools Charter Petition

- Prioritize tasks
 - Demonstrate efficient time management
 - Develop leadership qualities
 - Establish and achieve personal goals
 - Develop a variety of strategies to maximize learning
- 2) Students will become effective global communicators.
- Listen with understanding and interpret effectively
 - Convey information with knowledge and confidence
 - Read with comprehension and fluency
 - Write in a variety of formats at each grade level
- 3) Students will be proficient in academic skills
- Demonstrate growth in all content standards
 - Demonstrate growth in acquisition of 21st Century Skills
- 4) Students will become productive citizens
- Demonstrate respect for self and others
 - Accept personal responsibility for actions
 - Work effectively as an individual and as a part of a collaborative team
 - Develop and maintain a healthy lifestyle
 - Contribute to the betterment of the local and global communities
 - Participate fully in the democratic process
 - Acknowledge and seek to understand diversity

D. School Culture

Positive school culture is critical in maintaining focus on a school's mission and vision. Method Schools believes that decisions made in any capacity should reflect the best interest of the students. The following components of a positive culture will be maintained:

- Staff's primary focus is student's academic progress and well-being.
- Maintain constructive relationships with students and parents.
- Maintain constructive relationships between staff and administration.
- Through curriculum provided through Method Schools, educational practices, and instructional support, students will remain on an active path towards academic achievement and content mastery.

E. Students to be Served

By the end of year one, Method Schools projects an enrollment of 300 students. The enrollment goal for year two is 450 and for year three is 720. We anticipate rapid growth due to the fact that the Method Schools product will exceed the expectations of our students and families and will be referred to friends and family on a large scale. Based on past experience we expect our highest growth marketing channel will be through personal referrals.

	Population Growth
Year 1	300

Method Schools Charter Petition

Year 2	510
Year 3	816

The target population is expected to come from both urban and suburban families throughout County. These families will likely be looking for a school that offers diversity, choice in scheduling with a rigorous curriculum, and one that offers innovative ways to learn. Although Method Schools plans to strive for a student demographic reflective of Acton Agua Dulce Unified School District, it may differ to some degree due to a larger sample of students from which to serve.

	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic
Dehesa School District	1.7%	11.3%	0.0%	1.7%	29.1%	0.9%	49.1%	6.1%

F. Flexible Model/Blended Learning

Method Schools is an independent study program that offers a blended environment which combines online curriculum with on-site and virtual teacher instruction. The School may develop additional tracks to offer year-round enrollment access for students. The School may also implement a seat-based Flex model. This provides ultimate flexible solutions for students looking for a non-traditional school year. The School will also offer a flexible educational model to accommodate a variety of student needs. The model contains the following components:

- Students complete the bulk of their coursework at home with the guidance of their learning coach and Method Schools CA credentialed teacher.
- Students complete a two-week introductory assignment that helps to prepare them for independent study and online learning.
- Students can create their own schedules, but need to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and Learning Coach are required to meet with their Method Schools teachers every two week to three weeks virtually or on site to turn in hard copy and project based coursework, take any required assessments on site, and to participate in an orally assessment conducted by their teacher on the course content they covered the previous two to three weeks.
- Students have access to their Method Schools teacher through email or phone and can arrange for onsite instructional support in a one-on-one format or in an instructional aide staffed computer lab.
- Students may also come to the site for a teacher led scheduled workshop, project work, or intervention.

- The School may develop additional tracks to offer year-round enrollment access for students.
- The School may also implement a flex model where students attend a school site four days a week and work in online curriculum at their own pace and in individualized content. They will also attend extended learning break-out sessions based on performance data and supplemental labs and workshops throughout the school day.

G. Role of the Learning Coach

Each student that enrolls in Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while away from the school site. The Learning Coach works closely with the student and the Method Schools teacher to ensure the student's success. A Learning Coach can expect to spend an average of 4 to 6 hours per day on instructional support (depending on student's grade level) with additional time for daily or weekly lesson preparation. A student's successful progress requires daily Learning Coach commitment to the discipline and organization implicit to manage an effective education. The Learning Coach will be present for all meetings with the assigned Method Schools teacher to monitor and discuss the student's progress. The following are expectations of the Learning Coach:

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

H. Student Personalized Plan

Method Schools is committed to providing an individualized educational path for every student. The Student Personalized Plan (SPP) officially begins with a Master Agreement signed by the student, Learning Coach and Method Schools teacher. The Master Agreement serves as an independent study contract to ensure that students are mastering the California State Standards on a daily basis. The SPP is an extensive document developed at the beginning of the school year by the Method Schools Certificated Teacher, the student and the student's parent/guardians. The SPP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Standards Test data, course performance history, and information gathered from the parents and

student. This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The SPP will then guide the Method Schools teacher, Learning Coach and student as they progress through the school year and through the California Content and Common Core Standards. The Method Schools teacher, Learning Coach, and student will utilize the SPP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the SPP and may be assigned at any time throughout the school year when the Method Schools teacher deems necessary.

I. Project Based Learning

Method Schools teachers will create projects that accompany the curriculum. Projects will be developed for all grade levels in Language Arts, History/Social Studies, and Science. Length of projects, content, activities, and size of collaborative groups will vary according to content of the curriculum and student enrollment. As the school grows, teachers will collaborate on project planning to incorporate cross-curricular focus and expand project ideas.

The topics and scope of the created projects will help to formulate field trips and student clubs for the school year.

Project Based Learning is explained in more detail in section V. Curriculum and Instruction.

J. Parent Support Program

The Method Schools Parent Support Program will serve as our parent education tool that helps empower parents in supporting their children's education, but also to nurture and strengthen our relationship with them. Several times throughout the school year, Method Schools will conduct educational sessions for parents to attend.

The sessions will not only provide parents with valuable information, but allow opportunities to get to know Method Schools staff and other parents, cultivating a strong school culture. Topics may include but are not limited to: overview and best practices of curriculum, methods of instruction, how to apply and support student interventions, Method Schools' goals and mission, how to work with your children at home, nutrition, developmentally appropriate behavior, and many others. The parents will be surveyed regularly to provide Method Schools with desired topics and support needed at the sessions.

Parents may assist the school in a variety of ways such as: fundraising, on campus support with the various curriculum, and off campus support through making connections and partnerships in the community.

K. Graduation Requirements

In order to prepare students for a rigorous post-secondary education, Method Schools will prepare students to meet entrance requirements for the Universities of California by providing a course of study that aligns to the state's academic standards and meets or exceeds local district and state requirements.
(See Appendix B)

IV. WASC Accreditation

The school will seek candidacy for WASC accreditation by contacting the WASC office early in the school year to set up a one-day initial visit. The school's staff will prepare the report and documents necessary prior to the visit. Early in the second year, the school will organize focus groups and begin the 18-month process for the full self-study and schedule the full visit in the spring of the third year. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as training provided by the California Charter School Association. Selected staff will also be urged to volunteer for Visiting Committee Team during the second year. The self-study will be completed during the fall of the third year in consultation with the Visiting Committee Chair.

V. Curriculum & Instruction

Method Schools is committed to providing students with rigorous curriculum and instructional support to prepare them for college and careers in the 21st Century. Because students have different strengths, interests, and abilities, Method Schools will provide a variety of curriculum options to serve all types of students.

A. 21st Century Learner Profile

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

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

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

- Support a balance of assessments, including high-quality standardized testing along with effective formative and summative assessments.
- Emphasize useful feedback on student performance that is embedded into everyday learning.
- Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of skills.
- Enable development of portfolios of student work that demonstrate mastery of skills.

- Enable a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency.

The content support and instructional expertise is a critical component of the Method Schools model. Teachers not only need to be highly qualified in their subject areas, but also need to understand the evolution of educating students, allowing opportunities for student empowerment and ingenuity. In alignment to the 21st Century Skills, Method Schools teachers will incorporate the following points in their instructional design:

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

B. California State Content and Common Core Standards

Method Schools values the Content Standards and new Common Core Standards to guide the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All purchased or self-created curriculum will be aligned the California State Content Standards and have plans for Common Core alignment. The State Standards and Common Core Standards will be highlighted in the following ways:

- Holding teachers accountable for implementing the State Standards in all instructional practices. Teachers will be trained in alignment of project based units and curriculum standards. Teachers will also be provided with material resources that are aligned to the state standards and eventually, the common core standards.
- Leadership will stay updated on State and Common Core Standards requirements and enhancements through annual trainings and conferences.
- Students and parents will be educated on the State and Common Core standards through the curriculum, assessment and report card alignments to standards.

C. Core Curriculum

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

Language Arts/English/Reading

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

The Language Arts curriculum will focus on:

- Mastery of the California State and Common Core Standards (once finalized).
- Ensuring that all students master the SRA reading program.
- Writing daily through the use of journals and portfolios.
- Developing students' talents in creative writing which will aid in their self-expression in other academic areas.
- Building students reading comprehension through the use of discussions on reading topics.
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures.

Mathematics

Method Schools is committed to preparing all students with a strong mathematical background. The overall goal is to challenge students who are confident with it and assist those who struggle. The adaptive diagnostic assessments taken at the beginning of the school year assist Method Schools teachers in placing students in math courses that reflect their instructional level. Since mathematic concepts build on each other, accurate course placement is critical so that the student can build skills from where their current level is. Benchmark assessments will further assist teachers in refining content and instruction delivered to the student to maximize comprehension and success. Additionally, if students struggle in the courses they are placed, the RTI program will assist in assigning appropriate interventions. Science, Technology, Engineering, and Math (STEM) will be one focus area of Method Schools with a variety of STEM courses available for students most interested in these subjects.

The mathematics curriculum will focus on:

- Mastery of the California State and Common Core Standards (once finalized).
- Building student mastery of instructional level content before moving on to advanced content (accurate placement).
- Assisting students in overcoming math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
- Using mathematics to strengthen logical reasoning which can be applied in all areas of life.
- Developing and cultivating students' mathematical intuition and common sense.

- Enhancing mathematic understanding by problem-solving and creative thinking.

Science

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

The Science curriculum will focus on:

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

History/Social Science:

History and Social Science are an integral part to understanding present perspectives in the world. Students will learn about history and social science through comprehensive understanding of each critical time period. Students will be encouraged to use critical thinking in their history and social science studies to inquire into the nature of global happenings. Students will study the geography, economic and agricultural resources available to different regions and how those resources shape the culture of each region.

History and Social Science curriculum will focus on:

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

World Language

Languages other than English will offered to high school students to fulfill graduation requirements and to expand students' language ability and multi-cultural knowledge.

The World Language curriculum will focus on:

- Mastery of the California State Content Standards.
- Exploration of the fundamentals of a second language.
- Connecting the written, reading, listening, and speaking components of a second language.
- Cultivating an understanding and appreciation of other cultures.

Visual and Performing Arts:

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

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

STEM: Science, Technology, Engineering and Mathematics

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

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

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

The STEM curriculum will focus on:

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

Based on student interest, additional curriculum tracks may be developed to promote student-driven academic and career paths.

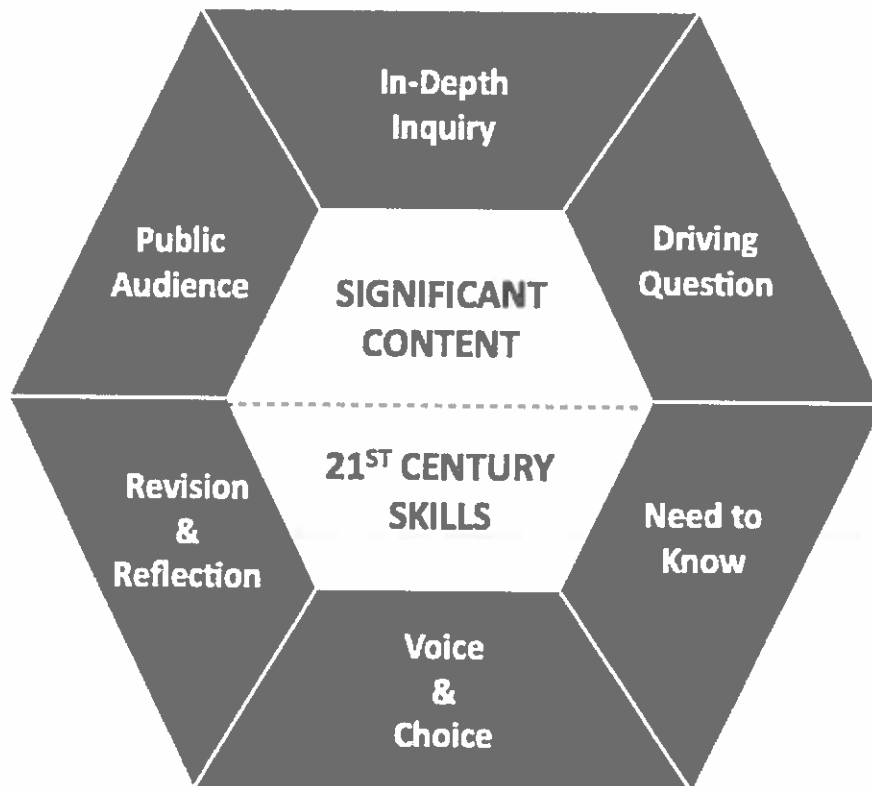
D. Project Based Learning

Method Schools promotes Project Based learning and recognizes that rigorous projects help students learn key academic content through application and practice the critical 21st Century Skills of collaboration, communication and critical thinking.

Meaningful project based learning includes the following:

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

The graphic below exemplifies the key components of project based learning, which Method Schools will include in project implementations.



Method Schools teachers will create a combination of virtual and on-site projects that accompany the curriculum. Projects will be developed in Language Arts, History/Social Studies, and Science. Length of projects, content, activities, and size of collaborative groups will vary according to content of the curriculum and student enrollment. As the school grows, teachers will collaborate on project planning to incorporate cross-curricular focus and expand project ideas. (See Appendix C)

E. Instructional Methods

Method Schools is a blended program where students work primarily at home on their coursework with the support of a Learning Coach (usually the parent) and a Method Schools assigned California credentialed and Highly Qualified Teacher (HQT). The curriculum and instruction are designed to assess and address the needs of individual diverse learners and foster the natural learner in every individual. This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary.

Instructional support may be in the following forms:

- Live, virtual meeting via web conference tool with shared whiteboard and internet.
- Recorded sessions on specific or general content topics.

- On-site instructional support.
- On-site one on one or group tutoring.
- On-site computer lab participation with lab aides available for support.

Instructional methods in all courses include, but are not limited to:

- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations.
- Encourage students to work individually and in groups in order to develop the personal and learning skills required in each.
- Include student-centered projects and problem-based learning to develop real world connections.
- Provide for structured, guided, and individual practice.
- Use multimedia as effective learning tools.
- Provide individual mentoring time.
- School Wide Direct Instruction for Basic Skills
- Project Based Learning guidance
- Ongoing assessment of student performance through rubrics, checklists, writing samples, and surveys.

(See Appendix D)

F. Role of the Learning Coach

Each student that enrolls in Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while away from the school site. The Learning Coach works closely with the student and the Method Schools teacher to ensure the student's success. A Learning Coach can expect to spend an average of 4 to 6 hours per day on instructional support (depending on student's grade level) with additional time for daily or weekly lesson preparation. A student's successful progress requires daily Learning Coach commitment to the discipline and organization implicit to manage an effective education. The Learning Coach will be present for all meetings with the assigned Method Schools teacher to monitor and discuss the student's progress.

G. Customization/Personalization

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

VI. Plans for Addressing the Needs of All Learners

A. Student Personalized Plan

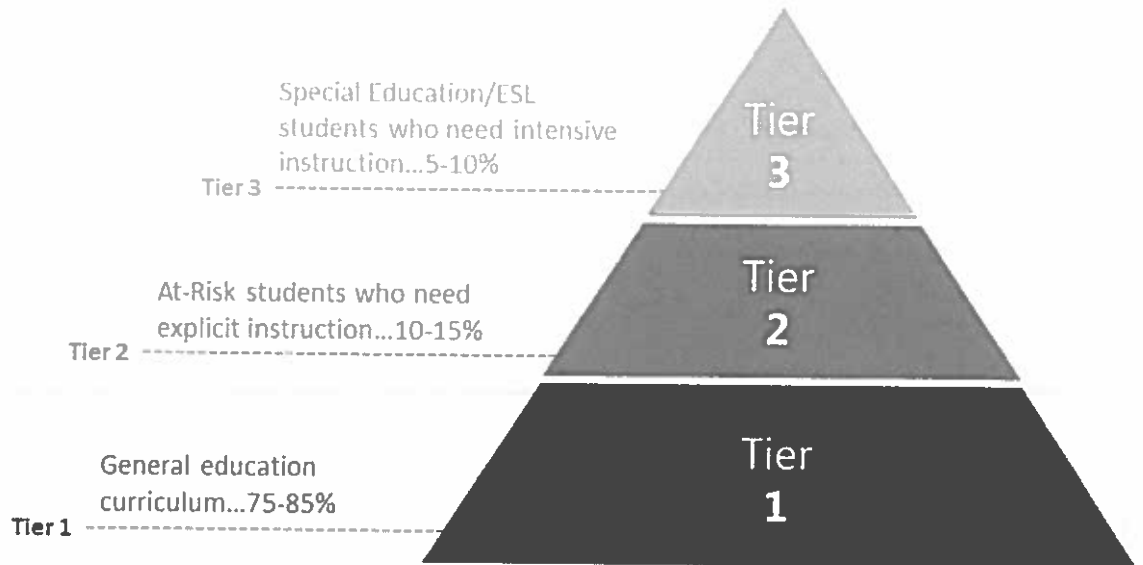
Method Schools is committed to providing an individualized educational path for every student. The Student Personalized Plan (SPP) is a tool that will provide direct guidance for Method Schools teachers and Learning Coaches to successfully serve every student. The SPP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Standards Test data, course performance history, and information gathered from the parents and student. This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The SPP will then guide the Method Schools teacher, Learning Coach and student as they progress through the school year and through the California Content and Common Core Standards. The Method Schools teacher, Learning Coach, and student will utilize the SPP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the SPP and may be assigned at any time throughout the school year when the Method Schools teacher deems necessary.

B. RTI Program

Method Schools will use a data-driven Response to Intervention (RTI) program to identify the level of each student and provide appropriate interventions. The Student Personalized Plan will include an identified tier within the RTI program the student is placed in based on their assessment performance. The appropriate interventions will be applied based on the tier with which they are placed. Each student who enrolls with the School begins the program with a two-week introductory assignment that requires them to complete the Language Arts and Math diagnostic assessments.

Based on their diagnostic assessment scores, students place within one of the three tiers with corresponding interventions available for teachers to assign. The three tiered pyramid is broken down in the following tiers:

RTI Model



This RTI program enables teachers to address needs for students of all levels. The School will use virtual, standards based curriculum. Additional curriculum may be selected and implemented as student needs and preferences arise. (See Appendix E)

Specific curriculum and assessment tools have been aligned to the three main components of the RTI program: Assessment, Data Analysis, and Interventions.

ASSESSMENT

RTI Component	RTI Practice	Curriculum/ Assessment Tool
Universal Screening	Benchmark screening is completed three times per year.	Diagnostic Assessment
Informal Diagnostic Screeners	Tool kit of several informal diagnostic screeners.	Benchmark Assessments
Informal Diagnostic Screeners	Informal diagnostic screeners used to inventory which skills the student has mastered, and pinpoint which skills are deficit.	Benchmark Assessments
Progress Monitoring	Progress monitoring completed on all intervention students at least every 3 weeks with either the universal screener or an informal diagnostic screener.	Diagnostic & Benchmark Assessment
Progress Monitoring	Teachers graph the progress monitoring data to see each student's rate of improvement.	Diagnostic & Benchmark Assessment
Data Management & Reporting	Routines for how and when to collect data.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Management & Reporting	Entering data into a data management system is done systematically and completely within a few days of the close of the assessment window.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Management & Reporting	Each teacher reviews reports from the system.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Management & Reporting	The Director and teachers review updated data reports at least monthly.	Diagnostic & Benchmark Assessment Curriculum LMS

DATA ANALYSIS

RTI Tool	RTI Practice	Curriculum/ Assessment Tool
Data Analysis Techniques	Teachers analyze probe error patterns to identify whether the student has an accuracy issue, a fluency issue, or both.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Techniques	Teachers use insights from error pattern analysis (or miscue analysis) to determine group placement for below-benchmark students.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Techniques	Informal diagnostic screener data are analyzed, along with data from the universal screener.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Procedures	Data are analyzed after each progress-monitoring cycle.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Procedures	The Director meets with teachers regularly to discuss data.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Procedures	Data are discussed at grade-level team meetings.	Diagnostic & Benchmark Assessment Curriculum LMS
Data Analysis Procedures	Director regularly reviews data with teachers.	Diagnostic & Benchmark Assessment Curriculum LMS
Grouping Procedures	Teachers place students in skill groups to address deficits as evident from the informal diagnostic measures, or from error pattern analysis.	Diagnostic & Benchmark Assessment Curriculum LMS
Grouping Procedures	Teachers no longer group by “strategic groups” or “intensive groups.”	Diagnostic & Benchmark Assessment Curriculum LMS
Grouping Procedures	Each skill group has a focused instructional goal, and materials are identified to address the specific skill needs.	Diagnostic & Benchmark Assessment Curriculum LMS

INTERVENTIONS

RTI Tool	RTI Practice	Curriculum/ Assessment Tool
Intervention Instruction	Appropriate materials or programs are selected that will support teacher in providing targeted instruction to match the group's instructional focus.	Standards Based Curriculum Web Conference Tool
Intervention Instruction	Instruction is explicit and systematic.	Standards Based Curriculum Web Conference Tool
Intervention Instruction	Effective modeling is evident during each group's lesson with an "I do, we do, you do" cycle.	Standards Based Curriculum Web Conference Tool
Intervention Instruction	Teachers provide immediate corrective feedback whenever a student makes a mistake.	K Standards Based Curriculum Web Conference Tool
Intervention Instruction	Teachers keep notes about each student in an intervention log.	Standards Based Curriculum Web Conference Tool
Problem-Solving Processes	School has a process for discussing the progress of each below-benchmark student.	Standards Based Curriculum Web Conference Tool
Problem-Solving Processes	Discussion includes analysis of the data for individual students, and which students are making an insufficient rate of progress (progress-monitoring points are below their aim line).	Standards Based Curriculum Web Conference Tool
Problem-Solving Processes	Problem-solving group makes changes to intensify instruction for the below-aim line students.	Standards Based Curriculum Web Conference Tool

Academic and behavioral interventions are aligned to each RTI tier, in order to guide Method Schools administrators and teachers in providing appropriate and effective interventions for all students.

Tier 1 Interventions

General Education Curriculum

75-85%

Academic	Behavioral
<ul style="list-style-type: none"> • Adaptive Diagnostic and Benchmark Assessments • Course differentiation • Curriculum course options: AP, Honors, Comprehensive, Core, Remediation, and Credit Recovery • Career Courses • Orientation courses • Intro Packet • Course assessments • Web Conference Class Sessions • College Guidance Program • Notes/phone log/ meeting log • Extended time • Virtual office hours • Parent teacher conferences 	<ul style="list-style-type: none"> • Redirection • Missions and goals • Daily schedule • Monthly calendar-weekly announcements • SMART Plan-explanation (Measurable, attainable) • Grade level orientations • Discussion/communication norms • Classroom management • Parent communication • Cooperative Learning online and offline • On-site Instructional Support • Peer tutoring

Tier 1 Students: General Education Curriculum

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

- Adaptive Diagnostic and Benchmark Assessment
- Course differentiation
- Curriculum course options: AP, Honors, Comprehensive, Core, Remediation, and Credit Recovery
- Career Courses
- Orientation courses
- Intro Packet
- Course assessments
- Web Conference Class Sessions
- College Guidance Program
- Notes/phone log/ meeting log
- Extended time
- Virtual office hours
- On-site Instructional Support
- Parent teacher conferences
- Redirection
- Missions and goals

- Daily schedule
- Monthly calendar-weekly announcements
- SMART Plan-explanation (Measurable, attainable)
- Grade level orientations
- Discussion/communication norms
- Parent communication
- Cooperative Learning online and offline
- On-site Instructional Support

High Academically Achieving Students

High achieving students are identified by their STAR CST scores, adaptive diagnostic assessment, course performance, and teacher and parent observations.

Options for high achieving students include but are not limited to:

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

Tier 2 Interventions

At Risk

10-15%

Academic	Behavioral
<ul style="list-style-type: none"> • Adaptive Diagnostic and Benchmark Assessments • Course differentiation • Curriculum course options: AP, Core, Remediation, and Credit Recovery • Mandatory office hours • Individualized Web conference sessions • Supplemental online courses • Project based assignments • Student Success Team Meetings (SST) • SMART Plan (Implementations) • Individualized Learning Plan • Extended course pacing 	<ul style="list-style-type: none"> • Discipline referrals • Attendance/Behavior contracts • Counseling groups-counseling • SMART Plan-implementation • On-site Instructional Support • SST

Tier 2 Students: At Risk

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

Method Schools Charter Petition

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

Before progressing to a full IEP evaluation, SST recommendations will be implemented for a period of time determined in the SST to note student academic progress. From there it will be noted if they need to have an IEP.

At risk interventions include, but are not limited to:

- Adaptive Diagnostic and Benchmark Assessments
- Course differentiation
- Curriculum course options: AP, Core, Remediation, and Credit Recovery
- Mandatory office hours
- Individualized Web conference sessions
- On-site Instructional Support
- Extended course pacing
- Supplemental online courses
- Project based assignments
- Student Success Team Meetings (SST)
- SMART Plan (Implementations)
- Individualized Learning Plan
- Discipline referrals
- Attendance/Behavior contracts
- Counseling groups-counseling
- SMART Plan-implementation
- On-site Instructional Support

Tier 3 Interventions

Special Education & ESL

5-10%

Academic	Behavioral
<ul style="list-style-type: none"> • Alternate Curriculum • One on One instruction • Additional Workshops/Tutoring • Individualized Educational Plan (IEP) • Student Success Team Meeting (SST) • Extended Time • On-site Instructional Support • Web conference sessions 	<ul style="list-style-type: none"> • BIPs (Behavior Intervention Plan) • One on One meetings

Tier 3 Students: Special Education and ELL

Special Education and ESL students are identified and served in a variety of ways. Some initial interventions are listed below with a more detailed description of

- Alternate Curriculum
- One on One instruction
- Additional Workshops/Tutoring
- Individualized Educational Plan (IEP)
- Student Success Team Meeting (SST)
- Extended Time
- On-site Instructional Support
- Web Conference Sessions

Special Education Students

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

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

The District will provide special education services for the School's special

education pupils to the extent of the law. Specifically, Method Schools will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)].

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

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

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

The Resource Specialist Teacher (RSP), supervising teachers and administration will collaborate to provide an education that meets student needs and ensures that students' Individualized Educational Plans (IEP) are met. The IEP team will be comprised of the parent(s), the RSP teacher, other specialists as needed (such as

speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Method Schools will have direct instruction materials that are specifically geared towards meeting and exceeding their IEP goals. Time will be given to the RSP teacher during the Direct Instruction Period.

Additionally, the school will serve its special education students by:

- Small Group direct instruction
- Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- Technology assisted learning
- Accommodations provided in on-site classes
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general classroom.

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

ELL Students

As part of the enrollment process, parents will fill out the Home Language Survey. The California English Language Development Tests (CELDT) will then be given to those students who have been identified as English Learners through the Home Language Survey. The results of each student's assessments are sent to their parents or guardians. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. Services are based on their CELDT scores.

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

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

In addition, English Language Learners specifically:

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

Method Schools may provide English Language Learners' families with:

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

How Students will be Monitored:

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

All credentialed teachers will be trained and licensed in:

- Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD)
- Ongoing staff development to address English Learner challenges

VII. Measureable Student Outcomes (Element 2)

All curriculum offered to Method Schools students is aligned to the state standards and includes a variety of assessments to measure student outcomes. Student performance is evaluated through completed coursework and assessments.

A. Methods of Assessment (Element 3)

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

Method Schools plan to use the following assessment and reporting tools:

- The California Standards Tests (CST) for students in grades 2nd- 11th to measure academic achievement.
- Adaptive diagnostic assessments will be used to assist with course placement, diagnosis of instructional needs, and measurement of student gains across reporting periods.
- Benchmark assessments will be used to aggregate and disaggregate data by selected criteria to better inform instruction.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using assessments based on the California standards and blueprints for Language Arts and Math.
- Course lesson and unit assessments to measure achievement and confidence in the subject area.

- An annual school-wide writing assessment on the STAR writing test for 4th and 7th grade students.
- An annual Physical Fitness assessment for 5th, 7th and 9th grade students.
- Annual CAHSEE Testing in Language Arts and Math for students in grades 10-12 (Pass required in both for graduation).
- CELDT to measure progress for ELL students.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.

B. Academic Performance Index

The school-wide accountability measures at Method Schools are the California Standards Tests included in the State Testing and Reporting (STAR) program. Method Schools will use the Academic Performance Index (API) as a primary measure of school success. The School will implement policy and procedures to meet or exceed the API of local schools and meet or exceed the growth target each year.

The School will attain its growth target each year by doing the following:

- Perform an analysis of the previous year's scores.
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas.
- Analyze standards cluster results in each subject and set targets to raise an area that shows student deficiency.
- Align financial and staff development resources with established target areas.
- Monitor results on diagnostic or benchmark assessments, especially those within the target areas.
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards.
- Focus on students who score Below Basis and Far Below Basic and create goals to raise their scores by at least one level on the STAR test.

C. Use and Reporting of Data

Method Schools will use the following sources for retrieving and reporting pertinent school and student performance data:

- Student Information System- CALPADS, CBEDS, P1< P2 and annual expenditure reports.
- Administration and teaching staff will annually review STAR result to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Adaptive diagnostic or benchmark assessment data will be regularly reviewed by administration and teachers to refine instructional practices.
- A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data including STAR results, diagnostic and benchmark assessment data, course evaluations, and the annual writing assessment. Teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement.

Performance of at-risk and low achieving students will be ongoing throughout the year and will be aligned to a RTI model to guide the implementation of interventions.

- Administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Learning Coach for the student, their child's overall grade is always available to them.
- The learning management system used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports.
- Parents and guardians review student achievement data when they meet with their child's teacher biweekly
- Parents will receive reports on STAR testing by mail.
- The School Accountability Report Card (SARC) will be published annually prior to the April deadline.
- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

VIII. Governance (Element 4)

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

A. Legal Status

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

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

allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents.

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

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

B. Conflict of Interest

A Conflict of Interest policy (See Appendix F) has been developed by Method Schools that complies with nonprofit corporation law, which shall apply to all board members and employees. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required.

C. Board and Governance Organization

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

Board of Directors

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

Board Meetings

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

Board Delegation of Duties and Director Responsibilities

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

Board Trainings

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

IX. Memorandum of Understanding

The details of the working relationship between the District and the School will be delineated in a Memorandum Of Understanding (MOU). The School shall retain the

right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding. This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the District.

Administrative Services

Where possible, and at a mutually agreed upon fee structure, the school does anticipate purchasing services from the District. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code section 47613) to compensate for such oversight services.

X. Human Resources

A. Employee Qualifications (Element 5)

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

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core and enrichment courses.

The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director will check all credentials prior to hiring any

certificated personnel. The director will annually check credentials and/or transcripts to ensure that they meet the requirements for “highly qualified teachers” under the No Child Left Behind Act for each course for which a teacher assigned.

Executive Director Qualifications

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

- Strong communication and community-building skills
- Deep knowledge of curriculum development and program design
- Commitment in carrying out the school’s vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all “back office” operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- A minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.

Business Manager Qualifications

The School’s Business Manager will be responsible for a variety of front and back office activities.

The Business manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills.
- Manage front and back office tasks.
- Ability to develop and implement short and long term business and growth plans.
- Strengthen school branding and manage student recruitment efforts.
- Commitment to support the goals of the charter.
- Ability to work independently as well as with a team.
- 3 plus years-experience in a fast-paced administrative position.
- Experience in school front and back office tasks.
- Ability to maintain accurate records on school databases.

Teacher Qualifications

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

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

Instructional Aide Qualifications

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

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

B. Retirement Programs Offered to Employees (Element 11)

- C. All staff members working at least 30 hours per week will be eligible to participate in a 403(b) retirement plan after reaching 90 consecutive days of employment. A 403(b) plan, also known as a tax-sheltered annuity (TSA) plan, is a retirement plan for certain employees of public schools, employees of certain tax-exempt organizations, and certain ministers (see IRS website). Method will utilize a licensed broker and plan administrator to administer this benefit.

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

D. Employee Representation (Element 15)

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

E. Employee Rights (Element 13)

Any district employee who obtains employment with Method Schools will have the right of return to employment in the district as per district policy. District

employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

F. Health and Safety (Element 6)

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

Procedures for Campus Visitors

No outsider shall enter or remain on schools grounds during school hours without having registered with the principals or designee, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.(Penal Code, sec. 627).

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

The 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 by a nurse contracted by the School. The School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

The School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the School.

Blood borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School 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.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The 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 State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall regular conduct fire drills.

Comprehensive Sexual Harassment Policies and Procedures

The 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 School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this

nature is very serious and will be addressed in accordance with the School sexual harassment policy, a draft of which is in the appendices.

G. Dispute Procedures

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

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

If the governing board of the District believes it has cause to revoke this charter, the Board agrees to notify the Method Schools governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action. The District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Method Schools prior to any observation or inspection. The School may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code. Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate

meeting between the District and the School Director at which time the School Director will satisfy the District as to the implementation of the necessary safety procedures.

H. Staff Recruiting and Professional Development

Method Schools provides excellent salaries and benefits to attract highly qualified teachers. Method Schools makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, and through the use of Ed-Join.

All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target populations, innovative and create thinkers, problem solvers, and willingness to support the goals of the charter are underscored in the hiring process. Method Schools staff currently includes an Executive Director(s), Business Manager, and one primary teacher per twenty-five students.

On-going professional development will include and is not limited to:

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

XI. Student Admissions, Attendance, and Suspension/Expulsion Policies

A. Student Admission (Element 8)

Method Schools admissions process will be available to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian.

The School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

Whether outsourced or managed internally, prior to enrollment families will be informed of our admissions requirements.

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

The Academy admission policy includes:

- Academy may give admission preference to children of employees and founding members.
- Preference may be given to siblings of admitted students.
- Method Schools will be open to all students including those with special

education needs. The School will support the administration of special education services at the school site by the Dehesa School District and participate in the search child/find efforts of the SELPA.

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

B. Racial and Ethnic Balance (Element 7)

Method Schools will strive to achieve a racial balance reflective of the Authorizing District and the local community.

As reported in the 2010-2011 School Accountability Report Card, the racial and ethnic balance of the students attending Dehesa School District is as follows:

	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic
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Dehesa School District	1.7%	11.3%	0.0%	1.7%	29.1%	0.9%	49.1%	6.1%
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Method Schools will make the following measurable recruitment efforts and outreach programs during an open enrollment during the first year prior to opening. The recruitment and outreach efforts shall include:

- Conduct community presentations made in adjacent communities having diverse populations.
- Advertise in the print and non-print media during the open enrollment periods, depending on availability of funds.

C. Attendance Alternatives (Element 12)

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

D. Student Suspension/Expulsions (Element 10)

Method Schools' Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. A student may be suspended or expelled if the policy is violated. This policy may be amended when necessary without the requirement to amend the authorized charter.

This Policy will be included in the Method Schools Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to:

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

Corporal punishment shall not be used as a disciplinary measure against any student.

Students and their parents/guardians will be notified Administration shall ensure that students and their parents/guardians are notified in writing upon enrollment

of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

1. 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 Method Schools or at any other school or a Method Schools sponsored event 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.

2. Enumerated Offenses

Students may be suspended or expelled 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 or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
- 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 11053-11058, alcoholic beverage or

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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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

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

b. Conference

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

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

c. Notice to Parents/Guardians

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

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

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

5. Expulsion Procedures

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

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

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

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. 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;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

Method Schools may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be

presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day's notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. Method Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, Method Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. 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.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the

threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. 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.

7. 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.

8. Presentation of Evidence

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

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

9. Written Notice to Expel

The Director or designee following a decision of the Method Schools Board to expel shall send written notice of the decision to expel, including the Board's

adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- 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 School. The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Method Schools shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. Disciplinary Records

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

11. No Right to Appeal

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

12. 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.

13. Rehabilitation Plans

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

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Method Schools Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall

make a recommendation to the Method Schools Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

XII. Financial Planning, Accountability, and Reporting

Method Schools relies on State and Federal funding sources to support the basic program, instruction and curriculum. Grant money may be used to educational program.

A. Budget

Budget proposals will be submitted to sponsoring district for final approval by July 1. First interim report will be submitted by December 15, second interim report will be submitted by March 19 and unaudited actuals will be submitted by September 15.

B. Financial Reporting

Method Schools plans to use an accounting system that will track all transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by a selected back-office agency accounting system. The system will be selected prior to opening the school.

Method Schools will provide the following reports as required by law:

- CBEDS (California Basic Educational Data System)
- ADA (Average Daily Attendance) reports J18/19
- SARC (School Accountability Report Card)
- Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's "Charter School Audit Guidelines" no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.
- The district shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

Method Schools will provide the following data and reports as required by the district:

- If placed on the "Financial Watch List", monthly statements of accounts;
- Test results for all state mandated assessments;
- STAR (Standardized Testing and Reporting)
- CELDT (California English Language Development Test)
- Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update their MOU.

C. Insurance

Method Schools will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size. Method Schools will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District.

D. Administrative Services

Method Schools plans to employ an outside entity to provide business services along with its own employee to oversee business services.

Inventory, capital inventory accounts, attendance accounting, and budget development will be carried out at the school site.

Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the

Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. No checks will be issued at the school site.

No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept temporarily in the school safe and promptly deposited.

E. Facilities

The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection.

The school will be working with a local real estate broker to find a site. Any potential site will have adequate parking and off-street entrances for safe student drop-off.

The three year projected budget supports a plan to acquire space for year one and expansion of space in years two and three.

F. Audits (Element 9)

- An annual fiscal audit of i Method Schools, required under the Charter Schools Act, will be conducted by an auditor and will use generally accepted accounting principles. The audit will be supervised by the

Method Schools Charter Petition

Director and will be shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions and will be communicated to the District in a timely manner. The Method Schools Board will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

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

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- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final un-audited report for the full prior year.
- Method Schools shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- Method Schools will comply with all laws establishing minimum age for public school attendance.
- Method Schools shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
- Method Schools will be non-site based school by SB740 standards but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Method Schools offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

G. Closure Procedures (Element 16)

The following procedures will apply regardless of the reason for the Method Schools closure:

- Closure will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.
- The Method Schools Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.
- As applicable, Method Schools will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Method Schools will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.
- As soon as reasonably practical, Method Schools will prepare final financial records. The School will also have an independent audit

completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

- On closure of Method Schools, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation Method Schools Charter School Petition upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.
- As Method Schools is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

XIII. Charter Authorizer

- Method Schools is pursuing a five year charter authorization. At the end of each five year term, the authorizer will review the program for a renewal.
- Method Schools will have negligible financial impact and most likely contribute positively to Dehesa School District because of its realistic enrollment goals and district oversight revenue.
- Method Schools has a highly qualified and varied founding team which will lead to the success of the school.
- Method Schools will join the California Charter School Association's Charter Launch program to ensure the creation of a high quality charter school.
- Method Schools is a non-profit corporation.
- Method Schools will carry the appropriate insurance including liability, errors and omissions.
- Method Schools recognizes the need for at least a District annual school visit and the designation of a District employee as liaison.
- Method Schools will initially not request Proposition 39 facilities, but does reserve the right to apply for Proposition 39 facilities in the future.
- Method Schools will not require services from the District other than those paid for by the school.

Additional Requirement #1: Operation and Effects of School

Facilities:

Method Schools Charter Petition

Method Schools may be located in County. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection. The district will not be asked to exercise the extent of its authority granted in Government Code § 53094 to declare zoning inapplicable to property used by the district for instructional purposes.

Method Schools expects to need approximately two sites at 2,500 square feet each of usable space for its 300 students the first year. Method Schools' goal is to provide a site for every 250 students served. The school is working with a local real estate broker to acquire rental of the site. The buildings which Method Schools has viewed have adequate parking and off-street entrances for safe student drop-off. The leases range from \$10- \$17 per square foot. Facilities percentage of the annual operating budget is: 5.78%, the first year and 4.42% for year two and 4.93% for year three. The three year projected budget supports a plan to acquire space for year one and expansion of space in years two and three.

Method Schools has looked at San Diego and Riverside counties for sites and will continue research upon acquired authorization.

Insurance:

Method Schools will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size. Method Schools will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Method Schools and the District and a copy of this policy will be available to the District upon request.

Administrative Services:

Method Schools plans to employ an outside entity to provide business services along with its own employee to oversee business services.

Inventory, capital inventory accounts, attendance accounting, and budget development will be carried out at the school site.

Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school will be handled off-site by the selected business office provider. All spending limits on a daily,

weekly, monthly, and annual basis will be subject to limits imposed by the Board and based on amounts in a written policy that will be developed. Credit card use will be overseen by the Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. No checks will be issued at the school site. No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept temporarily in the school safe and promptly deposited.

Method Schools may use an outside accounting system or one developed internally. All transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency accounting system. The final decision on the administrative services and accounting system will be made prior to opening the school.

Additional Requirement #2: Provision of Financial Statements

Method Schools has included financial statements, that including a proposed first year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. (See Appendix G)

Additional Requirement #3: Responding to Inquiries

Method Schools will promptly respond to all reasonable inquiries, including inquiries regarding financial records.

Additional Requirement #4: Reporting Requirements

- An annual fiscal audit of Method Schools, required under the Charter Schools Act, will be conducted by an auditor and will use generally accepted accounting principles. The audit will be supervised by the Director and will be shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions and will be communicated to the District in a timely manner. The Method Schools Board will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.
- Each year the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the Academy Board of Trustees as well as the District's Charter School Office. Method Schools will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow

Method Schools Charter Petition

through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

- The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one percent of the average daily attendance funds provided to Method Schools, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.
- The District agrees to allow Method Schools to separately purchase Administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Method Schools agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)
- Method Schools will provide the following reports to the district:
 - a. CBEDS (California Basic Educational Data System).
 - b. ADA (Average Daily Attendance) reports J18/19.
 - c. SARC (School Accountability Report Card – charter schools may use their own formats).
 - d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district’s “Charter School Audit Guidelines” no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school’s fund.
 - e. Copies of test results reports for all state mandated assessments.
- Method Schools will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education (“COE”), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. Method Schools will provide the District with present and future line item budgets as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding and in accordance with Education Code section 47604.33, including the following financial reporting requirements:
 - On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - On or before December 15, an interim financial report. This report shall reflect changes through October 31.

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- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final un-audited report for the full prior year.
- Method Schools shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- Method Schools will comply with all laws establishing minimum age for public school attendance.
- Method Schools shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
- Method Schools will be a non-site based school by SB740 standards but when independent study is provided, Academy will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Method Schools offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

Additional Requirement #5: District Accountability Contract Framework

Method Schools will contract, at district expense, auditors mutually acceptable to the school and district to conduct performance audits which will document the school's activities in the four following areas:

1. Educational Achievement
2. Fiscal Soundness
3. Organizational Viability
4. Compliance with the Law

Additional Requirement 6: Term of the Charter

Method Schools is pursuing a five year charter authorization. At the end of each five year term, the authorizer will review the program for a renewal.

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Lori Wigg

Subject: Approve Request Change
Order request #29 for Asphalt
play area

Meeting Date: November 19, 2015

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

Background:

The District's basketball courts were demolished several months ago as a result of the construction project. In the interim, district staff purchased portable basketball hoops as a temporary solution; however, it is recommended that permanent basketball courts be installed along with an asphalt play area for the students.

Report:

N/A

Financial Impact:

The estimated cost of the change order is \$21,228. The construction budget has sufficient funds to cover the cost of this change order.

Student Impact:

Students will have access to an asphalt play area with permanent basketball courts.

Recommendation:

Administration recommends approval of Change Order request #29 for installation of a new Asphalt play area and accompanying basketball courts.

west coast Air

Conditioning Company, Inc.

REQUEST FOR CHANGE #29

DATE: June 10, 2015

PROJECT: Dehesa School

BELOW IS A SUMMARY OF THE ATTACHED ITEMS REQUESTED FOR A FORMAL CHANGE ORDER

Proposal Request #1 Asphalt play area

1) Hankins - Asphalt Paving	\$	14,875
1) Hankins - Stripe one court	\$	-
3) LA SteeCraft - Basketball standard and backstop (1)	\$	1,433
4) Court Concepts - Install one basketball standard and backboard	\$	1,998
5) Layout and survey	\$	700
Subtotal	\$	19,006
WCA General Liability Insurance .28% & Builder's Risk Insurance .25% = .53%	\$	101
Subtotal	\$	19,107
WCA O & P 10%	\$	1,911
Subtotal	\$	21,017
WCA Bond 1%	\$	210
WCA TOTAL	\$	21,228

Contractor's Contingency

Architect's Contingency

District's Contingency

WCA: John Krueger, V.P.
John Krueger, VP

Architect
John Neighbors, SWAP

Dehesa



(760) 789-4343



1315 Walnut St. Ramona, CA 92065

Certified Small Disadvantaged Business
Certified 8(a) Participant # 304300
Certified Diverse Business Enterprise (WBE)
VON # 8KN00030
Duns # 620265160
Phone: (760) 789-4343
Fax: (760) 788-2153

Change Order Request # 2

June 4, 2015

Contact Name: John Krueger
Office: 619-561-8000
Mobile:
Email: jkrueger@wcac.com
Job: Dehesa School

West Coast Air Condition
1155 Pioneer Way
El Cajon, CA

We propose to supply all material and perform all labor to complete the following work.

Scarify and re-compact 12" of 3,929 sq. ft. of existing native soil and finish grade. Minor cut & fill of all existing native soil is included. Any excessive cuts or fills or any import or export required to meet elevations will be additional. Install approximately 200 lineal feet of 2x4 redwood header 48" oc per plan and place 3" of hot mix asphalt over native finish grade. Stripe 1 additional Basketball court.

Table with 2 columns: Item description and Amount. Total Grading & Paving \$ 12,825.00; Total Redwood Header \$ 1,700.00; Total Striping \$ 350.00; Total Change Order \$ 14,875.00

PAYMENT: To be made monthly upon percent complete.

EXCLUSION: BMP'S, Soils Testing, Engineering, Surveying, Staking, Permits, Hydroseeding, Blasting and Removal of Unsuitable Materials.

Respectfully Submitted,

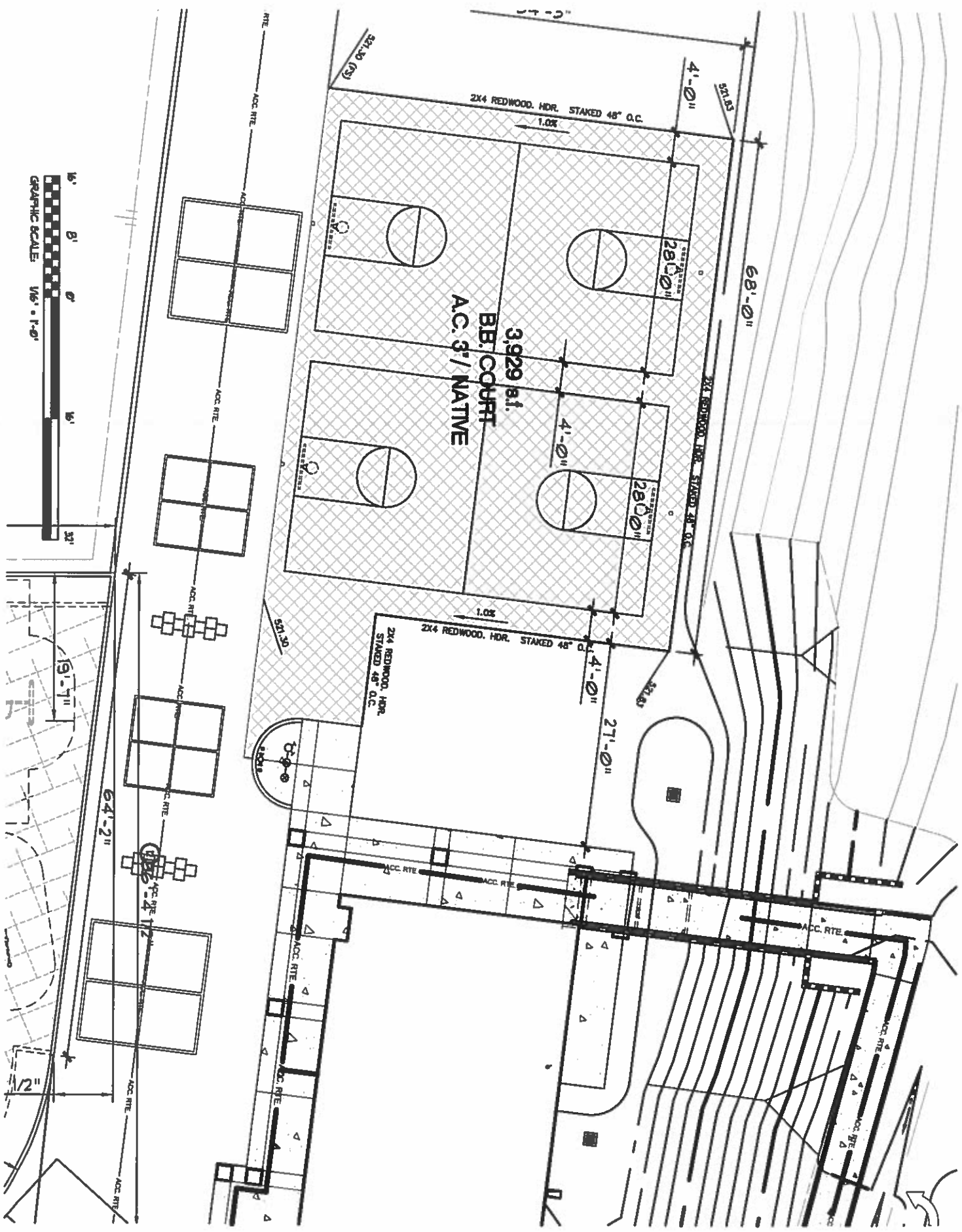
Handwritten signature of Deborah A. Hankins

Deborah A. Hankins
Hankins Construction, Inc.
Contractor lic. # 916516

ACCEPTANCE

You are hereby authorized to furnish all materials and labor required to complete the work mentioned in the above proposal, for which _____ agree to pay the amount mentioned in said proposal, and according to the terms thereof.

ACCEPTED _____ DATE _____



1/2" = 1'-0"
 GRAPHIC SCALE
 1/2" = 1'-0"

3,929 sq. ft.
 B.B. COURT
 A.C. 3' NATIVE

2x4 REDWOOD. HDR. STAKED 48" O.C.
 2x4 REDWOOD. HDR. STAKED 48" O.C.

64'-2"

91'-7"

21'-0"

68'-0"

4'-0"

1.0%

4'-0"

4'-0"

501.30

501.35

2x4 REDWOOD. HDR. STAKED 48" O.C.

501.35

64'-2"

1/2"

1/2"

1/2"

1/2"

1/2"

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Civic Learning Resolution
11.1.15

Meeting Date: November 19, 2015

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

Background: As part of President Obama's education agenda, the Department of Education (ED) envisions a nationwide commitment to preparing all students for citizenship as informed, engaged and responsible members of our society. At a White House event this past January, the Obama Administration released its Road Map for civic learning, "Advancing Civic Learning and Engagement in Democracy." This document serves as a call to action to reinvigorate civic learning and engagement for students, families, communities and leaders in education, business, labor, philanthropy and government. The Road Map outlines nine steps ED is undertaking to increase civic learning and engagement across our country.

Report: Most schools in San Diego County are developing resolutions to support civic learning in schools. By revitalizing civic learning in our school as we implement Common Core Standards, we need to focus on civic learning through the Social Studies curriculum. High quality civic learning encourages students to think critically, collaborate, develop research skills, assess and synthesize information, and present arguments based on data. High quality civic learning also helps teach our students skills needed for the 21st century workplace including creativity, initiative and innovation.

Financial Impact:

There is no direct cost associated with this resolution.

Student Impact: Our students are being offered multiple opportunities to test their knowledge of analyzing primary and secondary sources through document based questioning and assessments that focus on primary and secondary sources. This will include the Six Proven Practices in Civic Learning: classroom instruction in government, discussion of current events, service learning in middle school, extracurricular activities, student participation in school governance (student council and ASB) and simulations of democratic process.

Recommendation: It is recommended that the Governance Board approve the resolution for civic learning.

Agenda Item #:VII.C.3

BOARD OF EDUCATION
DEHESA SCHOOL DISTRICT
EL CAJON, CALIFORNIA

In the Matter of Support for Civic Learning:)
College, Career, and Civic Life)

RESOLUTION 11.1.2015

WHEREAS, it is the Mission of Dehesa School District that *All Dehesa students will Graduate with the Skills, Motivation, Curiosity and resilience to Succeed in their choice of College and Career in order to Lead and Participate in the society of Tomorrow.* We are currently preparing our students; and

WHEREAS, schools are a critical place for students to develop the civic knowledge, skills and values needed to effectively contribute to and participate in our democracy. There has never been a better – or more crucial time – to revitalize civic learning in our schools; as we implement Common Core State Standards, we cannot leave civic learning behind; and

WHEREAS, the success of the nation and state depends on educated, informed and engaged citizens and residents, and California currently ranks 38th of 50 states in civic engagement; and

WHEREAS, the education system has a major role in ensuring students have equitable access to learning to participate in our democracy. Revitalizing civic learning opportunities can contribute to meeting these goals; and

WHEREAS, we have much to gain by revitalizing high quality civic learning that encourages students to think critically, collaborate, develop research skills, assess and synthesize information, and present coherent arguments based on data. High quality civic learning also helps teach our students skills needed for the 21st century workplace including creativity, initiative and innovation; and

WHEREAS, the National Council for Social Studies framework providing guidance to enhance the rigor of K-12 civics education has identified Six Proven Practices in Civic Learning:

- Classroom instruction in government, history, geography, law, democracy and economics;
- Discussion of current events and controversial issues;
- Service learning experiences that are directly linked to curriculum and instruction;
- Extracurricular activities;
- Student participation in school governance; and
- Simulations of democratic processes; and

WHEREAS, the district currently makes it possible for students to be part of student government through Associated Student Bodies (ASB) and student council where students run for officer positions and have a voice in student government; and

WHEREAS; the Common Core standards in History/Social Science work require that students learn to analyze multiple perspectives and be able to determine the central ideas or information of a primary and secondary source; and

WHEREAS, the students in Dehesa School are being offered multiple opportunities to test their knowledge of analyzing primary and secondary sources through document based questioning and assessments that focus on primary and secondary sources; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Dehesa School District requests that the Superintendent and staff make a commitment to work towards developing civic literacy of all its students by integrating the Six Proven Practices into instructional practice and school life.

BE IT FURTHER RESOLVED, that the district establishes a goal to make schools aware of and encourage participation in the application for the annual Civic Learning Award.

BE IT FURTHER RESOLVED, that a civic learning plan will be developed to include, but not be limited to, integrating civic learning into English Language Arts/English Language Development for all students across grade levels.

BE IT FURTHER RESOLVED, that the Board of Education of the Dehesa School district lead by example on what good participatory citizenship looks like by actively reaching out to constituents, including students; carefully considering the needs and wishes of parents and students; thoroughly deliberating issues that come before us, working collaboratively, and appropriately delegating and supporting the Superintendent of Public Education in carrying out the vision of the district so that the students' interests are best served.

Adopted and approved by the Board of Education of the Dehesa School District at a regular meeting held on the 19th day of November, 2015.

President

Vice President

Member

Member

Member

Superintendent

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: Dehesa School District
Citizens Oversight
Committee

Meeting Date: November 19, 2015

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

Background/Report:

The Dehesa School District successfully passed a general obligation bond on November 2, 2010 and again on November 6, 2012. A mandatory requirement is that we have a Citizens Bond Oversight Committee (CBOC) to monitor a School Facilities Building Projects. The Governing Board adopted bylaws for the CBOC and approved the COC application form on January 20, 2011.

Unfortunately, James Wells has had to resign from the CBOC.

We have additional candidates to present to the Governing Board:

Rebecca and Jerry Hamilton – both are Dehesa residents, parents and members of the Parents Club.

Financial Impact:

There is no cost involved with the CBOC, but the CBOC will monitor and provide oversight on all bond expenditures.

Student Impact:

No direct student impact at this time.

Recommendation:

Administration recommends approval for the resignation of James Wells and approval of Jerry or Rebecca Hamilton as a new CBOC member in order to complete the legal requirements for a seven member CBOC.

Agenda Item #:VII.C.4