



December 13, 2018

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DEHESA
Regular Governing
Board Meeting
— — — — —
Agenda

Welcome

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

Our Governing Board

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

Cindy White

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

Karl Becker

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

Christina Becker

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

Mark Zacovic

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

Karen Kirkpatrick

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

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 4:00 p.m.

Dehesa School – Room D4

LOCATION & TIME -

OPEN SESSION -5:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

DECEMBER 13, 2018

AGENDA

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

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

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

I. Call to Order

- A. Public Comment on Closed Session Items.

II. Closed Session

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

Counsel-Potential Settlement of OAH Case No. 2018060269.

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

III. Public Meeting

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

IV. Annual Board Reorganization

- A. **Oath of Office** – Cynthia White, Karl Becker, Christina Becker & Karen Kirkpatrick.
- B. **Election of Officers**
 - 1. President
 - 2. Vice President
 - 3. Clerk of the Board
- C. **Regular Meeting Dates for 2019**

V. Requests to Address the Board

A. District/Community Organization Reports

- 1. 6th Grade Thank You
- 2. 4th Grade Presentation
- 3. Kirsten Yuhl proposal to Board for books
- 4. Parents' Club – Jade Clark, President
- 5. Dehesa Teacher's Association – Farida Blakey, President
- 6. California School Employees Association #663 – Jackie Finch, President
- 7. Dehesa Charter – Terri Novacek
- 8. Diego Hills Central Charter School – Kevin Ogden
- 9. The Heights Charter School – Diana Whyte
- 10. Inspire Charter & Pacific Coast Academy – Nick Nichols
- 11. Method Schools – Jessica Spallino
- 12. Valiant Charter / California Academy of Sport Science/ University Prep – Justin Schmitt
- 13. Citizen Input

B. Board Input

VI. 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 – November 8, 2018.
- B. Approval of Warrants and Purchase Orders – It is recommended that the Board of Trustees approve the commercial warrants and purchase orders as presented.
- C. It is recommended that the Board of Trustees approve the Master Contract for Verbal Behavior Associates.
- D. Conferences and Workshops
 - 1. Synergy Conference.

VII. Information & Proposals (Action may be taken)

- A. **Correspondence:**
 - 1. 2017-2018 Unaudited Actuals Financial Report.
 - 2. Kindergarten Immunization Assessment Report.
 - 3. Code to the Future District Leadership Conference.
- B. **Report, Information, and Presentations**
 - 1. Budget Report
 - 2. State School Building Report
 - 3. Principal's Report
 - 4. Enrollment
- C. **Discussion**

VIII. Action Items

- A. **Public Hearings**
 - 1. Inspire Charter School Material Revision.
- B. **Old Business** – None
- C. **New Business**
 - 1. The Board will consider the approval of the Renewal of Charter Petition for Inspire Charter School South.
 - 2. The Board will consider the approval of the Material Revision for Pacific Coast Academy.

3. The Board will consider the approval of the contract to replace aging phone system.
4. The Board will consider the approval of the GASB 75 Actuarial Valuation for Year Ending June 30, 2018.
5. The Board will consider the approval of the Contract for Fascia Repair.
6. The Board will consider the approval of Contract for Landscape Architect.
7. The Board will consider the approval of the 2018-19 First Interim Report.

D. Negotiations – None

E. Board Policies

1. Updated Board Policies, Regulations and Exhibits 4000-4121.

F. Personnel

Classified:

1. To hire a six hour Child Nutrition Aide effective 11/26/18.

Certificated:

1. None.

IX. Advance Planning

A. Next Meeting

1. Regular Board Meeting January 15th, 2019. Closed Session at 4:00 p.m.
Open Session at 5:00 p.m.

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

X. Adjournment

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: 2019 Calendar for
Regular Board Meetings

Meeting Date: December 13, 2018

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

A. Election of Officers

1. President
2. Vice President
3. Clerk of the Board

B. Regular Meeting Dates for 2018

Agenda Item #: IV. B & C

DEHESA SCHOOL DISTRICT BOARD OF TRUSTEES

SCHEDULE OF REGULAR MEETINGS 2019

January 15, 2019

February 21, 2019

March 14, 2019 *

April 18, 2019

May 16, 2019

June 13, 2019 – Public Hearing

June 27, 2019

July 18, 2019

August 15, 2019

September 12, 2019*

October 17, 2019

November 14, 2019

December 12, 2019*

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 is usually the 4th Tuesday 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.

Dehesa School District
Board Meeting Amended Minutes

November 8, 2018

I. Call to order

President, Cindy White called the meeting to order at 4:00 p.m. The Board convened into Closed Session

II. Closed Session

III. Public Meeting

The Board reconvened at 5:20 p.m. President, Cindy White called the meeting to order and reported out about a Special Education Dispute. A dispute arose regarding a student's special education program. A settlement agreement has been reached by the parties in a special education dispute, OAH Case Number 2018060269. This agreement involves a release of potential district liability. Closed Session. 8th Grade Student Beth led the pledge of allegiance. Christina Becker made a motion to approve the agenda. Seconded by Karen Kirkpatrick. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

IV. Requests to address the Board

A. District/Community Organization Reports

1. **5th Grade Presentation:** Alexis Chisholm was in attendance with a few of her students who read their Veterans Day writings,
2. **Parents' Club:** Heather Griffiths spoke on behalf of the Parents' Club. The Halloween Carnival made approx. \$2,000. At the last Parents' Club meeting there were 15-20 people there. It was great to have so many parents wanting to help out.
3. **DTA:** Farida Blakey was in attendance. She reported that the teachers are working on report cards and using documents rather than going through synergy due to it not being set up yet. Lori Reidy was also in attendance and wanted to invite the Board Members to the play

Goldilocks on Trial that middle school students will be performing on November 30th. She also wanted to get approval to purchase a piece of sound equipment that they can use for plays and other performances that the school has. It is a stage floor microphone that can go in the middle of the stage. The Board thanked her for all of her hard work and said that they gave Nancy Hauer authorization to approve the cost of the microphone. Elizabeth Shuman was also in attendance and was introduced to the Board as the new RSP teacher. She is also assisting with the play.

4. **California School Employees Association #663:** No Report.
5. **Inspire Charter School South & Pacific Coast Academy:** Nancy Hauer spoke on behalf of Inspire Charter School-South and Pacific Coast Academy. Inspire Charter School – South has enrollment of 4,540 students. Pacific Coast Academy has enrollment of 3,446. A High School Expo was held to inform parents about class options and advising. Counselors are available to help students apply for financial aid for college. On Election Day, students were able to participate in a mock election.
6. **Dehesa Charter:** No Report.
7. **Diego Hills Central Charter School -Chicago/Riverside:** -Kevin Ogden was in attendance and showed a wonderful video that described some of the students that attend Diego Hills Central Charter School and what the school has meant for those students. Current enrollment is 171 Independent Studies students and 18 Homeschool Students. DHC- Chicago/Riverside continues to provide SGI classes for all levels of English, ELD, math, science, Art Therapy, professional skills, Algebra! Bilingual, SLAM, and Yoga. DHC/Chicago started their second round of Emergency Medical Technician classes on October 30th with 16 students enrolled. Three DHC/Chicago teachers and the principal attended the Education Summit in Palm Springs provided by the Riverside County Office of Education. The key note speaker was Ron Clark, he is the 2000 Disney American Teacher of the Year, a two-time New York Times Bestselling author, the subject of a television movie and the founder of the Ron Clark Academy. The Riverside County Office of Ed also provided informational sessions that were led by many Inland Empire School Districts. DHC/Chicago continues to have therapy dogs on campus for students to interact with. Students and staff are enjoying the experience.

Students are staying longer at the site to work on their assignments just to interact with the dogs a little longer.

8. **The Heights Charter School:** Nancy Hauer spoke on behalf of The Heights Charter School. Enrollment is at 243 students. All of their 4th-8th graders participating in NANOwriMo: National Novel Writing Month- November. They collected candy from families after Halloween to send to our military troops. The all school Hike-a-Thon and Family Picnic at the Pine Valley Park was a huge success. They had another perfect audit.
 9. **Method Schools:** Nancy Hauer spoke on behalf of Method Schools. Enrollment for Track 2 is 160. They are working on a variety of focused and rigorous goals for the school year, including Track 2 enrollment growth and academic growth. They are holding many promotional events throughout the counties and increasing their online presence through various social media platforms. They have developed an enhanced intervention system for all students based on monthly internal diagnostic assessment results. They are running two robotics clubs along with a variety of tile courses including: Guitar, Academic Intervention, Test Prep, Comic Book Club, Method Newspaper, Cooking and many more.
 10. **Valiant Charter/ California Academy of Sport Science/ University Prep:** Justin Schmitt was in attendance and said that they are projecting enrollment of 2100 students. Could grow in the next month and a half. They have many student activities and a lot of great development opportunities for the staff. Some staff are attending the Professional Learning Conference in Newport in January. They are working on improvements for technologies and integration with student information systems.
 11. **Citizen Input:** None
- B. Board Input:** Karen Kirkpatrick spoke and said that the website is still getting worked on. We are going to need to get more pictures for the website. Christina Becker mentioned how her daughter is really enjoying school and all the activities.

V. Routine Action Items

Christina Becker made a motion to approve the Routine Action Items. Seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: None

Abstain: None

VI. Information & Proposals

A. Correspondence: The Board reviewed the information about the Organizational meeting and the CSBA Nomination form. Nancy spoke about the Oral Health Assessment and said that it has a mistake and says Dehesa Charter but, that the report is for our school.

B. Report, Information, and Presentations

1. Budget Report: Anna Buxbaum went over the budget report with the Board. Total funds are normal. No change in fund 21.

2. State School Building Report: Anna Buxbaum said that Tom Silva is building reports and will get us information soon. They are requesting proposals from landscapers. This is a project that will have to be completed over winter break.

3. Principal Report: Heather Griffiths spoke about what has been happening at Dehesa. We have implemented a whole school morning meeting every AM. Monday: No Excuses (School Rules), Tuesday: Think About It (Character Counts), Wednesday: Where Are You Going (College/University), Thursday: Talk About It (Announcements), Friday: Fri-Yay Dehesa Spirit Day. According to feedback from teachers, parents, and students all are enjoying the change and have seen a marked improvement in behavior inside and outside the classroom. There have been fewer instances of bullying and behavioral issues. Heather and Jholei Evans attended the NEU National Conference and that was amazing. Heather and Nancy will be attending the Global Youth Ambassador Educational Summit in China, December 10th-18th. We are hoping to make connections with schools in China to partner with a "Sister" school to begin exchange program with students/teachers. 1st and 2nd grade went to see "The Grinch" at the Old Globe Theater. All students

received their own hard copies of “How the Grinch Stole Christmas”. Brandy is attending the Synergy conference and is working hard on getting the report cards and grade book capabilities in Synergy up and running so that teachers can use them for report cards. Kumeyaay language classes begin Monday, November 26, 2018. Approximately 15 students across grade levels are interested. The Epic Build/Trimester 1 Awards Assembly will be Friday, December 7th at 1:00 p.m. The Winter Performance will be Friday December 14th at 5:30 p.m. The Character Education for November is Citizenship.

4. **Enrollment:** Nancy Hauer reported that we have enrollment of 147 students.
5. **Proposed 2019 Board Meeting Dates:** The Board discussed the dates and Christina Becker and Karl Becker said that they did have some conflicts with some of the dates due to being out of town. The Board agreed to change the January 17th meeting to January 15th. Discussion about the March 14th meeting being changed but, decided to keep it on the 14th. Cindy White mentioned that she is going to start taking classes in the fall so, there may be a conflict with some of the meetings but, is not for sure yet.

C. **Discussion:** None.

VII. Action Items

A. Public Hearings

1. **Renewal of Charter Petition for Inspire Charter School South:** Cindy White opened the Public Hearing for the Renewal of the Charter Petition for Inspire Charter School South at 6:25 p.m. No public comment heard. Cindy White closed the Public Hearing at 6:26 p.m.
2. **Material Revision for Pacific Coast Academy:** Cindy White opened the Public Hearing for the Material Revision for Pacific Coast Academy at 6:27 p.m. No public comment heard. Cindy White closed the Public Hearing at 6:28.

B. **Old Business –** None

C. New Business

1. **Hatch and Cesario Agreement for Professional Services:** Mark Zacovic made a motion to approve the Hatch and Cesario Agreement for Professional Services. Seconded by Karl Becker. Vote as follows:

Ayes: Cindy White, Mark Zacovic, Christina Becker, Karl Becker, Karen Kirkpatrick
Nays: None
Absent: None
Abstain: None

D. Negotiations - None

E. Board Policies

1. Policy Updates: BP0420.42, BP1100, BP3290, AR3460, BP4114, BP5144.1, BP6142.3, BP/AR6145.2, BP6170.1, BP6178, BP6190, BB9110:

Karl Becker made a motion to approve Board Policies BP0420.42, BP1100, BP3290, AR3460, BP4114, BP5144.1, BP6142.3, BP/AR6145.2, BP6170.1, BP6178, BP6190, BB9110. Seconded by Mark Zacovic. Vote as follows:

Ayes: Cindy White, Mark Zacovic, Christina Becker, Karl Becker, Karen Kirkpatrick
Nays: None
Absent: None
Abstain: None

F. Personnel

1. Accept the Resignation of a Classified Employee Effective 11/2/18. Karl Becker made a motion to Accept the Resignation of a Classified Employee Effective 11/2/18. Seconded by Mark Zacovic. Vote as follows:

Ayes: Cindy White, Mark Zacovic, Christina Becker, Karl Becker, Karen Kirkpatrick
Nays: None
Absent: None
Abstain: None

VIII. Advance Planning

A. Next Meeting

1. Next meeting will be December 13, 2018. Closed session at 4:00 p.m. Open Session at 5:00 p.m.

IX. Adjournment

Cindy White adjourned the meeting at 6:35 p.m.

Respectfully Submitted by:

Approved by:

Deborah Cagney
Administrative Secretary

Christina Becker
Clerk of the Board

DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
November 2018

Date	Warrant ID	Vendor Name	Fund	Invoice	Object Descr	Inv Amount	Warrant Amt
11/1/2018	14471665	Keenan & Associates	GENERAL FUND	Oct 2018 Life Ins Premiums	Health & Welfare Benefits,Clas	36.00	114.00
11/1/2018	14471665	Keenan & Associates	GENERAL FUND	Oct 2018 Life Ins Premiums	Health & Welfare Benefits,Clas	21.00	
11/1/2018	14471665	Keenan & Associates	GENERAL FUND	Sept 2018 Life Ins Premiums	Health & Welfare Benefits,Clas	21.00	
11/1/2018	14471665	Keenan & Associates	GENERAL FUND	Sept 2018 Life Ins Premiums	Health & Welfare Benefits,Clas	36.00	
11/2/2018	1447237	San Diego Fringe Benefits Consortium	GENERAL FUND	Oct 2018 Delta Dental	Health & Welfare Benefits, Cer	(10.05)	530.37
11/2/2018	1447237	San Diego Fringe Benefits Consortium	GENERAL FUND	Oct 2018 Delta Dental	Opex Allocated Classified	252.09	
11/2/2018	1447237	San Diego Fringe Benefits Consortium	GENERAL FUND	Oct 2018 Delta Dental	Opex Allocated Certificated	212.68	
11/2/2018	1447237	San Diego Fringe Benefits Consortium	GENERAL FUND	Oct 2018 Delta Dental	Health & Welfare Benefits,Clas	75.65	
11/2/2018	1447238	HOLLANDIA DAIRY, INC.	CAFETERIA SPECIAL REVENUE FUND	11.1.2018	Food	235.21	235.21
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Travel And Conferences	178.90	610.45
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Prof/Consult Srv&Operate Exp	8.25	
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Postage	67.00	
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Materials And Supplies	53.18	
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Materials And Supplies	280.13	
11/7/2018	14473928	REVOLVING FUND	GENERAL FUND	October 2018	Materials And Supplies	22.99	
11/8/2018	14474609	Tire Centers LLC	GENERAL FUND	Tire Service Bus 7	Material And Supplies	278.51	278.51
11/8/2018	14474610	Target River	GENERAL FUND	1604	Rent,Lease,Repair&Non-Cap Imp	3,320.00	3,320.00
11/9/2018	14475296	SAN DIEGO GAS & ELECTRIC	GENERAL FUND	October 2018	Prof/Consult Srv&Operate Exp	4,002.98	4,002.98
11/13/2018	14475865	HOLLANDIA DAIRY, INC.	CAFETERIA SPECIAL REVENUE FUND	11.08.2018	Operations & Housekeeping	235.21	235.21
11/13/2018	14475866	MRC SMART TECHNOLOGY SERVICES	GENERAL FUND	IN 956230	Food	186.32	1,064.36
11/16/2018	1447737	Schoolsin	GENERAL FUND	9.22.2018-10.21.2018	Materials And Supplies	878.04	
11/16/2018	1447738	School Nurse Supply, Inc.	GENERAL FUND	Tricycles	Materials And Supplies	538.35	538.35
11/16/2018	1447739	AARDVARK ANT & PEST CONTROL	GENERAL FUND	7755	Materials And Supplies	205.63	205.63
11/16/2018	1447740	SCHOLASTIC BOOK CLUBS INC.	GENERAL FUND	Qrly Service Nov. 2018	Prof/Consult Srv&Operate Exp	586.00	586.00
11/16/2018	1447741	SAN DIEGO CTY SPEECH PATHOLOGY	GENERAL FUND	5th Grade Books	Materials And Supplies	60.00	60.00
11/16/2018	1447742	SAN DIEGO GAS & ELECTRIC	GENERAL FUND	October 2018	Prof/Consult Srv&Operate Exp	4,218.75	4,218.75
11/16/2018	1447743	SHI International	GENERAL FUND	October 2018	Operations & Housekeeping	7.25	7.25
11/16/2018	1447743	SHI International	GENERAL FUND	Tk Projector	Non-Capitalized Equipment	171.67	769.37
11/16/2018	1447743	SHI International	GENERAL FUND	Tk Surface Mount	Materials And Supplies	42.71	
11/16/2018	1447744	SOUTHWEST SCHOOL SUPPLY	GENERAL FUND	Tk Projector	Non-Capitalized Equipment	554.99	
11/16/2018	1447745	XEROX EDUCATION PUBLICATIONS	GENERAL FUND	Supplies	Materials And Supplies	582.11	582.11
11/16/2018	1447745	XEROX EDUCATION PUBLICATIONS	GENERAL FUND	09.22.18-10.21.18	Rent,Lease,Repair&Non-Cap Imp	779.31	1,450.87
11/20/2018	14478915	Brandy Kelley	GENERAL FUND	10.22.18-11.21.18	Rent,Lease,Repair&Non-Cap Imp	671.56	
11/20/2018	14478916	Karen Kirkpatrick	GENERAL FUND	Edupoint Conference Mileage	Travel And Conferences	197.29	197.29
11/20/2018	14478916	Karen Kirkpatrick	GENERAL FUND	March 2018 Payroll	Expenditure Suspense	110.82	443.28
11/21/2018	14479711	Kathleen Daniels	GENERAL FUND	Feb 2018 Payroll	Expenditure Suspense	332.46	
11/26/2018	14480217	SOUTH BAY FENCE INC.	GENERAL FUND	Sept 2017 Payroll Replacement	Teacher'S Salaries	980.66	980.66
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Security Fence	Land Improvements	76,950.00	76,950.00
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Sep 2018	Materials And Supplies	74.95	391.14
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Sep 2018	Materials And Supplies	45.50	
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Sep 2018	Materials And Supplies	21.12	
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Sep 2018	Materials And Supplies	87.54	
11/27/2018	14480543	SYNCHRONY BANK/AMAZON	GENERAL FUND	Sep 2018	Materials And Supplies	162.03	
11/27/2018	14480544	Jackie Finch	GENERAL FUND	11.16.18 Supplies	Materials And Supplies	96.88	96.88
11/27/2018	14480544	Lakeshore Learning Materials	GENERAL FUND	Magna Tiles	Materials And Supplies	159.56	159.56
11/27/2018	14480546	COUNTY OF SAN DIEGO	CAFETERIA SPECIAL REVENUE FUND	2018-19 Health Permit	Prof/Consult Srv&Operate Exp	372.00	372.00

DEHESA SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING
November 2018

Date	Warrant ID	Vendor Name	Fund	Invoice	Object Descr	Inv Amount	Warrant Amt
11/27/2018	14480547	Target River	GENERAL FUND	11/26/2018	Prof/Consult Srv&Operate Exp	3,320.00	3,320.00
11/27/2018	14480548	VISTA HILL	GENERAL FUND	October	Prof/Consult Srv&Operate Exp	1,417.00	1,417.00
11/27/2018	14480549	Wonder Media, LLC	GENERAL FUND	PO 7680	Prof/Consult Srv&Operate Exp	6,500.00	6,500.00
11/28/2018	14481213	James Stevens	GENERAL FUND	Archery	Materials And Supplies	49.34	49.34
11/28/2018	14481214	CAJON VALLEY UNION SCHOOL DIST	GENERAL FUND	Fuel 19130	Materials And Supplies	1,035.97	1,035.97
11/28/2018	14481215	HOLLANDIA DAIRY, INC.	CAFETERIA SPECIAL REVENUE FUND	11.21.2018	Food	247.91	247.91
11/28/2018	14481216	Lancaster Archery Supply	GENERAL FUND	Archery Equipment	Materials And Supplies	98.34	98.34
11/28/2018	14481217	Lego Education	GENERAL FUND	Lego Sets for TK	Materials And Supplies	662.50	662.50
11/28/2018	14481218	OTAY WATER DISTRICT	GENERAL FUND	Nov 2018	Operations & Housekeeping	413.77	413.77
11/29/2018	14481929	Follett School Solutions Inc	GENERAL FUND	2018-19 Library Service	Prof/Consult Srv&Operate Exp	727.50	727.50
11/29/2018	14481930	Gaggle.Net, Inc.	GENERAL FUND	Safety Management for Student	Prof/Consult Srv&Operate Exp	485.00	485.00
11/29/2018	14481931	EDUCATIONAL DATA SYSTEMS	GENERAL FUND	CELDT Excessive Material Charg	Prof/Consult Srv&Operate Exp	18.00	18.00
11/29/2018	14481932	SAN DIEGO COUNTY VECTOR	GENERAL FUND	2018-19 Vector Control Program	Prof/Consult Srv&Operate Exp	23.79	23.79
11/29/2018	14481933	ZEP SALES & SERVICES	GENERAL FUND	9003825507	Materials And Supplies	559.86	559.86
11/30/2018	14482557	Bartlett Audio	GENERAL FUND	Floor Mic-C	Materials And Supplies	273.45	273.45
11/30/2018	14482558	SAN DIEGO COUNTY	GENERAL FUND	2019 CBO Forum	Travel And Conferences	250.00	250.00
11/29/2018	Z0000482288	SAN DIEGO COUNTY - VOID	GENERAL FUND	CBO Forum 2019 A. Bux	Travel And Conferences	-	-
TOTAL						114,482.66	114,482.66

**DEHESA SCHOOL DISTRICT
PURCHASE ORDERS
November 2018**

DATE	PO NUMBER	VENDOR	Description	AMOUNT	BUDGET CATEGORY
11/01/18	7762	Tire Centers	Service Bus 7	\$ 278.51	General Fund
11/01/18	7763	Title Wave.com	Book Amulet, Book Eight, Supernova	\$ 18.06	General Fund
11/01/18	7764	Southwest	Supplies for Office and Classrooms	\$ 582.11	General Fund
11/07/18	7765	Lakeshore Learning	Magna-Tiles (TK)	\$ 159.56	General Fund
11/07/18	7766	Lego Education	Legos for TK	\$ 667.11	General Fund
11/07/18	7767	Amazon	Lego Baseplates (TK)	\$ 48.45	General Fund
11/07/18	7768	Ikea	Storage for Legos (TK)	\$ 191.96	General Fund
11/07/18	7769	GovConnection	Network Contract	\$ 423.26	General Fund
11/08/18	7770	Amazon	Irrigation Parts	\$ 257.90	General Fund
11/08/18	7771	School Fix	Signs and Posts	\$ 361.99	General Fund
11/08/18	7772	School Fix	Logo Mat	\$ 316.11	General Fund
11/09/18	7773	Bartlett Audio	Floor Microphone	\$ 273.45	General Fund
11/09/18	7774	Lancaster Archery	Archery Equipment	\$ 98.34	General Fund
11/09/18	7775	Rosetta Stone	Language Lessons Online	\$ 1,509.51	General Fund
11/09/18	7776	SDCOE	2019 CBO Forum	\$ 250.00	General Fund
11/09/18	7777	School Services of California	Governor's Budget Workshop	\$ 450.00	General Fund
11/14/18	7778	County of San Diego Dept. of Environmental Health	Food-School Processsing Renewal	\$ 372.00	Cafeteria Fund
11/14/18	7779	Follett	Library Hosting Service	\$ 727.50	General Fund
11/13/18	7780	A & B Blinds	Blinds	\$ 1,300.00	General Fund
11/13/18	7781	Amazon	Noise Cancelling Headphones	\$ 14.54	General Fund
11/19/18	7782	Southwest	Goggles and Hole Punches	\$ 68.38	General Fund
11/19/18	7783	San Diego County Vector	Fees	\$ 23.79	General Fund
11/19/18	7784	Gaggle	Safety Management for Students	\$ 485.00	General Fund
11/27/18	7785	School Facility Consultants	Consulting Services	\$ 2,025.00	General Fund
11/19/18	7786	Teacher Created Resources	Bulletin Board	\$ 210.57	General Fund
11/28/18	7787	San Diego Superintendents	Floating Lab	\$ 670.00	General Fund
11/29/18	7788	Amazon	Laminating Film	\$ 86.19	General Fund
11/30/18	7789	School Life	Brag Tags	\$ 80.36	General Fund
11/30/18	7790	Oriental Trading	Award Decorations	\$ 78.11	General Fund
Total				\$ 12,027.76	

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Master Contract for Verbal Behavior Associates

Meeting Date: December 13, 2018

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

Background:

We have partnered with Verbal Behavior Associates to provide professional development and classroom support for students with challenging behaviors.

Report:

Verbal Behavior Associates has provided professional training to all of our staff as well as observation time in every classroom to assist teachers in dealing with students that have challenging behavior.

Financial Impact:

The fee schedule for VBA is \$50.00 per hour for behavior intervention services and \$100.00 per hour for supervision. They will be utilized on an as needed basis. This contract is effective through 6/30/2019 to cover services provided during the 2018/2019 school year.

Student Impact:

Supporting students with challenging behavior is beneficial for all students providing an environment that is conducive to optimal learning,

Recommendation:

Administration recommends approval of the contract with Verbal Behavioral Associates.

Agenda Item #: VI.C

2018-2019 Nonpublic Master Contract

Appendix B: Agencies



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

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**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

**NONPUBLIC MASTER CONTRACT
Appendix B: Agencies**

CONTRACT YEAR 2018-2019

SECTION 1: EDUCATIONAL PROGRAM

1.1 ADMISSION/ENROLLMENT PROCEDURES

Prior to the CONTRACTOR deciding whether or not to enroll a pupil, the LEA shall provide the CONTRACTOR a copy of the pupil's current IEP/IFSP, and facilitate an observation of the pupil, data gathering from the current or prior education providers, and any other reasonable information gathering CONTRACTOR wishes to undertake prior to making an enrollment decision. The CONTRACTOR retains the right to decline enrollment of any pupil and nothing in this contract shall be construed to limit this right.

If a pupil is being considered for enrollment, his or her IEP/IFSP shall be reviewed in collaboration with the LEA, CONTRACTOR, parents, and other invited participants, as appropriate.

The CONTRACTOR shall notify the LEA of its decision to decline enrollment or the effective date of enrollment of the pupil in accordance with Section 9 (Notices) of this contract within 10 working days of receipt of the referral.

1.2 SUPPLIES AND EQUIPMENT

The CONTRACTOR shall be responsible for providing all standard and usual supplies and equipment required for the general program provided by CONTRACTOR. If an individual pupil's IEP/IFSP requires specialized equipment and/or supplies beyond the CONTRACTOR'S general program, the LEA shall provide them unless otherwise specified in the Individual Services Agreement. The LEA shall provide the low incidence equipment assigned to the pupil through the IEP/IFSP unless CONTRACTOR specifically agrees in the Individual Services Agreement to provide the low incidence equipment. Supplies and/or equipment purchased and/or provided by the LEA remain the property of the LEA and supplies and/or equipment purchased and/or provided by CONTRACTOR remain the property of CONTRACTOR, if not specifically reimbursed by the LEA for that specific supply or equipment. If the CONTRACTOR provides DIS and/or related services, the CONTRACTOR shall be responsible for providing usual and reasonable supplies and assessment tools necessary to implement the provision of services unless otherwise agreed in the Individual Services Agreement.

1.3 CALENDAR

The CONTRACTOR shall only provide designated instruction and services during the period of the pupil's regular or extended school year program, or both, at the location designated by the IEP, unless otherwise specified by the pupil's IEP/IFSP. The CONTRACTOR shall observe the following legal holidays including Independence Day, Veteran's Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King Jr. Day, President's Day, and Memorial Day, as specified in the CONTRACTOR'S official calendar. Make-up sessions may be scheduled for other days of school vacations.

1.4 PARENT VISITS/COMMUNICATION

- a. The CONTRACTOR shall provide for reasonable parental visits to all of the agency facilities including, but not limited to, the instructional setting attended by pupils and recreational activity areas. CONTRACTOR shall notify case manager or other authorized district representative of all planned parental visits, and provide opportunity for case manager or other district representative to attend visit. The CONTRACTOR shall use its good faith efforts to provide that parental visits are in agreement with a court order, if any.

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019

- b. All communication between CONTRACTOR and Parent regarding programmatic decisions must include case manager or other authorized IEP team member, unless authorized by LEA representative or case manager, regarding program recommendations.

1.5 OWNERSHIP

All activity plans, token systems, reinforce systems or inventories, visual schedules, data, drills, progress reports, quarterly reports, behavior intervention plans, behavior support plans, behavior graphs, student assessment results, and program materials created specifically for individual pupils by CONTRACTOR under this Agreement shall be the joint property of CONTRACTOR and LEA.

1.6 STAFF ABSENCES

When a provider is absent, The CONTRACTOR shall provide appropriate coverage in accordance with EC section 56061. The CONTRACTOR shall provide the LEA the documentation of such coverage upon request. As appropriate, the CONTRACTOR and the LEA may make arrangements for make-up sessions, usually within 30 days, at a mutually convenient time and location if appropriate staff is not available to provide coverage for staff absences.

CONTRACTORS who provide nurses, 1:1 aides or 1:1 behavior intervention staff in accordance with an individual student's IEP/IFSP shall provide substitute coverage when the staff member is absent, unless other arrangements have been made with the LEA on a case by case basis.

SECTION 2: ATTENDANCE

The CONTRACTOR shall keep original records of services provided to each pupil in a register, report or record with the pupil's absences clearly indicated. The CONTRACTOR shall file the signed copies of such service logs with monthly invoices to the LEA within thirty (30) days of the close of the school month. The documents and reports identified in this section shall be provided to LEA pursuant to the provisions in Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. The CONTRACTOR is responsible for verifying accuracy of the service logs and for informing subcontractors of their personal responsibility for the completion and accuracy of said forms. A unit of service for payment purposes is one session as specified in the pupil's IEP/IFSP.

If a pupil's absences exceed more than ten days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to review the placement, modify the IEP/IFSP if appropriate, or determine another appropriate placement option for the student.

If a CONTRACTOR attempts to provide services for 5 consecutive days or sessions, and the student is not available for the service, the CONTRACTOR may suspend the Individual Services Agreement and notify the district of the need to convene a meeting of the IEP/IFSP team to attempt to resolve the problem. If a pupil's absences exceed more than ten unreimbursed days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to determine another appropriate placement option for the student.

SECTION 3: SAFETY

3.1 SAFE AND APPROPRIATE ENVIRONMENT

If nonpublic agency services are not provided on a school site, the CONTRACTOR shall be responsible for providing facilities in which it provides the services agreed to in the Individual Services Agreement, unless there is written agreement to the contrary. CONTRACTOR shall comply with applicable law with respect to the structural specifications of the facilities in which it provides services. CONTRACTOR shall comply with all applicable local, county, and/or state ordinances and statutes relating to fire,

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
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health, sanitation and building safety. If services are provided at a school site, the CONTRACTOR shall participate in the regularly scheduled fire, earthquake, and disaster drills as appropriate.

When the IEP specifies that NPA services are to be provided in the child's home, the parent/guardian or another adult caregiver designated by the parent shall be present in the home while the services are delivered.

SECTION 4: CONFLICT OF INTEREST

All recommendations for service by CONTRACTOR are the decisions of the IEP team.

To the extent required by EC section 56366.3, CONTRACTOR shall not provide special education and related services, administration, or supervision by an individual who is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days, except if the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to 10 months of the school year by the district, special education local plan area, or county office. For purposes of this section the special education local plan area shall be the special education local plan area of which the LEA is a member and the county office shall refer to the San Diego County Office of Education.

In terms of determining whether an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or whether the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office, the information provided to the CONTRACTOR by the individual in his or her application for employment, resume, or other paperwork, shall be conclusive evidence on this issue for purposes of determining compliance (if required) with EC section 56366.3. No payment shall be withheld or reimbursement demanded from CONTRACTOR if the individual failed to disclose on his or her application, resume, or paperwork, submitted to the CONTRACTOR that he or she is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or misstates the reason for separation. However, if the LEA subsequently provides CONTRACTOR written notice (pursuant to Section 9 of this contract) that an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days (and was not involuntarily terminated or laid off as part of necessary staff reductions) the CONTRACTOR shall have five school days from receipt of the written notice to investigate the matter and to determine the accurate facts and whether the individual should be terminated. The CONTRACTOR shall not be subject to any payment withholding or reimbursement demands ("penalties") for the time period prior to receiving the written notice or for the five school days after such written notice is received.

The CONTRACTOR shall be subject to penalties required by EC section 56366.3, commencing the sixth school day after such notice is provided only if both of the following conditions occur: 1) if it is determined that the individual was an employee of a contracting district, special education local plan area, or county office within the last 365 days and was not involuntarily terminated or laid off as part of necessary staff reductions and 2) if the individual was not terminated prior to the sixth school day after receiving written notice from the LEA, special education local plan, or county office, or did not otherwise stop providing special education and related services, administration or supervision on behalf of CONTRACTOR. If the CONTRACTOR is subject to penalties, the time period for which penalties may be assessed, if required by EC section 56366.3, shall not be retroactive but shall only commence on the sixth school day after the CONTRACTOR received written notice from the LEA as specified in this paragraph. The penalty, if imposed, shall only apply to the salary of the person who was previously employed by an LEA within the last 365 days.

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

SECTION 5: FINANCIAL

5.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Verbal Behavior Associates

The CONTRACTOR NUMBER: 1A-37-156

Education service(s) offered by the CONTRACTOR, and the charges for such service(s) during the term of this contract, shall be as follows:

<u>RELATED SERVICES</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Individual and Small Group Instruction (Ages 3-5 only) (350)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Language and Speech (415) - SLP-A (Credentialed)</u>	_____	_____
<u>Language and Speech (415) – Speech Therapy Assistant</u>	_____	_____
<u>Language and Speech (415) – Bilingual SLP</u>	_____	_____
<u>Language and Speech (415) - Assessment</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Adapted Physical Education Assessment (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care LVN (435)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care RN (435)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care CRN (435)</u>	_____	_____
<u>Health and Nursing: Other Services LVN (436)</u>	_____	_____
<u>Health and Nursing: Other Services RN (436)</u>	_____	_____
<u>Health and Nursing: Other Services CRN (436)</u>	_____	_____
<u>Health and Nursing: Other Services Health Aide/CNA (436)</u>	_____	_____
<u>Assistive Technology Services -- Credentialed (445)</u>	_____	_____
<u>Assistive Technology Services - Classified (445)</u>	_____	_____
<u>Assistive Technology Services Assessment (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

<u>Occupational Therapy (450) – Certified OT Assistant</u>	_____	_____
<u>Occupational Therapy (460) - Assessment</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Physical Therapy PT Assistant (460)</u>	_____	_____
<u>Physical Therapy Assessment (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Psychological Services Assessment (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	<u>\$52.00</u>	<u>Hr.</u>
<u>Behavior Intervention Services (535) - Supervision</u>	<u>\$100.00</u>	<u>Hr.</u>
<u>Behavior Intervention Services (535) – Other Provider/Beh.Tech</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities Assess (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing Assessment (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Interpreter Services Shift Differential (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Audiological Services Assessment (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Specialized Vision Services Assessment (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Orientation and Mobility Assessment (730)</u>	_____	_____
<u>Braille Transcription (735)</u>	_____	_____

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Specialized Orthopedic Services Assessment (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Note Taking Services (750)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness Preparation (820)</u>	_____	_____
<u>Vocational Assessment, Counseling/Guidance Assessment (830)</u>	_____	_____
<u>Career Awareness (840)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Agency Linkages (referral and placement) (865)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____
<u>Other Transition Services (890)</u>	_____	_____
<u>Other (900) Music Therapy</u>	_____	_____
<u>Other (900) Vision Therapy</u>	_____	_____
<u>Transportation – Emergency</u>	_____	_____
<u>Bus Passes</u>	_____	_____
<u>Professional Development</u>	_____	_____

NOTES: _____

*Parent transportation reimbursement rates to be set forth in Individual Services Agreements.

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

SECTION 6: APPROVALS

CONTRACTOR
Nonpublic Agency



Authorized Representative Signature

DATE: 8/2/18

Mathew Howarth President/CEO

(Type) Name and Title

APPROVED AS TO FORM:

SELPA DIRECTOR

Authorized Representative Signature

DATE: _____

Heather Difede Director

(Type) Name and Title

LEA
Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent

(Type) Name and Title

LEA Board Approval

DATE: _____

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

INTERIM WRITTEN APPROVAL

For Provision of Special Education/Related Services and Payment

Pursuant to Section 1.1 of the Master Contract (Main Document),
the Local Education Agency (LEA) Dehesa School District
provides to the CONTRACTOR Verbal Behavior Associates
interim written approval for CONTRACTOR to provide the agreed upon Special Education and/or Related Services
identified in the most recent IEP/IFSP of _____,
(Student Name)

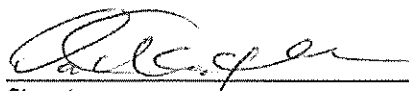
at the rates set forth in Schools: Section 4.1 of the Master Contract for the 201____ - 201____ Contract
Year.

Anticipated Student Start Date: _____.

This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date at the nonpublic school or nonpublic agency. If an Individual Services Agreement and/or Master Contract is not completed and executed by the LEA and the CONTRACTOR within this 90 day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

This interim written approval does not require the CONTRACTOR to provide services for 90 days, or for any maximum period of time. The parties have already agreed, or may agree, to hold an IEP meeting within 30 days of the student's first day of attendance.

Agreed to by the District Representative of the Special Education Unit of the LEA:



Signature

8/2/18

Date

Matthew Howarth, PhD BCBA-D, President and CEO

Name/Title

Agreed to by the CONTRACTOR:

Signature

Date

Name/Title

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES
 (Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 201____, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic Agency _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____
 (Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
 (Residence) (Business)

Address _____ City _____ State/Zip _____
 (If different from student)

AGREEMENT TERMS:

A. DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Intensive Individual Services (340)							
Individual and Small Group Instruction (Ages 3-5 only) (350)							
Language and Speech (415)							
Language and Speech – SLP-A (Credentialed) (415)							
Language and Speech – Speech Therapy Assistant (415)							
Language and Speech – Bilingual SLP (415)							
Language and Speech – Assessment (415)							
Adapted Physical Ed. (425)							
Adapted Physical Ed. - Assessment (425)							
Health and Nursing: Specialized Physical Health Care - LVN (435)							
Health and Nursing: Specialized Physical Health Care - RN (435)							
Health and Nursing: Specialized Physical Health Care - CRN (435)							
Health and Nursing Services: Other - LVN (436)							

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Health and Nursing Services: Other - RN (436)							
Health and Nursing Services: Other - CRN (436)							
Health and Nursing Services: Other - Health Aide/CNA (436)							
Assistive Technology Services - Credentialed (445)							
Assistive Technology Services - Classified (445)							
Assistive Technology Services - Assessment (445)							
Occupational Therapy (450)							
Occupational Therapy - Certified OT Assistant (450)							
Occupational Therapy - Assessment (450)							
Physical Therapy (460)							
Physical Therapy - PT Assistant (460)							
Physical Therapy - PT Assessment (460)							
Individual Counseling (510)							
Counseling and Guidance (515)							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Behavior Intervention Services - Supervision (535)							
Behavior Intervention Services - Other Provider (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Services for Low Incidence Disabilities - Assessment (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Specialized Deaf and Hard of Hearing Services - Assessment (710)							

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
2018-2019**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Interpreter Services (715)							
Interpreter Services – Shift Differential (715)							
Audiological Services (720)							
Audiological Services Assessment (720)							
Specialized Vision Services (725)							
Specialized Vision Services Assessment (725)							
Orientation and Mobility (730)							
Orientation and Mobility Assessment (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Specialized Orthopedic Service Assessment (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services, Including Therapeutic (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Job Coaching (855)							
Mentoring (860)							
Agency Linkages (referral and placement) (865)							

**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT
APPENDIX B: AGENCIES
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SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPA	OTHER Specify				
Travel Training (870)							
Other Transition Services (890)							
Other (900) Music Therapy							
Other (900) Vision Therapy							
Transportation-Emergency							
Bus Passes							
Professional Development							

ESTIMATED MAXIMUM RELATED SERVICES COST (A)\$ _____

1. Other Provisions/Attachments:

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICES AGREEMENT APPROVED BY CASE MANAGER:

(Signature) (Date)


The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-DISTRICT-

Verbal behavior Associates
(Name of Nonpublic Agency)

Dehesa School District
(Name of School District)


(Signature) (Date)

(Signature) (Date)

Matthew Howarth, PhD BCBA-D, President and CEO
(Name and Title)

(Name of Superintendent or Authorized Designee)

2018-19 San Diego County Nonpublic Master Contract

Directions:

- *Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract.*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*



San Diego County Office of Education
Student Services and Programs Division
Special Education Department

**San Diego County Nonpublic Master Contract
Main Document**

2018-2019

LEA: Dehesa School District

Nonpublic: Verbal Behavior Associates

**2018-2019
Nonpublic
Master Contract

Main Document**



**San Diego County Nonpublic Master Contract
Main Document**

2018-2019

San Diego County Office of Education
Student Services and Programs Division
Special Education Department

**San Diego County Nonpublic Master Contract
Main Document**

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**NONPUBLIC
MASTER CONTRACT**

CONTRACT YEAR 2018-2019

This Master Contract is made and entered into

this 1st day of July, 2018 between the

Dehesa School District, County of San Diego,
(Local Education Agency)

hereinafter sometimes referred to as the "LEA," and

Verbal Behavior Associates
(Nonpublic,)

hereinafter referred to as "CONTRACTOR."

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SECTION 1: AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.1 MASTER CONTRACT

For the purpose of providing special education and related services to individuals with exceptional needs under the authorization of Education Code sections 56157, 56361, and 56365-56366.5 the Master Contract consists of (the Main Document and Master Contract Appendices A (Schools), B (Agencies), C (Room & Board)). The general term "Master Contract" refers to the Master Contract /Main Document/ and Master Contract /Appendices A (Schools), B (Agencies), and C (Room and Board) given to the CONTRACTOR by a representative of the LEA's Special Education Unit on terms acceptable to the LEA and CONTRACTOR.¹ It is also understood that this contract does not commit the CONTRACTOR to provide special education and related services to any individual unless and until an Individual Services Agreement is executed between the LEA and the CONTRACTOR on behalf of such individual or interim written approval is given to the CONTRACTOR by an authorized representative of the LEA's Special Education Unit. This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date, during which time the contract and/or Individual Services Agreement shall be completed and executed by the LEA and CONTRACTOR. If an Individual Services Agreement is not completed and executed by the LEA and the CONTRACTOR within this ninety-day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

1.2 SUPERSEDES PRIOR CONTRACTS

This Master Contract includes the Main Document, Appendix A (Schools), Appendix B (Agencies), Appendix C (Room and Board), to the extent that they are applicable, and each ISA, all of which are incorporated herein by this reference and any exhibits or attachments hereto constitute the entire agreement between the parties to this contract and supersedes any prior contract, understanding, or agreement with respect to the terms set forth in this contract.

1.3 MODIFICATIONS AND AMENDMENTS

The LEA and CONTRACTOR agree that any amendments to the contract must be in writing and approved by the LEA's Governing Board and the Board of Directors/Trustees or authorized representative of CONTRACTOR. Prior to executing a written amendment to the contract, the LEA shall obtain approval from the San Diego County SELPA Directors and the County Director of Special Education. In implementing this Master Contract, any specific terms related to an individual pupil shall be reflected in the Individual Services Agreement.

1.4 INDIVIDUAL SERVICES AGREEMENT

The LEA and CONTRACTOR shall enter into an Individual Services Agreement for each pupil who is to receive special education and/or related services provided by the CONTRACTOR. The LEA is responsible for completing each pupil's Individual Services Agreement, which shall identify the provider of each service required by the pupil's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) (CCR 3062(e)). Individual Services Agreements shall only be issued for those pupils enrolled with the approval of the LEA. Changes in any LEA pupil's educational program, including instruction, services, or instructional setting provided under this contract, may only be made on the basis of revisions to the pupil's IEP or IFSP. At any time during the term of this contract, the parent, the CONTRACTOR or LEA may request a review of the pupil's IEP/IFSP, subject to all procedural safeguards required by law, including notice given to and participation by the CONTRACTOR in the IEP Team meeting. In the event that the CONTRACTOR recommends that the pupil requires either a lesser or more restrictive placement than the CONTRACTOR can provide, the CONTRACTOR will notify the LEA immediately. The LEA shall expedite the review and/or the resulting change in placement, and shall modify the Individual Services Agreement as appropriate if there is a change in the instructional and/or other services provided.

1.5 NONPUBLIC CERTIFICATION OR WAIVER

¹ Please see Appendix B for Agencies for exceptions to NPA Hired as Full Time Equivalent.

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A current copy of the CONTRACTOR'S California Department of Education Nonpublic Certification or waiver of such certification issued by CDE pursuant to EC 56366.2 is attached hereto. This Master Contract shall be null and void if such certification is expired, revoked, rescinded, or otherwise nullified during the effective period of this contract.

1.6 TERM OF MASTER CONTRACT

Neither the CONTRACTOR nor the LEA is required to renew this contract in subsequent contract years. -In the event that a pupil is enrolled with the CONTRACTOR during the term of this contract and said pupil continues to receive special education and/or related services by the CONTRACTOR as approved by the LEA in accordance with the pupil's IEP/IFSP and either (a) a new contract has not been fully executed or (b) the CONTRACTOR or the LEA chooses not to renew this contract, the terms of this contract and associated Individual Service Agreements shall apply to any and all special education and/or related services provided by CONTRACTOR and payment for those services by the LEA.

Upon agreement of both parties to this Master Contract, its provisions shall be retroactive to the beginning of this contract year (July 1st), to cover services provided by the CONTRACTOR to LEA students, unless otherwise mutually agreed upon by both parties.

The term of this Master Contract shall be from ___, 20 ___ to ___, 20 ___.

Any subsequent Master Contract is to be renegotiated prior to June 30 of each year.

This Master Contract has no force or effect until approved or ratified by the LEA's Governing Board.

1.7 COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS

During the term of this contract, the CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations relating to the required special education and designated instruction and services and facilities for individuals with exceptional needs, including those not expressly documented in this Master Contract.

a. Nondiscrimination

The CONTRACTOR and the LEA shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation disability or any other classification protected by federal or state laws in employment or operation of its programs.

b. Sexual Harassment Policy

The CONTRACTOR shall have a written policy on sexual harassment in accordance with state and federal regulations and guidelines.

c. Corporal Punishment Prohibitions

(I) No public education agency, or nonpublic school or agency serving individuals pursuant to Education Code Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain;
- (2) Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;
- (3) Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- (4) Any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma;
- (5) Restrictive interventions which employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention pursuant to subsection (i) of Ed Code Section 56521.2 (a) (5)

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- (6) Locked seclusion, except pursuant to subsection (i)(4)(A) of Ed Code Section 56521.2 (a) (6)
- (7) Any intervention that precludes adequate supervision of the individual; and
- (8) Any intervention which deprives the individual of one or more of his or her senses.

d. Student Discipline

Contractor shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations, such that students who exhibit serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act and its implementing regulations.

When a CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, the CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. LEA will schedule an IEP meeting or if appropriate, a manifestation determination IEP meeting when required and in accordance with California Education Code.

e. Behavioral Emergency Reports (Ed. 56521.1(a))

(1) Anytime an emergency intervention is used pursuant to Ed Code Section 56521.1(a) subsection (i), CONTRACTOR must notify LEA and IEP team immediately and document emergency intervention in a "Behavioral Emergency Report" as defined by 56521.1(e).

(2) Whenever a "Behavioral Emergency Report" is written regarding an individual who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan.

(3) Anytime a "Behavioral Emergency Report" is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.

(4) "Behavioral Emergency Report" data shall be collected by CONTRACTOR and be submitted to LEA.

(5) A summary of Behavioral Emergency Reports shall be submitted at least monthly to the LEA and the Director of the Special Education Local Plan Area of which the LEA is a member.

1.8 DEFINITIONS

"DAYS": For the purpose of the contract, "days" refers to calendar days unless otherwise specified.

"PARENT": For the purpose of the contract, a parent (34CFR 300.3Da) is the natural parent, adoptive parent, or legal guardian or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction. A trained, certified surrogate parent, identified by the LEA, may act on behalf of the pupil if no parent, guardian or person acting as a parent can be located. The LEA shall be responsible for providing a translator for the parent if needed.

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SECTION 2: ADMINISTRATION OF CONTRACT

2.1 NOTICES

Notices provided for by this contract shall be in writing, be delivered to the individual identified below in this section, and shall be delivered by certified, registered, or return receipt requested mail, postage prepaid, or by facsimile transmission, unless a specific section of this contract requires or allows notice or contact to be made in a different manner or to a different individual. The effective date of an invoice shall be the date of its receipt by the LEA. The effective date of all other notices shall be the date of the postmark or of the facsimile transmittal date identified in the document. In the event there is a change in the individual to be notified, the CONTRACTOR or the LEA shall provide written notice of the change and, after such notice is provided, all future notices shall be addressed to that individual. Notice may be provided under this section pursuant to regular United States mail if the LEA and CONTRACTOR agree in writing to notice by regular United States mail. If the LEA or CONTRACTOR does not identify an individual to be notified in this section, the person to be notified under this section shall be the LEA or CONTRACTOR representative that executes this contract.

Notices mailed to the LEA shall be addressed to:

Nancy Hauer superintendent
Name/Title

Dehesa School District
Local Education Agency

4612 Dehesa Rd
Address

El Caion CA 92019
City State Zip

(619) 444-2161
Phone

(619) 444-2105
Facsimile

nancy.hauer@dehesasd.net
Email Address

Notices to the CONTRACTOR shall be addressed to:

Matthew Howarth
Name/Title

Verbal Behavior Associates
Nonpublic School

15373 Innovation Dr. Suite 200
Address

San Diego CA 92128
City State Zip

(858) 699-7579
Phone

()
Facsimile

admin@vbasandiego.com
Email Address

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2.2 INDEPENDENT CONTRACTOR STATUS

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

2.3 SUBCONTRACT AND ASSIGNMENT

The CONTRACTOR shall not enter into an initial subcontract with any noncertified Nonpublic Agency (NPA) or provider, for any of the instructional or related services contemplated under this contract without first obtaining written approval by a representative of the San Diego County Office of Education (i.e. County Director of Special Education or a SELPA Director). Such approval shall not be unreasonably withheld. The LEA and CONTRACTOR shall maintain a copy of the written approval.

2.4 INDEMNIFICATION

The CONTRACTOR hereby indemnifies, defends, and holds harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the CONTRACTOR, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The LEA hereby indemnifies, defends, and holds harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The CONTRACTOR shall have no obligation to indemnify, defend, or hold harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for the LEA's sole negligence or willful misconduct; and the LEA shall have no obligation to indemnify, defend, or hold harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives for the CONTRACTOR'S sole negligence or willful misconduct. This indemnity shall survive the termination of the Contract or final payment hereunder, and is in addition to any other rights or remedies that the CONTRACTOR or LEA may have under the law or this contract.

2.5 INSURANCE

During the entire term of this contract and any extension or modification thereof, the CONTRACTOR shall keep in effect a policy or policies of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by CONTRACTOR in relation to the performance of service(s) under this Master Contract, with minimum limits of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate. Such insurance shall name LEA as an additional insured, and an endorsement evidencing such coverage shall be provided within 90 days, only as to matters arising out of this Master Contract for which CONTRACTOR has an obligation to indemnify the LEA, under the Indemnification clause, Section 2.6, of this Master Contract.

Not later than the effective date of this contract, the CONTRACTOR shall provide the LEA with satisfactory evidence of insurance. The insurance maintained by CONTRACTOR shall include a provision for the insurance provider to send written notice of cancellation or modification to the CONTRACTOR at least 30 calendar days before cancellation or adverse material change, or 10 days for nonpayment of premium. Such CONTRACTOR'S insurance may contain the same notice requirement for the LEA. If the insurance provider is only required to send such notice to the CONTRACTOR (but not the LEA) CONTRACTOR shall provide the LEA written notice of cancellation or adverse material modification within one business day after receiving such notice from the insurer. Such notice shall be provided pursuant to Section 2.3 (Notices) of this contract. The CONTRACTOR shall at its own cost and expense procure and maintain insurance under the applicable state's Workers' Compensation laws. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this contract.

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LEA warrants that it is self-insured in compliance with the laws of the State of California, that the self insurance covers persons acting on its behalf or under its control, that its self insurance covers LEA's indemnification obligations to CONTRACTOR under this contract, and that LEA agrees to provide coverage to CONTRACTOR pursuant to this self insurance in the event the indemnification obligations of Section 2.6 of this contract are triggered. The LEA further warrants that it shall notify the CONTRACTOR pursuant to Section 2.3 (Notices) of this contract, of any material insurance coverage changes at least thirty days prior to the change.

CONTRACTOR agrees that any subcontractor with which it contracts to provide services pursuant to any Individual Services Agreement, shall submit written proof of insurance in a minimum amount of \$1,000,000 per occurrence, including general, liability, auto liability (if applicable), and professional liability (if applicable). Such insurance shall be maintained by any subcontractor for the scope of duties performed and duration of time it provides services to LEA pupils. Proof of insurance shall be provided to the LEA prior to the beginning of transportation services by a subcontractor, and upon renewal of coverage thereafter. Transportation subcontractors shall submit copies of insurance policies upon request of the LEA; otherwise, certificates of insurance may be acceptable proof, provided that the information thereon is adequate and verifiable. Subcontractors shall be required to provide to the CONTRACTOR written notice of cancellation of insurance or adverse material change in such insurance at least 30 days prior to cancellation or adverse material change or within one business day after receiving such notice, whichever is earlier.

2.6 TRANSPORTATION

Transportation to and from school, and the associated costs are the responsibility of the LEA unless otherwise agreed to in writing. LEA accepts full responsibility for pupil safety, and liability for accident, injury, or death, at all times pupil is on a LEA transportation vehicle.

In the event that the CONTRACTOR transports students to or from school due to health, behavior, other emergencies, or as otherwise agreed to by the CONTRACTOR and the LEA, the LEA shall reimburse CONTRACTOR at the rate specified in this Master Contract, (Rate Schedule - Schools: Section 4.1, Agencies: Section 5.1) or a temporary rate agreed to by LEA and CONTRACTOR.

The CONTRACTOR shall have in place a transportation safety plan that prescribes procedures for school personnel to follow to ensure safe transport of pupils. The safety plan shall specify, among other matters, that CONTRACTOR shall provide each pupil being transported with adequate supervision during the transport and with instruction in vehicle emergency procedures and passenger safety, as appropriate to the pupil needs. CONTRACTOR has liability for accident, injury, or death, at all times pupil is in CONTRACTOR vehicle.

2.7 WAIVERS

The LEA and/or CONTRACTOR may independently or jointly submit waivers of applicable state laws and regulations.

2.8 SUCCESSORS IN INTEREST

This contract binds the CONTRACTOR's successors and assignees. CONTRACTOR shall not assign this Master Contract without the written consent of LEA, and any attempt by Contractor to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of the LEA.

2.9 SEVERABILITY

If any provision or portion of a provision of this contract is held in whole or in part to be unenforceable for any reason, the remainder of the provision and of the entire contract shall be severable and shall remain in effect.

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2.10 CONFLICTS OF INTEREST

a. The CONTRACTOR agrees to furnish to the LEA a copy of its current bylaws and a current list of its Governing Board of Directors (or Trustees), if it is incorporated. LEA has the right to request a current list of the Board of Directors or Trustees at any time during the term of the Master Contract.

b. CONTRACTOR and members of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provisions of private-party assessments and/or reports, and attendance at the IEP team meetings and/or due process proceedings.

c. Anytime the CONTRACTOR is contracted to conduct a formal Independent Educational Evaluation (IEE), and the IEP team determines that services are necessary as a result of that IEE the LEA shall be obligated to select a service provider who is not the CONTRACTOR. Unless, a service provider who is not the CONTRACTOR is unavailable or unable to provide that service.

2.11 INABILITY TO MEET CONTRACT REQUIREMENTS

The CONTRACTOR shall notify the LEA in writing when the CONTRACTOR is unable to meet the requirements of this contract. The LEA shall notify CONTRACTOR in writing when the LEA is unable to meet the requirements of this contract.

2.12 DISPUTE RESOLUTION

Disagreements concerning the meaning, requirements or performance of this contract shall first be brought to the attention of the other party in writing, pursuant to the notice provisions (Section 2.3) of this contract, in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved either 1) as voluntarily agreed to by the parties, 2) by equitable remedies, or 3) by other legal means.

2.13 DUE PROCESS AND COMPLAINT PROCEDURES

CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations related to Due Process and the rights of students and parents.

CONTRACTOR agrees to maintain policies and procedures as follows: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA).

2.14 VENUE AND GOVERNING LAW

This contract, and conditions of this contract, shall be governed by the laws of the State of California with venue in San Diego County, California.

2.15 RIGHT TO REPORT MASTER CONTRACT VIOLATIONS

The CONTRACTOR acknowledges and understands that the LEA may report to the CDE any violations of the provisions of this contract; and that may result in the suspension of the CDE nonpublic school certification pursuant to California EC section 56366.4(a).

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2.16 TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT

a. Master Contract

Either the LEA or the CONTRACTOR may terminate this Master Contract for cause as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 of this contract, or immediately if the CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. Cause shall include but not be limited to non maintenance of current nonpublic school certification, failure of either the LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or material breach of the contract by CONTRACTOR or LEA. To terminate the contract either party shall give a minimum of 20 days written notice pursuant to the provisions of Section 2.3 (Notices) of this contract. Upon termination, the LEA shall pay within 45 days, without duplication, for all services performed and expenses incurred to date of termination according to the provisions set forth in Schools Document Section 4.1, Agencies Document Section 5.1 (Rate Schedule) and Main Document Section 4.1 (Billing and Payment) of this contract. CONTRACTOR shall provide to the LEA the IEP/IFSP and all related documents in its possession or under its control pertaining to its services, for all pupils of the LEA who were receiving services from the CONTRACTOR in accordance with applicable state and federal laws regarding student records.

b. Individual Services Agreement

The Individual Services Agreement may be terminated or suspended by the LEA or the CONTRACTOR for cause, as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 (Notices) of this contract, or immediately if the CONTRACTOR and the LEA mutually agree that there are significant health or safety concerns.

Individual Services Agreements are null and void upon termination of the Master Contract.

The LEA shall not terminate Individual Services Agreements because of the availability of a public class initiated during the course of the contract unless the parent agrees to the transfer of a pupil to a public school program, which agreement must only be given in a duly called and held IEP/IFSP meeting at which the CONTRACTOR is present.

2.17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) / INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

When a pupil is accepted for enrollment in a nonpublic school, the CONTRACTOR shall provide the pupil a program of educational instruction and services within the nonpublic school, which is consistent with his or her IEP/IFSP as specified in each pupil's Individual Services Agreement.

The CONTRACTOR shall implement those responsibilities delegated to CONTRACTOR in the plan for transition services (per EC section 56445 and EC section 56462) as stated by the IEP/IFSP.

The CONTRACTOR shall provide an appropriate adult to pupil ratio for pupils with exceptional needs between three and five years of age, in accordance with EC 56441.5.

The LEA shall invite the CONTRACTOR and the CONTRACTOR shall participate in all IEP/IFSP meetings, including those related to placement and those called by the parent in accordance with EC section 56343.5, so long as the pupil is to be served by the CONTRACTOR pursuant to an Individual Services Agreement. The child's present teacher shall participate in the IEP meeting in accordance with EC 56341(b)(3). Every effort shall be made to schedule the meeting at a time and place that is mutually convenient to parents, CONTRACTOR's staff, and LEA's staff.

The local educational agency shall oversee and evaluate the pupil's placement in the NPS through the IEP process. The IEP team shall evaluate whether the pupil is making appropriate educational progress through a review of the student's progress toward IEP goals and, as appropriate, a review of the pupil's scores on state assessments. If the NPS staff or LEA will be making recommendation(s) for significant changes to the student's program, placement or services, the LEA Case Manager and representative of the NPS shall discuss the recommendation(s) prior to the IEP meeting. The IEP team will consider whether or not the needs of the pupil continue to be best met at the nonpublic school, whether changes to the pupil's IEP are necessary,

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and whether the pupil may be transitioned to a public school setting (EC 56366(a)(2)(B), EC 56343(d), EC 56043(h)). Partial day attendance at the NPS may be appropriate to support transition to a public school program.

2.18 FREE APPROPRIATE PUBLIC EDUCATION

No charge of any kind to parents shall be made by the CONTRACTOR for educational activities and related services specified on the pupil's IEP/IFSP, including screening or interviews which occur prior to or as a condition of a pupil's enrollment under the terms of the contract, except as specified in writing in a due process procedure that is signed by all relevant parties and attached to the relevant pupil's Individual Services Agreement, or for voluntary extracurricular activities conducted subsequent to written notification to parents as to the cost and the voluntary and extracurricular nature of the activity. Unless the activity (for example, field trips) takes place during a school vacation or holiday, pupils not participating in such activities shall continue to receive special education and/or related services as set forth in their IEP/IFSPs.

2.19 TRANSITION TO A LRE

CONTRACTOR & LEA shall support Least Restrictive Environment options, including dual enrollment, if appropriate, for students enrolled in NPS to have access to the general curriculum and to be educated with nondisabled peers to the maximum extent appropriate.

CONTRACTOR & LEA shall address LRE placement options for students enrolled in NPS at all IEP team meetings, including whether the students may be transitioned to a public school setting.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations activities to support the transition.

2.20 PUPIL PROGRESS

The CONTRACTOR shall have written procedures in place for measuring progress utilizing on-going data collection in the goal areas identified on the IEP/IFSP.

The CONTRACTOR shall provide to parents and the LEA case manager written pupil progress reports on the goals in the IEP/IFSP, no less than quarterly. The CONTRACTOR shall submit an updated report if there is no current progress report when pupils are scheduled for a review by the IEP/IFSP team or when a pupil's enrollment is terminated.

The CONTRACTOR shall allow periodic review of each pupil's instructional program by the LEA. Representatives of the LEA shall have reasonable access to observe each pupil at work, observe the instructional setting, meet with the CONTRACTOR and review each pupil's progress, including the behavioral intervention plan, if any. LEA representatives making site visits shall initially report to the CONTRACTOR's site administrative office.

2.21 ASSESSMENTS

a. Individual Student Assessments

If the CONTRACTOR receives a parent request for evaluation, the CONTRACTOR shall inform the parent of his or her ability to submit a written request for evaluation to the LEA in accordance with applicable law. The LEA shall collaborate with the CONTRACTOR to develop the evaluation plan and submit it to the parent for approval. The LEA retains the responsibility for conducting triennial evaluations (EC 56381(c)).

2.22 CONFIDENTIALITY OF RECORDS

All reports, records and other documents that CONTRACTOR is required to submit to LEA, the Special Education Local Plan Area, or otherwise, pursuant to this contract, shall be redacted to the extent necessary and appropriate to protect the confidentiality and privacy of pupils, employees, and subcontractors, as provided for pursuant to state and federal law.

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2.23 FORWARDING OF EDUCATIONAL RECORDS

The CONTRACTOR agrees, in the event of school closure, to immediately forward pupil records to the LEA pertaining to the LEA's pupils enrolled in CONTRACTOR's educational program. These records shall include, but need not be limited to, current transcripts, IEP/IFSPs and results of performance testing.

2.24 DATA REPORTING

CONTRACTOR agrees to provide LEA with all student information required for LEA to report to the California Longitudinal Pupil Achievement Data System (CALPADS) as well as other data as required by Every Student Succeeds Act (ESSA) or any federal data reporting requirements, including, but not limited to, data required to calculate enrollment and dropout and graduation rates.

SECTION 3: PERSONNEL

3.1 VERIFICATION OF CREDENTIALS, LICENSES AND OTHER QUALIFICATIONS

The CONTRACTOR shall provide all contracted special education, and/or related services required by the IEP/IFSP, Master Contract and Individual Services Agreement by appropriately qualified staff. The CONTRACTOR shall provide appropriately credentialed teachers and/or licensed or license-eligible personnel or other education related mental health provider consistent with the California laws and regulations unless the California Department of Education has granted a written waiver. The CONTRACTOR shall be responsible for monitoring the status of waiver applications submitted to the state for all non-credentialed teachers and non-licensed service providers. All non-credentialed teachers and non-licensed service providers shall apply for a waiver.

For a NPSs A-G course credits, only University of California A-G approved courses will be accepted by contracting districts.

The CONTRACTOR shall be responsible for verification of credentials and licenses held by its employees, agents and subcontractors. Once the CONTRACTOR has provided the LEA with a copy of the credential or license for all staff providing services to children with disabilities, the CONTRACTOR shall supply the LEA with copies of any changes in the credentials or licenses of staff within 45 days of the change in accordance with Title 5, Section 3062.

The CONTRACTOR is fiscally responsible for all training necessary to provide appropriate services per IEP/IFSP. The LEA shall not reimburse CONTRACTOR for training that occurs outside of contact time with student, and that is not during implementation of IEP/IFSP.

Where behavior intervention services are provided by a nonpublic agency, the CONTRACTOR shall train staff in implementing the behavior support plan or Behavior Intervention Plan and pupils shall receive the level of supervision required in the pupil's IEP/IFSP.

The CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including the provisions with respect to supervision.

3.2 EMPLOYEE FINGERPRINTS AND TUBERCULOSIS TESTING

The CONTRACTOR shall ensure that employee fingerprints have been processed in a manner required by EC section 44237. The CONTRACTOR shall maintain a file containing a current certificate of each person covered by Health and Safety Code Sections 121525-121555 (tuberculosis testing). In addition, contractor will adhere to all of the requirements under AB 389.

3.3 QUALIFICATIONS OF INSTRUCTIONAL AIDES AND TEACHER ASSISTANTS

Effective July 1, 2001 the CONTRACTOR shall ensure that newly hired instructional aides and teacher assistants have demonstrated proficiency in basic reading, writing, and mathematics skills, based on a test selected and administered by the CONTRACTOR.

**San Diego County Nonpublic Master Contract
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2018-2019

3.4 REQUIREMENT TO REPORT

a. Child Abuse or Molestation

The CONTRACTOR shall maintain a signed statement by all personnel required to sign such a statement under the child abuse reporting laws, acknowledging their training and understanding of the reporting requirements regarding observed or suspected cases of child abuse.

b. Missing Students

The CONTRACTOR shall ensure that staff is aware of its responsibility and requirement to report to parents, and local law enforcement as appropriate, when a pupil leaves campus without permission, immediately upon confirmation that the pupil is missing, in accordance with EC 49370. The CONTRACTOR shall contact the LEA Case Manager by telephone no later than the end of the day in the event a pupil leaves campus without permission, does not return that school day, and is not located at his or her residence or in the custody of his or her parent or guardian.

c. Student Injury

The CONTRACTOR agrees to complete a written report when a pupil has suffered an injury that requires medical attention, and notify the LEA case manager within 48 hours.

In case of incident, the CONTRACTOR agrees to submit a written report to the LEA case manager by the end of the following school day, in cases of injury resulting from physical restraint or the death of a student. The CONTRACTOR agrees to reasonably participate in any communications between a pupil's parents and the LEA regarding any injuries resulting from physical restraint.

SECTION 4: FISCAL

4.1 BILLING AND PAYMENT

a. Invoices

The CONTRACTOR shall submit invoices monthly. The effective date of an invoice shall be the date of the receipt by the LEA. Invoices should clearly reflect rates as specified in the Master Contract, be in accordance with the Individual Services Agreements, and include all days of creditable service, beginning no earlier than the date specified in the Interim Written Approval or ISA. The CONTRACTOR shall submit said invoice for services rendered no later than thirty (30) days from the end of the attendance accounting period calendar month in which said services are actually provided and the invoice shall be submitted pursuant to Section 2.3 (Notices) of this contract. All education related mental health services will be billed by contractor in separate invoice.

b. Late Invoices

If the LEA does not receive a properly submitted invoice within thirty (30) days from the end of the attendance accounting period calendar month, the LEA may deduct 1.5% per month, calculated proportionately per day, of that total invoice, if the LEA does not agree to the request of the CONTRACTOR to an extension of time to submit the invoice.

c. Payment

The LEA shall make payment within forty-five (45) days of receipt of a properly prepared and submitted invoice and such payment shall be submitted pursuant to Section 2.3 (Notices) of this contract. This payment shall be at the rates agreed to in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and shall be in an amount equal to the number of creditable days of attendance during both the regular and extended school years, make-up

**San Diego County Nonpublic Master Contract
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2018-2019

sessions (including "excused" absences) per the individual services agreement for each pupil. This calculation shall include the Extended School Year if the pupil is enrolled in the Extended School Year, and any other absence for which the LEA has agreed to pay CONTRACTOR and any related services and transportation costs as specified in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and in accordance with the Individual Services Agreements. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Payment by the LEA shall refer to the invoice number or the date of the bill submitted by the CONTRACTOR. If CONTRACTOR agrees to accept credit card payments, and LEA chooses to pay invoices by credit card, the LEA agrees to add the CONTRACTOR'S credit card processing fee to the invoice balance of the credit card payment. Credit card payments will be assumed to have been made on the date the payment posts to the CONTRACTOR'S bank account for late payment and interest calculation purposes.

d. Pupil Enrolled Prior to Approval of Agreement to a Contract

Ed Code addresses situations when a contract has not yet been developed and the pupil is enrolled and receiving services from the Nonpublic School or Agency (ED 56366.9 c (1)).

"If a pupil is enrolled in a nonpublic, nonsectarian school or agency with the approval of the local educational agency prior to agreement to a contract or individual services agreement, the local educational agency shall issue a warrant, upon submission of an attendance report and claim, for an amount equal to the number of creditable days of attendance at the per diem tuition rate agreed upon prior to the enrollment of the pupil. This provision shall be allowed for 90 days during which time the contract shall be consummated."

e. Late Payment

If the payment is not postmarked from the LEA within forty-five (45) days of the receipt of the invoice, the LEA agrees to pay an additional fee of 1.5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. The CONTRACTOR shall bill the LEA for the interest. Failure by the LEA to pay an appropriately submitted invoice within 90 days of receipt may be considered a breach of contract.

f. Medi-Cal Reimbursement

Documentation of LEA Medi-CAL Billable Services will be completed by the provider. All documentation of provider services shall be given to the District/SELPA for reimbursement submissions to Medi-Cal. The contractor will not submit any claims in the LBO (LEA) program and the LEA has the right to submit claims for reimbursement.

4.2 RIGHT TO WITHHOLD

The LEA has the right to withhold payment to the CONTRACTOR when the LEA has reliable evidence, described in writing to the CONTRACTOR at the time the notice of withholding is submitted that: (A) service is provided by personnel who are not appropriately credentialed/licensed; (B) records required by the LEA prior to school closure with respect to one or more LEA pupil(s) enrolled in CONTRACTOR's educational program have not been received; (C) the CONTRACTOR confirms a pupil's change of residence to another district but neglects to notify the LEA within 5 days; or (D) the CONTRACTOR fails to notify the LEA within 5 days after the 10th consecutive school day of a pupil's absence. If the basis for withholding is subsections (B) (C) or (D) of this section the LEA may only withhold the proportionate amount of the bill related to that pupil. If the basis for withholding is subsection (A) of this section, the LEA may only withhold payment for services provided by that personnel.

The LEA shall notify CONTRACTOR in writing within 10 working days of receipt of an invoice of any reason why requested payment shall not be paid. (EC section 56366.5(a)). Such notice shall specify the basis for the LEA's withholding payment and shall be made pursuant to Section 2.3 (Notices) of this contract. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Within fourteen (14) days from the date of receipt of such notice, the CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment. Upon receipt of the CONTRACTOR'S written request showing good cause sent

San Diego County Nonpublic Master Contract Main Document

2018-2019

pursuant to Section 2.3 (Notices) of this Contract, the LEA shall extend the CONTRACTOR'S time to respond by an additional fourteen days. The CONTRACTOR shall submit rebilling for payment no later than thirty (30) calendar days when an invoice is returned to the CONTRACTOR with a notice of withholding. Upon verification of remediation of identified deficiencies and receipt of rebilling, the LEA shall pay the resubmitted invoice in accordance with Schools: Section 4.1, Agencies: Section 5.1 (Rate Schedule) of this contract. If CONTRACTOR does not resubmit sufficient rebilling or verify remediation of identified deficiencies within thirty (30) calendar days, that shall constitute a reason to continue to withhold payment unless and until CONTRACTOR resubmits the bill and corrects the deficiencies as noted in the original notice of withholding.

4.3 INSPECTION AND AUDIT

a. Maintenance of Fiscal Records

The CONTRACTOR shall maintain cost data in sufficient detail to verify the annual operating budget in providing education and designated instructional services to children with disabilities and shall make that data available to the LEA upon reasonable request consistent with the provisions of this section. Fiscal records shall be maintained by the CONTRACTOR for five years and shall be available for audit consistent with the provisions of this section.

b. Maintenance of Student Records

District of residence is the custodian of the student records.

c. LEA Access to Documents Related to the Master Contract

The CONTRACTOR shall provide access to, or forward copies of, any documents or other matters relating to the contract within 20 days upon reasonable request by the LEA except as otherwise provided by law. The reason for this request for records shall be provided to the CONTRACTOR at the time it is made. The CONTRACTOR may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld. Such documents may include: 1) registers and roll books of teachers; 2) daily service logs and notes or other documents used to record the provision of related services; 3) absence verification records; 4) transportation records; 5) staff lists specifying credentials held, business and/or professional licenses held documents evidencing other qualifications; 6) dates of hire, and dates of termination; 7) staff time sheets; 8) non-paid volunteer sign-in sheets; 9) related services contracts; 10) school calendars; 11) bell/class schedules; 12) liability and workers' compensation insurance policies; 13) state nonpublic school certifications; 14) marketing materials; 15) statements of income and expenses; 16) general ledgers and supporting documents; 17) all budgetary information and projections submitted by the CONTRACTOR to LEA for purpose of contract negotiations.

d. Audit Exceptions

The CONTRACTOR agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions identified by appropriate LEA personnel or State or Federal audit agencies occurring as a result of the CONTRACTOR's performance of this contract. The CONTRACTOR also agrees to pay to the LEA within thirty days of demand by LEA for any financial penalties resulting from any audit exceptions to the extent they are attributable to the CONTRACTOR's failure to perform properly any of its obligations under this contract unless the LEA agrees to different terms in writing and any demand by LEA for such payment shall be made pursuant to the notice provisions of Section 2.3 of this contract. Any, and all audit exceptions must be specified in complete detail before any demand from the LEA for any amount set forth therein.

e. Reasons for Unannounced Visits

LEA and/or Special Education Local Plan Area representatives may make unannounced inspections when there is a concern regarding the health, safety, or welfare of a child, or a substantial concern regarding the implementation of the IEP.

**San Diego County Nonpublic Master Contract
Main Document
2018-2019**


SECTION 5: SIGNATURES

This Nonpublic Master Contract 2018-2019, including its component parts, may be signed in counterparts and the signatures may appear on separate signature pages. A copy and/or original, with all signatures attached, shall be deemed a fully executed document. A facsimile version of any party's signature shall be deemed an original. The parties hereto have executed this Contract by and through their duly authorized agents or representatives as indicated by their signatures. _____

This contract is effective on July 1, 2018 and terminates at 5:00 p.m. on June 30, 2019 unless sooner terminated as provided herein.

CONTRACTOR

Nonpublic School Agency


Authorized Representative Signature

DATE: 7/23/18

Matthew Howarth President + CEO
(Type) Name and Title

APPROVED AS TO FORM:

SELPA DIRECTOR

Authorized Representative Signature

DATE: _____

Heather Difede Director
(Type) Name and Title

LEA

Local Educational Agency

Authorized Representative Signature

DATE: _____

Nancy Hauer Superintendent
(Type) Name and Title

LEA Board Approval

DATE: _____

Requestor's Responsibility: Obtain Travel Approval, Pre-Register Yourself, Make All Travel Arrangements

DEHESA SCHOOL DISTRICT TRAVEL & CONFERENCE REQUEST FORM

DATE **11/5/2018**

***COMPLETE ALL BLUE FIELDS**

EMPLOYEE NAME	EE ID #	POSITION	SUBSTITUTE REQUIRED:		FULL DAY(S)	1/2 DAY(S)	SUB COST
			Yes	No			
Brandy Kelley	514024	Admin Clerk	X		X		

CONFERENCE / WORKSHOP / MEETING INFORMATION

VENDOR/ORGANIZATION NAME	Edupoint			
TITLE	Synergy Conference			
LOCATION	Scottsdale, AZ			
DESCRIPTION/BUSINESS PURPOSE	Training for our student database system.			
DATES	TO	11/7/2018	FROM	11/9/2018
OVERNIGHT STAY REQUIRED?	YES	X	NO	

ESTIMATED EXPENSES	QTY	RATE	TOTAL
REGISTRATION FEE(S)			\$ -
LODGING	2	\$ 159.00	\$ 405.55
TRANSPORTATION: AIRFARE, BUS, TRAIN	0		\$ -
MILEAGE (RATE PER MILE \$.56 AS OF 1/1/16)			
ENTER NUMBER OF MILES TO BE DRIVEN	351	\$ 0.56	\$ 196.56
CAB/TAXI, SHUTTLE, PARKING, OTHER			\$ -
MEALS			
BREAKFAST (\$7.00 PER DAY MAX)			\$ -
LUNCH (\$11.00 PER DAY MAX)	1	\$ 11.00	\$ 11.00
DINNER (\$23.00 PER DAY MAX)	2	\$ 23.00	\$ 46.00
TOTAL			\$ 659.11

PLEASE ATTACH REGISTRATION INFORMATION

BUDGET	
BUDGET	

APPROVED BY (NAME):	
SUPERVISOR SIGNATURE	DATE

By signing below, I certify the requested travel is appropriate and necessary for conducting official District business, and agree to comply with Board Policy.

EMPLOYEE SIGNATURE *Brandy Kelley* DATE *11-5-18*

SUPERINTENDENT SIGNATURE *Nancy Kauer* DATE *11-7-18*

Lisa Jackson

The McCormick Scottsdale

Booking reference:

4FAZPFBVR

Check in:

November 7, 2018

Check out:

November 9, 2018

Loyalty Member ID:

Room Type:

Deluxe Mountain 2 Doubles

Rate Code:

G:1811CRCMEE

PAYMENT SUMMARY

Room Charges	318.00 USD
Add Ons	0.00 USD
Taxes & Fees	87.55 USD

Occupancy:

1 Adults, 0 Children

Total Cost: 405.55 USD

Includes:

CANCELLATION POLICY

Free Cancellation*. Cancel at least three days prior to arrival to avoid a one night charge being placed on the method of guarantee.

Comments:

ADV Cancel at least three days prior to arrival to avoid a one night charge being placed on the method of guarantee. Conference

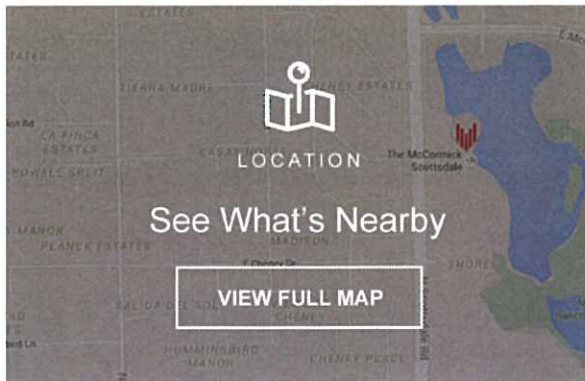
Check-in Time: 4:00 PM

Check-out Time: 12:00 PM

[VIEW / MODIFY](#)

*Please be advised that amount is indicative only. Payment made in hotel will be based on hotel currency, prevailing exchange rates at the time of payment will apply.

KNOW YOUR DESTINATION



WEATHER AT
Scottsdale

[CHECK NOW](#)

PLAN YOUR STAY



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

October 15, 2018

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

Dear Ms. Hauer:

Re: 2017-18 Unaudited Actuals Financial Report

Our office has completed its review of the 2017-18 Unaudited Actuals Financial Report for the Dehesa Elementary School District and has verified it for accuracy pursuant to Education Code Section 42100. A copy of the report has been provided to the district's Chief Financial Officer, as certified by the San Diego County Office of Education.

During our review, we noted the following items for the district's review and/or action:

1. In our review, we noted that the district met the 5% Reserve for Economic Uncertainties requirement in 2017-18. The district was also able to meet 2017-18 operating expenses with current year revenue in the Unrestricted General Fund.

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

Sincerely,

Brent Watson
Executive Director
District Financial Services

BW: KA: VS

cc: Anna Buxbaum, Business Manager, Dehesa Elementary School District



Kindergarten

Immunization Assessment

1

School Information

SCHOOL INFORMATION

School Name: DEHESA ELEMENTARY

CDE School Code: 6038095

Type: private public

County: SAN DIEGO

School Email: NANCY.HAUER@DEHESASD.NET

Physical Address: 4612 DEHESA ROAD

2

Contact Information

DESIGNATED SCHOOL CONTACT

Name: BRANDY KELLEY

Email: BRANDY.KELLEY@DEHESASD.NET

Phone Number: 619-444-2161

3

Summary Report

STAFF MEMBER COMPLETING THIS FORM

Name: BRANDY KELLEY

Email: BRANDY.KELLEY@DEHESASD.NET

Phone Number: 619-444-2161

Report Submitted Date: 2018-10-23

Total number of Kindergarten Students:

Account for each student in one of the categories below.

UNCONDITIONAL ADMISSION:

Requirements Met

All required immunizations A

Requirements Met, But Missing Doses

Permanent Medical Exemption C

Other

IEP Services F1

Independent Study F2

Home-based Private School F3

Missing Doses By Vaccine

Students are missing doses.
Please indicate the total number of students missing each vaccine:

Polio Hep B

DTP Varicella

MMR

CONDITIONAL ADMISSION, NEED FOLLOW-UP:

Conditional Entrant B
Not including Temporary Medical Exemptions

Temporary Medical Exemption D

REQUIREMENTS NOT MET, MISSING DOSES

Overdue G
Previously Known as Enrolled But Not Attending

TOTAL



7th Grade Immunization Assessment

1

School
Information

SCHOOL INFORMATION

School Name: DEHESA ELEMENTARY

CDE School Code: 6038095

Type: private public

County: SAN DIEGO

School Email: NANCY.HAUER@DEHESASD.NET

Physical Address: 4612 DEHESA ROAD

2

Contact
Information

DESIGNATED SCHOOL CONTACT

Name: BRANDY KELLEY

Email: BRANDY.KELLEY@DEHESASD.NET

Phone Number: 619-444-2161

3

Summary
Report

STAFF MEMBER COMPLETING THIS FORM

Name: BRANDY KELLEY

Email: BRANDY.KELLEY@DEHESASD.NET

Phone Number: 619-444-2161

Report Submitted Date: 2018-10-23

Total number of 7th Grade Students:

UNCONDITIONAL ADMISSION:

Requirements Met

Tdap A

Requirements Met, But Missing Doses

Permanent Medical Exemption C

Others

IEP Services F1

Independent Study F2

Home-based Private School F3

CONDITIONAL ADMISSION, NEED FOLLOW-UP:

Temporary Medical Exemption D

REQUIREMENTS NOT MET, MISSING DOSES

Overdue G

Previously Known as Enrolled But Not Attending

TOTAL



Partner Conference Overview and Registration 2019

League of Computer Science Districts

DISTRICT LEADERSHIP CONFERENCE

Designed with district leadership in mind, this exclusive conference provides an opportunity to hear from thought leaders in the field of Computer Science and EdTech. Come ready to experience dynamic sessions that include district success strategies, scaling Computer Science education, panels, and superintendent presentations. Time for networking and collaboration with colleagues will be provided.

Dates & Location:

April 8-10 (M-W) - Costa Mesa, CA

Who's Invited:

One Superintendent & Two Cabinet Members per district.

Hotel Information

Conference participants are encouraged to stay at the Hilton Orange County/Costa Mesa. There is a room block reserved for three nights - Sunday, Monday, Tuesday, featuring discounted rates. Attendees can reserve a room online [here](#) or they can call the front desk at [\(714\) 540-7000](tel:7145407000) and reference **Leaders Conference** and use special rate pin "**Code 2**" to reserve their rooms. The block is first-come, first-serve, and spots are limited.

Transportation

For our guest that will be flying to attend the conference, we encourage that you arrive on the day prior to the start of the conference.

We recommend taking a complimentary shuttle provided by Hilton Orange County/Costa Mesa to and from the hotel and the airport (we recommend Orange County Airport: SNA).

Meals

Code To The Future will be providing lunch both Monday and Tuesday and will be providing breakfast on Wednesday.

Attendees will be responsible for their own breakfast and dinner on Monday and Tuesday. For guests' convenience, the hotel has an on-site Starbucks, a breakfast buffet, and a restaurant.

Register

Please register for the conference [here](#).

IMMERSION SITE CONFERENCES:

(Note: Both East and West Coast Immersion site conferences are identical and provided for travel convenience.)

WEST COAST IMMERSION SITE CONFERENCE

Attendees will experience an exciting 3-day getaway with fellow principals, teachers, and academic specialists from districts across the country. Each day is packed with engaging sessions including presentations, project collaboration, success stories, and networking opportunities.

Dates & Location:

West Coast: February 4-6 (M-W) - Costa Mesa, CA

Who's Invited:

1 Principal and 2 Educators (teacher, coach, etc.) per site.

Hotel Information

Conference participants are encouraged to stay at the Hilton Orange County/Costa Mesa. There is a room block reserved for three nights - Sunday, Monday, Tuesday, featuring discounted rates. Attendees can reserve a room online [here](#) or they can call the front desk at [\(714\) 540-7000](tel:7145407000) and reference **Immersion Site Conference** and use special rate pin "**Code**" to reserve their rooms. The block is first-come, first-serve, and spots are limited.

Transportation

For our guest that will be flying to attend the conference, we encourage that you arrive on the day prior to the start of the conference.

We recommend taking a shuttle or taxi to and from the hotel and the airport (we recommend Orange County Airport: SNA).

Meals

Code To The Future will be providing lunch both Monday and Tuesday and will be providing breakfast on Wednesday.

Attendees will be responsible for their own breakfast and dinner on Monday and Tuesday. For guests' convenience, the hotel has an on-site Starbucks, a breakfast buffet, and a restaurant.

Register Please register for the conference [here](#).

EAST COAST IMMERSION SITE CONFERENCE

Attendees will experience an exciting 3-day getaway with fellow principals, teachers, and academic specialists from districts across the country. Each day is packed with engaging sessions including presentations, project collaboration, success stories, and networking opportunities.

Dates & Location:

East Coast: February 11-13 (M-W) - Orlando, Florida

Who's Invited:

One Principal and Two Educators (teacher, coach, etc.) per site.

Hotel Information

Conference participants are encouraged to stay at the Doubletree by Hilton - Universal. There is a room block reserved for three nights - Sunday, Monday, Tuesday, featuring discounted rates. Attendees can reserve a room online [here](#) or they can call Hilton reservations at [1-800-222-8733](tel:1-800-222-8733) and reference the special rate pin "ECI" to reserve their rooms. The block is first-come, first-serve, and spots are limited.

Transportation

For our guest that will be flying to attend the conference, we encourage that you arrive on the day prior to the start of the conference.

We recommend taking a shuttle or taxi to and from the hotel and the airport (we recommend Orlando International Airport: MCO). Mears Transportation is the hotel's preferred transportation partner and they provide round trip transportation for purchase. Mears Transportation has a booth outside of the terminals.

Meals

Code To The Future will be providing lunch both Monday and Tuesday and will be providing breakfast on Wednesday.

Attendees will be responsible for their own breakfast and dinner on Monday and Tuesday. For guests' convenience, the hotel has an on-site Starbucks, a breakfast buffet, and a restaurant.

Register

Please register for the conference [here](#).

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum
Business Manager

Subject: Monthly Budget Update

Meeting Date: December 13, 2018

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

Background:

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

Report:

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

Financial Impact:

N/A-Form Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #: VII.B.1

Dehesa School District

Fund Balances

(Cash in County Treasury as of December 6, 2018)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	1,157,590.43
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND (FD 39)	131,915.58
12-06	CHILD DEVELOPMENT FUND	3,725.20
13-00	CAFETERIA SPECIAL REVENUE FUND	20,797.92
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	1,621,497.60
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	770,865.40
25-19	CAPITAL FACILITIES/SB2068 FUND	20,636.35
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	250,351.89
	GRAND TOTAL	\$3,977,380.37

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

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

11/30/2018

Date			Revenue Amount
7/1/2018	Beginning Balance		\$2,825.30
7/25/2018	Interest	2017-18 4th Qtr Interest - 2nd Distribution	\$119.30
8/2/2018	Interfund Transfer	Return of Temporary Cash Flow Transfer to General Fund	-\$2,700.00
TOTAL			\$244.60
Payment Date	Service Provider	Services Performed	Expenditure Amount
7/23/2018	Acculine Surveys	Property Survey	\$1,200.00
8/2/2018	Acculine Surveys	Reclass To General Fund	-\$1,200.00
9/11/2018	Fund Closing Entry	Restatement of Interest to General Fund to Close Account	\$244.60
TOTAL CURRENT YEAR EXPENSES			\$244.60
TOTAL FUNDS AVAILABLE AS OF 11/30/2018			\$0.00

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

11/30/2018

Current Year Project Activity			Revenue Amount
7/1/2018	Beginning Fund Balance		19,273.03
7/1/2018	Interest	2017-18 4th Qtr Interest	28.02
8/28/2018	Developer Fees	Residential Developer Fees	1,956.00
9/29/2018	Interest	2017-18 4th Qtr Interest - 2nd Distribution	61.48
10/29/2018	Interest	2018-19 1st Qtr Interest	20.32
TOTAL CURRENT YEAR REVENUE			\$ 21,338.85
Payment Date	Service Provider	Services Performed	Expenditure Amount
10/4/2018	School Facility Consultants	State Bond Allocation Consultation	702.50
TOTAL CURRENT YEAR EXPENSES			\$ 702.50
TOTAL FUNDS AVAILABLE AS OF 11/30/2018			\$ 20,636.35

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of December 13, 2018

- Meeting Date: December 13, 2018
- Action
 - First Reading
 - Information
 - Presentation
 - Public Hearing
 - Roll Call Vote Required
 - Discussion

Enrollment
Dec. 13, 2018

By Grade Level

TK.....	6
Kindergarten.....	15
1st Grade	16
2nd Grade	16
3rd Grade	17
4th Grade	14
5th Grade	20
6th Grade	18
7th	14
8th	13
	149

Enrollment
Dec. 6, 2017

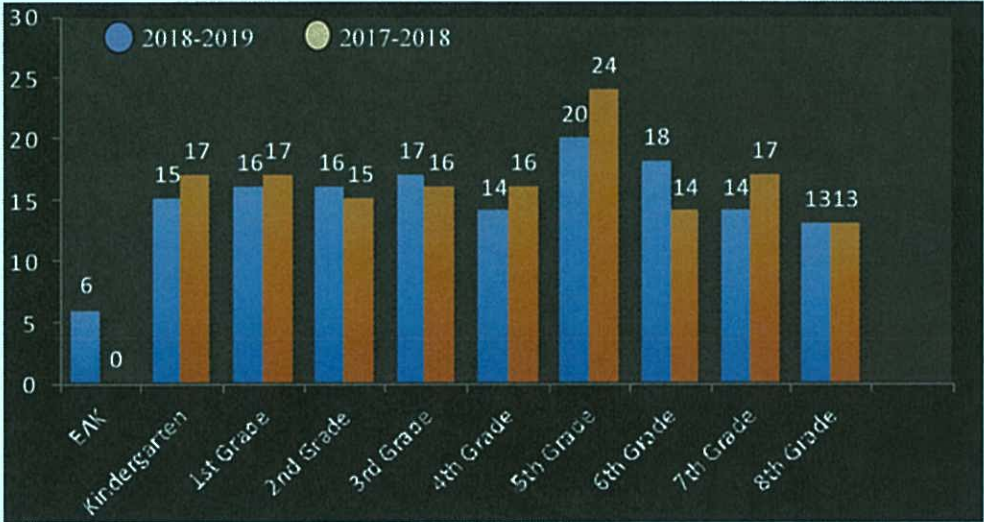
By Grade Level

EAK.....	0
Kindergarten.....	17
1st Grade	17
2nd Grade	15
3rd Grade	16
4th Grade	16
5th Grade	24
6th Grade	14
7th	17
8th	13
	149

Inter District
Transfers

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

Students who live in
another district but attend
our school
70



DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Material Revision for
Inspire School South**

Meeting Date: December 13, 2018

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

Background:

The District approved Inspire Charter School South in 2015.

Report:

Inspire Charter School South is requesting a material revision to add an out of county resource center. The address of the out of county resource center will be 27652 Camino Capistrano, Laguna Niguel, CA 92677.

Financial Impact:

There is no financial impact.

Student Impact:

The addition of an out of county resource center will allow students to access programs and educational facilitators in a central location.

Recommendation:

This is a public hearing. Administration recommends asking any clarifying questions regarding this revision.

Agenda Item #: VIII.A.1

except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

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

The Executive Director and Director of Academic Services will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))

The Charter School will locate an administrative office/meeting space within the District attendance boundaries for charter oversight, teacher/staff meetings, and trainings. The school will open one adjacent county resource center in Orange County at the address of 27652 Camino Capistrano, Laguna Niguel, CA 92677. This resource center is in accord with the recent Shasta Case, as it is in an adjacent county.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Charter Petition Renewal
for Inspire School South

Meeting Date: December 13, 2018

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

Background:

The District approved Inspire Charter School South in 2015.

Report:

Inspire Charter School South is requesting a renewal for its charter petition. The public hearing was held at the November 8, 2018 meeting. Enclosed you will find a staff report, resolution and educational data to support the petition.

Financial Impact:

There is no financial impact. The District collects oversight fees for the monitoring of Inspire Charter School South.

Student Impact:

Inspire Charter School South provides an opportunity for students to have personalized learning in virtual environment.

Recommendation:

Administration recommends asking any clarifying questions regarding this revision. Once those questions have been clarified, please cast your vote.

Agenda Item #: VIII.C.1

To: Board of Education, Dehesa School District
From: Nancy Hauer, Superintendent
Date: December 6, 2018
Re.: Staff Report on Inspire Charter School-South Renewal Petition

FACTUAL BACKGROUND and RECOMMENDATION:

The Dehesa School District has received a renewal petition (Petition) for Inspire Charter School - South ("Inspire"), submitted to the District on or about October 28, 2018. A Public Hearing was held at the November 8, 2018, Dehesa School District Board of Trustees (Board) meeting and a decision by the Board to approve or deny the renewal petition is scheduled for the December 13, 2018, meeting.

CONCLUSIONS:

1. Inspire's pupils' academic performance is on par with other similar independent study schools in San Diego County based on 2018 CAASPP results for Math and English Language Arts ("ELA").
2. Approving the Petition is consistent with sound educational practice.
3. The Petition does not present an unsound educational program, though Math scores should be monitored by District.
4. The Petitioners are not demonstrably unlikely to successfully implement the program set forth in the Petition.
5. The Petition does not need to contain signatures because it is a renewal petition.
6. The Petition contains affirmations as required by Educ. Code § 47605(d).
7. The Petition contains reasonably comprehensive descriptions of 15 elements which are detailed in Educ. Code § 47605(b)(5).
8. The Petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school.
9. Inspire is an online-only school that does not operate school facilities for pupils.

10. Inspire's proposed admissions preference is legally permissible.
11. Based on these findings, the Administration recommends approval of the Petition and adoption of the findings contained in this Staff Report.

I. Overall Evaluation and Recommendation

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

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

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

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

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

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

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

II. The Charter has Increased Pupil Academic Achievement.

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

Inspire has provided the District with data from the California School Dashboard as well as CAASPP scores. This includes data for similar charter schools in San Diego County with similar pupil populations: Method Schools, Valiant Academy of Southern California, California Academy of Sports Science, California Virtual Academy at San Diego, Pacific Coast Academy, Dehesa Charter, Compass Charter Schools of San Diego, and California Pacific Charter at San Diego. Inspire is an online school and as such it can be harder to compare academic results to other schools. Pupils and parents self-select an online, independent study program, and as such

an online program can attract a disproportionate share of pupils who struggled in the traditional classroom environment.

Nonetheless, a comparison of Inspire pupils' academic performance data to the academic performance of the eight comparable charter schools' pupils and District pupils shows similar academic results with a similar pupil population in the area of English and Language Arts. Inspire pupils generally perform similarly to comparable school pupils in Math.

A copy of CAASPP data reflecting the percentages of pupils who do not obtain a passing score is attached to this Staff Report. Inspire pupils perform similarly to the comparable schools with similar pupil populations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VIII. The Petition Includes All Required Affirmations.

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

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

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

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

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

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

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

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

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

XI. Inspire Is An Online Program and Does Not Operate Facilities to Serve Pupils.

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

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

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

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

The Administration finds that the Petition's admissions preferences are legally permissible and should be approved.

XIII. In Conclusion, the Administration Recommends Approval of the Petition and Adoption of These Findings As The Findings of the Board Because There is

Insufficient Evidence to Support Any of the Acceptable Findings in Support of Petition Denial.

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

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

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

Student Non-Passing Percentage on CAASPP

ELA - 6th Grade			
School	2016	2017	2018
Dehesa Elementary	64%	74%	86%
Inspire Charter School	64%	66%	60%
Method Schools	73%	N/A	53%
Valiant Academy of Southern California	N/A	N/A	77%
California Academy of Sports Science	N/A	N/A	61%
California Virtual Academy at San Diego	64%	66%	69%
Pacific Coast Academy	N/A	N/A	68%
Dehesa Charter	56%	70%	64%
Compass Charter Schools of San Diego	N/A	77%	48%
California Pacific Charter at San Diego	65%	53%	52%
Average of All Schools	64%	68%	64%

Math - 6th Grade			
School	2016	2017	2018
Dehesa Elementary	79%	74%	71%
Inspire Charter School	81%	79%	77%
Method Schools	81%	N/A	71%
Valiant Academy of Southern California	N/A	N/A	88%
California Academy of Sports Science	N/A	N/A	68%
California Virtual Academy at San Diego	76%	85%	83%
Pacific Coast Academy	N/A	N/A	69%
Dehesa Charter	74%	83%	76%
Compass Charter Schools of San Diego	N/A	86%	91%
California Pacific Charter at San Diego	79%	69%	63%
Average of All Schools	78%	79%	76%

Student Non-Passing Percentage on CAASPP

ELA - 3rd Grade			
School	2016	2017	2018
Dehesa Elementary	68%	60%	88%
Inspire Charter School	64%	67%	60%
Method Schools	N/A	N/A	N/A
Valiant Academy of Southern California	N/A	N/A	70%
California Academy of Sports Science	N/A	N/A	49%
California Virtual Academy at San Diego	60%	65%	76%
Pacific Coast Academy	N/A	N/A	64%
Dehesa Charter	68%	72%	55%
Compass Charter Schools of San Diego	N/A	67%	60%
California Pacific Charter at San Diego	52%	62%	64%
Average of All Schools	62%	65%	65%

Math - 3rd Grade			
School	2016	2017	2018
Dehesa Elementary	73%	60%	88%
Inspire Charter School - South	79%	74%	71%
Method Schools	N/A	N/A	N/A
Valiant Academy of Southern California		N/A	82%
California Academy of Sports Science	N/A	N/A	66%
California Virtual Academy at San Diego	66%	77%	80%
Pacific Coast Academy	N/A	N/A	65%
Dehesa Charter	52%	72%	73%
Compass Charter Schools of San Diego	N/A	93%	85%
California Pacific Charter at San Diego	59%	62%	66%
Average of All Schools	66%	73%	75%

Student Non-Passing Percentage on CAASPP

ELA - 11th Grade			
School	2016	2017	2018
Dehesa Elementary	N/A	N/A	N/A
Inspire Charter School	55%	58%	46%
Method Schools	58%	N/A	36%
Valiant Academy of Southern California	N/A	63%	72%
California Academy of Sports Science	N/A	N/A	N/A
California Virtual Academy at San Diego	39%	41%	43%
Pacific Coast Academy	N/A	N/A	N/A
Dehesa Charter	49%	46%	39%
Compass Charter Schools of San Diego	83%	25%	38%
California Pacific Charter at San Diego	46%	44%	29%
Average of All Schools	55%	46%	43%

Math - 11th Grade			
School	2016	2017	2018
Dehesa Elementary	N/A	N/A	N/A
Inspire Charter School	84%	95%	89%
Method Schools	91%	N/A	91%
Valiant Academy of Southern California	N/A	100%	87%
California Academy of Sports Science	N/A	N/A	N/A
California Virtual Academy at San Diego	85%	87%	82%
Pacific Coast Academy	N/A	N/A	N/A
Dehesa Charter	83%	90%	84%
Compass Charter Schools of San Diego	N/A	65%	82%
California Pacific Charter at San Diego	78%	84%	75%
Average of All Schools	81%	88%	83%

DEHESA SCHOOL DISTRICT
RESOLUTION REGARDING THE
INSPIRE CHARTER SCHOOL-SOUTH RENEWAL PETITION

RESOLUTION NO. 2018-12-2

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

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

WHEREAS, the Dehesa School District (“District”), received the proposed renewal petition (“Petition”) for **Inspire Charter School - South** (“Charter School”) on or about October 28, 2018;

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on November 8, 2018, a public hearing was held on the Petition, at which time the Board of Education of the Dehesa School District (“Board”) considered the level of support for the Petition;

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

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

WHEREAS, the Board has received and reviewed:

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

(Included as attachments to this Resolution.)

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

BE IT FURTHER RESOLVED, that the Board finds that the Charter School’s proposed admissions preferences are legally permissible.

BE IT FURTHER RESOLVED that the Board finds that the academic performance of the Charter School pupils is at least equal to the academic performance of pupils attending the public schools that the Charter School pupils would otherwise have been required to attend, pupil performance at comparable schools, and the academic performance of District pupils, taking into account the composition of the pupil population that is served by the Charter School. This finding is based upon the evidence before the Board, including clear and convincing pupil achievement data for demographically similar schools and information submitted by the Charter School.

BE IT FURTHER RESOLVED, that based upon these findings of fact, the Board approves and renews the Charter School's Petition, including its proposed admissions preference, for a term of 5 years commencing on July 1, 2019, and ending on June 30, 2024.

IN WITNESS of the adoption of the foregoing Resolution, we, the members present and voting thereon, have hereunto set our hands this 13th day of December, 2018, County of San Diego, California.

Approval:

Dissenting:

Abstaining:

Absent:

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

DATE:

Nancy Hauer

Inspire Charter School – South

Submitted to Dehesa School District



Submitted: March 20, 2015

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- B. Articles of Incorporation
- C. Bylaws and Conflict of Interest Code
- D. 2015-2016 School Calendar
- E. Course Descriptions
- F. Teacher Signature Page
- G. Five Year Budget, Three Year Cash Flow, and Assumptions

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Diane Beran and Herbert Nichols, hereby certify that the information submitted in this petition for a California public charter school to be named Inspire Charter School (“ICS” or the “Charter School”), to be operated by Inspire Charter Schools, and to be authorized by the Dehesa School District (the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Student enrollment and admissions.
 - A. Inspire Charter School – South shall admit all pupils who wish to attend the school.
 - B. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
 - C. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Notice of requirements when student is expelled or leaves school.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the

cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

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

Diane Beran
Diane Beran

Herbert Nichols
Herbert Nichols

3-2-15
Date

3-2-15
Date

INTRODUCTION

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

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

Inspire Charter School – South (ICS) fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses not currently offered by local school districts.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

I. FOUNDING GROUP

The following founding board members and school faculty provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

Co-Lead Petitioner – Herbert Nichols: Dr. Nichols received his Doctor of Education in K-12 Leadership from the University of Southern California, with a dissertation on Secondary School Reform in Mathematics. He has served as an Instructional Expert assisting with the writing of English Language Arts Curriculum Guides and Periodic Assessments used by all 6-12 grade students in the Los Angeles Unified School District. At Manual Arts High School he served as WASC Coordinator and since then has been asked to serve as a member of numerous visiting accreditation teams; including accreditation teams for Independent Study charter schools. WASC has recently asked him to Chair a visiting team for another Independent Study charter school. Currently he serves as Executive Director for Inspire Charter School, the first school founded by Inspire Charter Schools. He has played a key role in the founding of three charter schools, since 2012.

Co-Lead Petitioner – Diane Beran: Mrs. Beran attended the University of La Verne where she obtained her Bachelor's degree in Diversified Studies and Master's degree in Education as well as her Multiple Subject Teaching Credential. Diane has been an educator for 15 years starting as a Middle School teacher serving students in 6th, 7th and 8th grades. She then moved on to virtual education where she found her passion in teaching students in grades K-8. She was an Assistant Principal for the California Virtual Academies and also served in the role as Family and Community Support Coordinator as well as a Center for Student Achievement, Resources and Enrichment (C.A.R.E.) Site Coordinator. Mrs. Beran believes that online learning is an innovative way to reach students of all backgrounds. She is very excited to be a part of the Inspire Charter School staff and to be leading teachers and the school in her role as Director of Academic Services.

Current Board Members:

Chairman of the Board – Henry Torres: Mr. Torres has had a successful 38-year career with the Los Angeles Unified School District. He has been a teacher, counselor, Assistant Principal and Principal at the middle and high school levels in various communities throughout the greater Los Angeles area. For the last 11 years in retirement, he has continued to serve the students of Los Angeles as an Interim Administrator, Pre-K through 12th grade.

Vice-Chairman of the Board – Diane L. Johnson: Ms. Johnson recently retired after thirty-seven years as a teacher and coordinator at the Middle and High School levels. Her last position at Belvedere Middle School when she retired was Special Education Coordinator. Located in the Pico-Union area of Los Angeles, Belvedere Middle School maintains enrollment of just over 1000 students, approximately 13% of whom participate in Special Education. Ms. Johnson oversaw special education service provision to approximately 130 students, including helping develop and monitoring IEPs. Across the span of her career, Ms. Johnson has helped implement

IEPs for hundreds of students with a broad range of disabilities and learning needs.

Prior to serving at Belvedere, Ms. Johnson served as ROP/Work Experience Coordinator at Reseda High School, and she has held a broad range of teaching positions. Concurrent to teaching at the middle and high school levels, Ms. Johnson served in teacher leadership roles including United Teachers of Los Angeles Chapter Chair, Shared Decision Making Council member, School Site Council member, and Curriculum Committee member.

Board Secretary – Linda Rahardjo: Ms. Rahardjo moved to California from Indonesia at a young age and attended school at a small district called San Marino. She achieved academic success in high school and had the honor to attend University of California, Los Angeles pursuing a Bachelor of Science Degree in Physiological Sciences. It was at UCLA where she realized her passion for working with inner-city kids. She began her journey towards education when she worked at several educational programs, such as Kaplan SCORE! where she worked as an academic mentor and Brentwood Summerbridge program as a student teacher and counselor to help at-risk kids close the achievement gap. She eventually earned her Masters of Education at UCLA's Teacher Education Program. She gained meaningful student teaching experiences at San Marino H.S., Inglewood H.S., Jordan H.S., and Thomas Jefferson H.S. As a part of the original team who opened Student Empowerment Academy, Ms. Rahardjo has become a New Tech Network certified teacher and trainer in the project-based learning pedagogy. She creates original projects that adapt to the evolution of time and always strives to include technology tools as a way to increase process skills as well as content knowledge. She is a very proud member of the Student Empowerment Academy family, a charter high school in south Los Angeles.

Board Treasurer – Darryl Collins: Mr. Collins was one of the first graduates of LAUSD's experimental CCC, College Core Curriculum, from Los Angeles High School, which emphasized a college-going culture and curriculum. After traveling back and forth across the United States and Europe, Darryl settled down and received his BS degree in Biology/Biochemistry from CSU Dominguez Hills. While conducting genetic research Mr. Collins participated in a NASA grant at Florence Nightingale Middle School, and with the encouragement of the school's administration decided to bring his talents to education. As science department chair at Thomas Jefferson High School, he implemented new instructional programs focusing on cross-curricular projects, inquiry-based science lesson, environmental awareness and formed close educational ties with local colleges and universities. Ultimately, Mr. Collins assembled the team of teachers that founded Student Empowerment Academy (SEA), and served as the Lead Teacher and New Technology's Site Advocate for three years.

Board Member – Jo Della Pena: One board position is reserved for a current parent with students enrolled in Inspire Charter Schools educational program. Mrs. Della Pena has been an active parent heading up the original creation of the school's Parent Teacher Organization (PTO). Jo is a truly accomplished business woman in her own right. She founded her own company in 1997, called The Business of You, which provides a variety of services including bookkeeping, cash management, streamlining business systems, processing payroll for

numerous businesses. Mrs. Della Pena with her strong business background, also volunteers and serves as the Treasurer for Glenkirk Church in Glendora, California.

Former Founding Board Members – Now School Employees:

Director of School Support/Principal – Cristino Alcalá: Currently serving as Principal of Inspire Charter School, the first Independent Study charter school founded by Inspire Charter Schools. Prior to this, he was the Founding Principal of the ASE, a STEM themed charter high school. As Principal Mr. Alcalá is responsible for overseeing the daily operations of the school, including students, teachers, and support staff. Additionally he is responsible for running staff professional development meetings, speaking at parent-teacher events, and ensuring that all state compliances are met. Prior to this he was a teacher, dean, and coordinator at Manual Arts High School for twenty-three years. The last six of these years he spent in leadership as Dean of Students and Campus Safety Coordinator, ensuring a safe and secure learning environment for 3,300 students daily.

Corporate President – Edward Robillard: Dr. Robillard has ten years of experience serving as a high school principal, including Manual Arts HS and West Adams Preparatory HS in Los Angeles. And currently serves as Principal of Santa Clara High School in Oxnard. He has also served at the central district office of the Los Angeles Unified School District. Edward currently serves on two non-profit governing boards – A Better LA since 2004 and the USC Chapter of Phi Delta Kappa since 2006. He received his Doctorate from the University of Southern California in 2001, with in emphasis in school finance. Prior to working in education, Dr. Robillard was an officer and engineer for the United States Navy. During his career in education, he continued to serve in the United States Naval Reserve retiring in 2001, with the rank of Commander.

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Young, Minney & Corr, LLP

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing well over half of the charter schools throughout the state.

II. ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."--California Education Code Section 47605 (b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -California Education Code Section 47605(b)(5)(A)(ii).

Mission Statement

The mission of the Inspire Charter School is to improve the academic achievement of children in San Diego County and adjacent counties. The mission will be accomplished through a virtual and project based curriculum model that emphasizes hands on and experiential learning, which focuses on meeting individual students' needs, while helping them become proficient at the California Common Core State Standards (CCSS) and California Contents Standards (CCS), including Next Generation Science Standards for their grade level.

Educational Philosophy

Whom The School Is Attempting To Educate:

The Charter School will serve approximately 135 students in grades K-12 in its first year of operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile.

We expect the demographics to be consistent with the data from San Diego County and adjacent counties. Approximately, 22.2% students are English learners, 49.8% students are eligible for Free and Reduced Meals, and .01% students have Individualized Education Plans. In addition, we expect the racial and ethnic demographics to be consistent with the data from San Diego County. Approximately, 19.6% Hispanic and Latino, 2% Black or African American, 68.9% White, 1.5% Asian, 1.1% Filipino, and 5% American Indian or Alaska Native.

ICS is designed to meet the needs of many different types of students:

- Students who live in school districts that cannot offer the breadth of curricular offerings available online.
- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet an individual student's unique needs.

Projected Five-Year Growth Plan:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	15	30	45	60	75
1	15	30	45	60	75
2	15	30	45	60	75
3	15	30	45	60	75
4	15	30	45	60	75
5	15	30	45	60	75
6	15	30	45	60	75
7	25	40	55	70	85
8	25	40	55	70	85
9	30	45	60	75	90
10	30	45	60	75	90
11	35	50	65	80	95
12	50	65	80	95	110
Total Enrollment	300	495	690	885	1080

What it means to be an educated person in the 21st Century

An educated person in the 21st century will be proficient in state CCSS and CCS, including Next Generation Science Standards and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that ICS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21st century. The Charter School will employ online learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

Inspire Charter School shares the vision of Partnership for 21st Century Skills (P-21) that students our part of an increasingly complex, demanding, and competitive 21st century. Inspire Charter School's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

1. **Communication** – Inspire Charter School students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, K12 clubs, interaction with peers and teachers at C.A.R.E. Center days, and student- and teacher-initiated meetings.
2. **Collaboration** – Inspire Charter School students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group Blackboard Collaborate and Jigsaw Meeting sessions, and clubs such as Yearbook.
3. **Critical Thinking** – Inspire Charter School students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. **Creativity** – Inspire Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in Inspire Charter School's instructional delivery model. Students cannot avoid communication as they

might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Inspire Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is Inspire Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in California-adopted CCSS and CCS.
2. Communication skills.
3. Problem solving skills.
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21’s findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

How Learning Best Occurs

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

Educational Program

Overview:

Inspire Charter School prides itself on the proficiency-based learning model being implemented with the award winning K12 curriculum for students in grades kindergarten through eighth grade. Our high school students will be engaged in the state of the art Apex curriculum, which is A-G UC approved. The school will employ online learning methods, rich curriculum, and technology-based applications in our independent study program. Inspire Charter Schools's core curricula, K12 and Apex, are aligned with the needs of the student population. Their built-in options for meeting students' diverse needs help students become proficient at the CCSS, CCS and Next Generation Science Standards. ICS teachers lead students through specific learning tasks to demonstrate mastery of each subject.

K12 and Apex are aligned with the needs of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher created pacing guides and learning plans.
- All programs have built-in features to support English learners, such as vocabulary support, and audio features.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to ICS with particular needs that may not be addressed in traditional school settings, and ICS's individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning the objectives in several different ways such as creating a brochure, complete a reading guide or visiting a museum.

Personalized Support

ICS will support parents/guardians in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support for online learning.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one

support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

In cases, where there is a concentration of ICS students in a geographic area, ICS may establish a C.A.R.E. Center day, where students can meet their teachers and interact with their classmates once a week or every other week. A C.A.R.E. Center day will provide students with group and one-on-one instruction, projects, community service, and enrichment activities. Enrichment activities for K-12 students may include art, music, clubs, field trips, gatherings, and parent/student workshops. Teachers work with students and families continuously to ensure success.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-2 will be assessed three times a year with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are tested. This helps teachers and schools determine how students are performing on important reading skills.

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. If a meeting in person is not possible, then a virtual conference using Jigsaw Meeting or Blackboard Collaborate will be scheduled. ICS will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a weekly newsletter, progress reports, school information and other pertinent communication on a regular basis.

ICS teachers create Individualized Learning Plans (ILP) for students each semester. Each student's ILP describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a Scantron Performance Assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning

path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades 3-8 will take this assessment in the Fall and Spring.

The K12 and Apex curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day online and although the student is encouraged to complete a certain number of lessons per week, as assigned on their ILP, there is time for re-teaching and re-learning as needed which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through Blackboard Collaborate or Jigsaw Meeting, which are powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including C.A.R.E. Center days, libraries, and the student's place of residence

Record Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the K12 and Apex programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of ILPs. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in ICS's two curricula. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Apex and K12 provide study guides and other resources that students can use to take notes and organize their learning.
- All curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.

- All curricula utilize student practice, a crucial component of the lesson delivery. Students receive instant feedback on their level of proficiency of these learning objectives.
- All curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- All curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- All curricula provide learning objectives at the lesson and/or unit level.
- All curricula challenge students to generate and test hypotheses in science labs and experiments.
- Apex and K12 frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)
- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25) Today’s students are different from yesterday’s. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
 - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

Inspire Charter School Courses

More than 100 online courses including electives and foreign language will be offered to students who enroll in Inspire Charter School. Every course offered by Inspire Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area expert and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix E.

K-8 Curriculum

ICS students in grades K- 8 will be using K12, America’s best online curriculum. Our renowned curriculum will be highly effective in leading to high achievement and proficiency of the state and nationwide standards. The K12 curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The curriculum integrates critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

The K12 curriculum provides online lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning. The learning is rich, challenging, can be tailored to be project based centered on student interest, and has self-paced content. The K12 curriculum has tutorials, skills update and interactive instructional videos. Furthermore, the curriculum spirals back over content that was previously learned and embeds many layers of various modalities to meet all learning styles. This variety of content allows the curriculum to deliver lessons in different ways to accommodate diverse learning styles. The curriculum has built-in assessments at the lesson, unit and end of course levels.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's ILP, monitors progress, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Our kindergarten students begin to learn to read with on and offline lessons. K12's Phonics Works prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities. Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. *All About Me* lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.

Continuing on in first grade, students will move through 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they've previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and are followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy. Also in first grade is the K12 Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in Standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit

starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work. Students will increase their vocabulary through word study, comprehension, and word analysis, and then apply their knowledge in a variety of authentic contexts.

The K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers. The MARK12 Reading gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive and online assessments. Students work independently and with a parent/guardian with the support of a teacher to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for parents/guardians to guide their students to success.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods used to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix E.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The K12 curriculum provides daily

lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom (Blackboard Collaborate) setting for tutoring, small group instruction and meetings as needed. The K12 online school has a built in secure message center that allows students to contact their teacher.

High School Curriculum: Apex

ICS students in high school will be using the Apex curriculum, a leading provider of virtual learning. Apex's UC approved curriculum will be highly effective in leading to high achievement and proficiency of the standards. The Apex curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The Apex Learning courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and

apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Apex science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students participate in wet lab activities with a teacher at a centrally located site at least four times a year. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

Apex Learning has nearly two decades in virtual learning expertise and is the leading provider of blended learning solutions to the nation's schools. All Apex courses at ICS are mastery-based, where students must achieve a score of 70% or better to move on. This ensures that no learning gaps exist, and allows students to spend more time on those concepts with which they are struggling. The digital curriculum — in math, science, language arts, social studies, world languages, electives, and advanced placement — is used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom (Jigsaw Meeting) setting for tutoring, small group instruction and meetings as needed. Apex has a built in secure message center that allows students to contact their teacher. Detailed Apex course descriptions are attached in Appendix E.

Attendance Guidelines

Inspire Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. The teacher will also assign students a quantity of work with a time-value corresponding to the minimum mandated number of instructional minutes per grade as corresponds to the time value of the work performed. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for

students and their families, the school will operate on a year-round calendar. A draft of the Charter School's 2015-2016 academic calendar is attached as Appendix D.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find the Charter School's independent study policy.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Inspire Charter School.

Through the K12 and Apex Management System, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or on-line, so K12 and Apex works great for both in the classroom and off-site situations. Furthermore, students can start and finish anytime.

A Day in the Life of a Charter School Student

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Apex website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going to be the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and relevance of different web sites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Apex website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

Technology/Enrichment Support

The Charter School will provide a computer to any student that does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each student receives a \$1,000 allowance, that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

ICS supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, tutoring, skill building to online programs, supplemental textbooks or other educational materials.

Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

Course Transferability

The Charter School will apply for WASC accreditation by Spring 2015, which will trigger an initial one-day visit and initial accreditation in the Fall of 2015. By the June of 2015, the Charter School will have the UC/CSU system review all high school courses to assure that they meet the A-G requirements. Other charter schools have previously secured UC/CSU certification for Apex high school courses. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays Inspire Charter School's high school grade level courses (with AP options):

Subject Area	9 th	10 th	11 th	12 th
English	English 9 A/B	English 10 A/B	American Literature	British and World Literature
Math	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B Trigonometry/ Math Analysis A/B	-Trig/Math Analysis A/B -AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	-American Government -Economics
Visual/Performing Arts	-Art -Music	-Art - Music	-Art -Music	-Art -Music

Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
Electives	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements:

Graduation Requirements

- English 8 Semester Courses
- Math 6 Semester Courses (through Algebra II)
- Science 4 Semester Courses
- Social Studies 6 Semester Courses
- Visual and Performing Arts 2 Semester Courses
- Foreign Language 4 Semester Courses
- Electives 14 Semester Courses
- 44 Semester Courses (220 Credits)

[Plan for Students Who are Academically Low-Achieving](#)

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provides concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom or in person at a C.A.R.E. Center day. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

As mentioned earlier in the K-8 curriculum section, the K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessment s

from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Apex students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The Math Foundations course, for example, integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

The Charter School will provide supports to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using Scantron (for grades 3-8) or DIBELS (for grades K-2) to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, Study Island and concentrated tutoring in our Class Connect virtual classroom with the student's teacher. Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Study Island is available for students using the K12 curriculum.

The Charter School will utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past.

These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, ICS can implement the following strategies:

- Modify and reduces lessons as assigned by the student's ILP.
- Provide remedial instruction.
- Provide one on one and small group support.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students Who are Academically High Achieving

Students who are performing above grade level are identified by ICS teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, by the 2015-2016 school year expansion, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents/guardians of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents/guardians or guardians of the language reclassification and placement including a description of the reclassification process and the parents/guardians opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBA performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support Inspire Charter School offers students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually or in person at the C.A.R.E. Center.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The Director of Academic Services and Executive Director will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

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

[Plan for Serving Students with Disabilities](#)

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it.

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Inspire Charter School's default option would be to apply for membership in the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). The El Dorado Charter SELPA accepts first year charter schools as LEA members with successful applications. The El Dorado Charter SELPA's application process for the 2015-16 school year is about to be announced. A California Department of Education certified nonpublic agency and provider of special education services to charter schools, Total Education Solutions, is available to assist ICS with the writing of its' LEA plan to ensure it will be approved in time for the 2015-2016 school year.

As an LEA, Inspire Charter School would need to possess a high level of knowledge about special education. With five experienced public school administrators on its governing board and staff, Inspire Charter School's team already has a strong base of knowledge about service provision and compliance. However, to ensure dedicated, specialized expertise in this area, the Charter School would hire an experienced special education coordinator on a part time basis until the volume of activities merit a full time position. To further develop capacity, El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. Inspire Charter School will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

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

Until such time as Inspire Charter School is accepted into a SELPA as an LEA pursuant to Education Code Section 47641(a), the Charter School shall operate as a public school of the District in accordance with Education Code Section 47641(b). As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding ("MOU") would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School.

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

Services for Students under the “IDEIA”

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA of which it becomes an LEA member.

Staffing

As an LEA, Inspire Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. Inspire Charter School will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Charter School students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, Inspire Charter School will use service delivery methods appropriate to a learning model that is primarily online. Inspire Charter School has identified a viable contracted service provider, Total Education Solutions (TES). TES is a California Department of Education certified nonpublic agency and provides high quality online-based services to offer students access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.

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

As an LEA member of a SELPA, the Charter School will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

Identification and Referral

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

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for

referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the Regional Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

The Charter School shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA polices. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

ICS anticipates serving students with a wide range of needs. ICS will maintain on staff a Special Education Coordinator/Teacher. In addition to supplement special education services, ICS plans to contract with a service provider such as Total Education Solutions, which offers the following virtual services by licensed and credentialed staff:

- Testing Eligibility
- Behavior Services
- Occupational Therapy
- Physical Therapy
- Language and Speech
- School Counseling
- School Psychologist
- Resource Specialist Services

The chart below shows the range of disabilities and corresponding services that will be provided to individual students based upon their particular and specific need:

Disability Category	Definition	Special Education Services Provided
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Behavior Services, School Psychologist
Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems	Pupil Counseling, Behavior Services, School Psychologist
Intellectual Disabilities	Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.	Specialized Academic Instruction, Behavior Services, School

		Psychologist
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education
Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.	Occupational Therapy, Physical Therapy, Adaptive Physical Education
Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.	Specialized Academic Instruction, Behavior Services, School Psychologist
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	Speech and Language Pathologists / Assistant Pathologists
Deaf, Blindness, Hearing / Visual Impairment	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

Please note services that cannot be provided virtually by school special education staff or Total Education Solutions, will be provided in-person by school special education staff at an appropriate location near the student's home.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another

school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. Inspire Charter School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education. Upon request, the Charter School can provide a special education budget projection showing anticipated revenues and expenditures for Inspire Charter School, noting that actual enrollment levels of students with IEPs are not known at the time of writing.

Annual Goals and Annual Actions for State Priorities

In June 2013, Education Code was revised under AB97 to include in charter petitions a list of annual goals and annual activities "to be achieved in the state priorities" that apply. Below, Inspire Charter School has created a list of goals and that align to the state priorities as applicable to the grade levels served by the schools and as applicable to charter schools. Inspire Charter School notes that there may be a need for revision prior to the required annual update: the State Board of Education has not yet created the Local Control and Accountability Plan (LCAP) template, on which annual updates to the schools goals are to be based. Inspire Charter School notes that there may be a need to bring the goals listed here into alignment with the LCAP template, once the template is developed. Inspire Charter School's annual goals are as follows:

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

ANNUAL GOAL 1A, 2015-16 through 2019-20. All students, English learner subgroup: All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners.

- *ANNUAL ACTION 1Ai, 2015-16 through 2019-20:* Advertise teacher job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.
- *ANNUAL ACTION 1Aii, 2015-16 through 2019-20:* Designate administrative staff to monitor validity of teacher credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to School Director.

ANNUAL GOAL 1B, 2015-16 through 2019-20 (same each year). All students, English learner subgroup: Each student, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2015-16 through 2019-20:* Order initial complement of standards-based textbooks or other instructional materials each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.
- *ANNUAL ACTION 1Bii, 2015-16 through 2019-20:* Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to students at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.

ANNUAL GOAL 1C, 2015-16 through 2019-20 (same each year). All students: The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as specified in subdivision (d) of Education Code Section 17002.

- *ANNUAL ACTION 1Ci, 2015-16 through 2019-20.* Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.
- *ANNUAL ACTION 1Cii, 2015-16 through 2019-20.* Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.

- *ANNUAL ACTION 1Ciii, 2015-16 through 2019-20.* Make changes, based on above review

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners

ANNUAL GOAL 2A, 2015-16 through 2019-20. All students: All teachers of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- *ANNUAL ACTION 2Ai, 2015-16 through 2019-20:* Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- *ANNUAL ACTION 2Aii, 2015-16:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2015-16 through 2019-20:* Ensure School Director monitors lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

ANNUAL GOAL 2B, 2015-16 through 2019-20. English learner subgroup: Ensure that teachers implement instruction in a manner that gives English learner students access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development, and use of high quality after school program to increase instructional time.

- *ANNUAL ACTION 2Bi, 2015-16 through 2019-20:* Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- *ANNUAL ACTION 2Bii, 2015-16.* Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.
- *ANNUAL ACTION 2Biii, 2015-16 through 2019-20.* Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.

- ANNUAL ACTION 2Biv, 2015-16 through 2019-20. Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- ANNUAL ACTION 2Bv, 2015-16 through 2019-20. Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL students.
- ANNUAL ACTION 2Bvi, 2015-16 through 2019-20. Use the after-school program to increase instructional time and advance English proficiency more quickly.

ANNUAL GOAL 2C, 2015-16 through 2019-20. English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- ANNUAL ACTION 2Ci, 2015-16 through 2019-20. Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content standards by English learner students.
- ANNUAL ACTION 2Cii, 2015-16 through 2019-20. Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, include frequent use of graphic organizers, and incorporate GLAD methods.
- ANNUAL ACTION 2Ciii, 2015-16 through 2019-20. Provide reading material at or near students' English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support students' access to the content areas
- ANNUAL ACTION 2Civ, 2015-16 through 2019-20. Provide supplemental reading material in students' native language, to support content provided in English
- ANNUAL ACTION 2Cv, 2015 through 2019-20. Provide verbal support in students' native language and/or in English as is feasible

STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL students.

ANNUAL GOAL 3A, 2015-16 through 2019-20, All students. Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of

Directors and through incorporation of parent feedback via the School Site Council regarding programs for serving unduplicated pupils and English Learner students.

- ANNUAL ACTION 3Ai, 2015-16. Establish School Advisory Board, (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- ANNUAL ACTION 3Aii, 2015-16 through 2019-20. Ensure that SAB meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.
- ANNUAL ACTION 3Aiii, 2015-16 through 2019-20. Include report to Academy Committee of the school's governing board by parent chair of School Advisory Board as a regular agenda item.
- ANNUAL ACTION 3Aiv, 2015-16. Establish School Site Council (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- ANNUAL ACTION 3Av, 2015-16 through 2019-20. Ensure that School Site Council meeting agendas contain agenda items designed to solicit parent input with respect to programs for unduplicated students and English learner students.
- ANNUAL ACTION 3Avi, 2015-16 through 2019-20. Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students and English learner students.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

ANNUAL GOAL 4A, 2015-16 through 2019-20. All students and numerically significant subgroups. Increase the percentage of students moving up by at least one achievement band (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on SBACs, CAPA, and CMA in English-Language Arts and Mathematics by an average of 3% every year, with an appropriate adjustment made to this goal when more data on Smarter Balanced Assessments is available.

- ANNUAL ACTION 4Ai, 2015-16. Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.

- *ANNUAL ACTION 4Aii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Aiii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Aiv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

B. The Academic Performance Index (API)

ANNUAL GOAL 4B, 2015-16 through 2019-20. All students and numerically significant subgroups. Achieve API subgroup goals, for any subgroups that are numerically significant, which the petition sets at 10 points higher than the District’s performance in the 2012-2013 school year (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and, if and when subgroup becomes numerically significant, special education students) and/or match or exceed the API scores of schools with similar demographics in the District’s attendance area.

- *ANNUAL ACTION 4Bi, 2015-16.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students’ individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Bii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Biii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Biv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

C. UC/A-G/career readiness

ANNUAL GOAL 4C, 2015-16 through 2019-20. All students and numerically significant subgroups. Provide programming students (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- *ANNUAL ACTION 4Ci, 2015-16.* Identify instructional goals in UC A-G/career readiness for students and parents by grade level.
- *ANNUAL ACTION 4Cii, 2016-17 and 2017-18.* Implement and refine programming for middle school students and parents.
- *ANNUAL ACTION 4Ciii, 2018-19 through 2019-20.* Implement and refine programming for elementary and middle school students and parents.

D. Progress toward English proficiency

ANNUAL GOAL 4D, 2015-16 through 2019-20. English learner students. Increase the percentage of students enrolled in the school for at least two years who move up at least one ELD level per year by 3% annually.

- *ANNUAL ACTION 4Di, 2015-16.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Dii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Diii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- *ANNUAL ACTION 4Div, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

E. The English learner reclassification rate

ANNUAL GOAL 4E, 2015-16 through 2019-20. Improve the reclassification rate among students enrolled in the school for at least two years by at least 2% annually.

- *ANNUAL ACTION 4Ei, 2015-16.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content

areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.

- *ANNUAL ACTION 4Eii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Eii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Eiv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

STATE PRIORITY 5: Pupil engagement

A. School attendance rates

ANNUAL GOAL 5A, 2015-16 through 2016-17. Achieve an attendance rate of 95% or higher.

- *ANNUAL ACTION 5Ai, 2015-16 through 2019-20.* Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2015-16 through 2019-20.* Provide targeted intervention for students with lower than average attendance and their families.
- *ANNUAL ACTION 5Aiii, 2015-16 through 2019-20.* Provide positive incentives for students to maintain high attendance.
- *ANNUAL GOAL 5A, 2017-18 through 2018-19.* Achieve an attendance rate of 95.5% or higher.
- *ANNUAL ACTION 5Ai, 2017-18 through 2018-19.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2017-18 through 2018-19.* Refine strategies to provide targeted intervention for students with lower than average attendance.

- *ANNUAL ACTION 5Aiii, 2017-18 through 2018-19.* Refine strategies to provide positive incentives for students to maintain high attendance.

ANNUAL GOAL 5A, 2019-20. Achieve an attendance rate of 96% or higher.

- *ANNUAL ACTION 5Ai, 2019-20.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2019-20.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2019-20.* Refine strategies to provide positive incentives for students to maintain high attendance.

B. Chronic absenteeism rates

ANNUAL GOAL 5B, 2015-16. Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2015-16.* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2015-16.* Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2016-17 through 2017-18. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2016-17 through 2017-18.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2016-17 through 2017-18.* Refine community partnerships to support families and to incentivize improvement, including referrals to the City to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2018-19 through 2019-20. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2018-19 through 2019-20.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2018-19 through 2019-20.* Refine community partnerships to support families and to incentivize improvement, including referrals to local agencies to impose sanctions on parents of chronically absent students.
- *ANNUAL ACTION 5Biii, 2018-19 through 2019-20.* Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

C. Middle school dropout rates

ANNUAL GOAL 5C, 2015-16. All students. Develop relationships and implement strategies with students likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2015-16.* Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan
- *ANNUAL ACTION 5Cii, 2015-16.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2016-17 through 2017-18. All students. Refine strategies designed to lower the middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2016-17 through 2017-18.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2016-17 through 2017-18.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2018-19 through 2019-20. All students. Refine strategies designed to lower middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2018-19 through 2019-20.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2018-19 through 2019-20.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

- *ANNUAL ACTION 5Ciii, 2018-19 through 2019-20.* Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

STATE PRIORITY 6: School climate

A. Pupil suspension rates

ANNUAL GOAL 6A, 2015-16 through 2019-20. All students and numerically significant subgroups. Implement strategies designed to lower rates of pupil suspensions for all students and for numerically significant subgroups serving comparable grade levels.

- *ANNUAL ACTION 6Ai, 2015-16 through 2019-20.* Establish clear expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aii, 2016-17 through 2019-20.* Annually, refine expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aiii, 2015-16.* Provide initial training and on-the-job support for all instructional staff and student supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Aiv, 2016-17 through 2019-20.* Refine training and support for instructional staff and student supervision staff to improve a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Av, 2015-16 through 2019-20.* Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan
- *ANNUAL ACTION 6Avi, 2015-16 through 2019-20.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.

- *ANNUAL ACTION 6Avii, 2018-19 through 2019-20.* Implement curricula to increase student decision-making skills
- *ANNUAL ACTION 6Aviii, 2018-19 through 2019-20.* Refine the above actions annually.

B. Pupil expulsion rates

ANNUAL GOAL 6B, 2015-16 through 2019-20. All students and numerically significant subgroups. Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- *ANNUAL ACTION 6Bi, 2015-16.* Establish services for students at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.
- *ANNUAL ACTION 6Bvii, 2016-17 through 2019-20.* Annually, identify students at risk for expulsion, including students who are habitually truant or habitually disruptive, and develop, implement and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.
- *ANNUAL ACTION 6Biii, 2016-17 through 2019-20.* For students at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.
- *ANNUAL ACTION 6Biv, 2016-17 through 2019-20.* Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.

C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness

ANNUAL GOAL 6C, 2015-16 through 2019-20. All students and numerically significant subgroups. Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness on annual stakeholder surveys.

- *ANNUAL ACTION 6Ci, 2015-16.* Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both students and educators, thereby enabling a community oriented toward problem solving.

- *ANNUAL ACTION 6Cii, 2015-16.* Establish explicit expectations and norms for how students and adults will treat one another.
- *ANNUAL ACTION 6Ciii, 2015-16 through 2019-20.* Provide training and on-the-job support to capacitate instructional staff and student supervision staff to support students to achieve expectations and norms and to put into practice their developing social-emotional skills
- *ANNUAL ACTION 6Civ, 2015-16 through 2019-20.* Use class meetings and other appropriate strategies, including facilitation of student-driven leadership, to address hurtful social dynamics and other patterns that may undermine students' sense of safety and school connectedness
- *ANNUAL ACTION 6Cv, 2015-16 through 2019-20.* Provide targeted intervention to students demonstrating high levels of antisocial behavior.
- *ANNUAL ACTION 6Cvi, 2015-16 through 2019-20.* Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

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

Measurable Student Outcomes

The goal of the Charter School is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The Charter School will ensure alignment of its curriculum with California Common Core State Standards and California Contents Standards in order to ensure success for all students in the administration of state required standardized tests. These standards will serve as a guide in developing Charter School goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement. The outcomes listed below have been carefully designed to align to the mission of the Charter School, exit outcomes and curriculum.

The Charter School shall pursue the following measurable student outcomes:

School-Wide Outcomes

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall meet or exceed a 90% attendance rate.	Daily Login Records
The Charter School shall provide accurate and consistent information about student progress toward college readiness. Summative and formative assessments will show the level of student consistent incremental progress.	California Standards Tests or Smarter Balanced Assessments (SBAC)
Inspire Charter School shall strive to meet or exceed its growth target school-wide and within reportable subgroups on an annual basis.	API -- TBD
The Charter School shall receive an average score of "satisfied" or "very-satisfied" on annual parent satisfaction surveys, including questions specifically regarding the educational program.	Annual parent satisfaction surveys.
The Charter School shall exceed the County- wide average scores on the SBAs in ELA and Math as broken down into reportable subgroups.	SBA scores.
The Charter School student shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.	Scantron Performance Assessment.
The Charter School shall have 95% of its students who have been enrolled since 6 th grade passing the California High School Exit Exam (CAHSEE) on third attempt.	CAHSEE scores.
The Charter School's dropout rate shall be no more that of the District.	Dropout calculations
The Charter School shall meet its AYP growth goals in each year.	AYP goals established by law.
The Charter School's graduation rate shall be at least equal to that of the District.	Graduation rates.

The Charter School shall have a reclassification rate for English Learners that is within in 8% of the rate of the District.	California English Language Development Test (CELDT) results.
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Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

Methods of Assessment

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by the Charter School:

- **Pre-test** of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- **CELDT** will be administered in accordance with State law.

- **Physical Fitness Test** will be administered in accordance with State law.
- **CAHSEE** will be administered in accordance with State law.
- **Scantron Performance Assessment** The Charter School will use Scantron Assessments in the Fall and Spring to track student progress and grade level proficiency.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Inspire Charter School will develop and distribute to the District and to school stake holders a School Accountability Report Card.

Use and Reporting Of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an e-mail from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Scantron for grades 3-12, and DIBELS for grades K-2. Additionally, the K12 and Apex programs provide customized reports and data within the assessments in each curriculum. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Charter School's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear

analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

The Charter School also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The Charter School will be operated by Inspire Charter Schools, a California Nonprofit Public Benefit Corporation.

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

Attached as Appendix B and C, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code respectively for Inspire Charter School.

Board of Directors

Inspire Charter School Charter School is governed by the Inspire Charter Schools Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least five and no more than eleven voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed above under the section on charter school founders.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

Board Meetings

The Board of Directors will meet in accordance with the Brown Act.

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Charter Regional Director

The Executive Director, Director of Academic Services, and Regional Director will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Executive Director and Director of Academic Services will serve Inspire Charter School part time as they have oversight of all Inspire Charter Schools' charters. The Regional Director will be full time and lead Inspire Charter School exclusively.

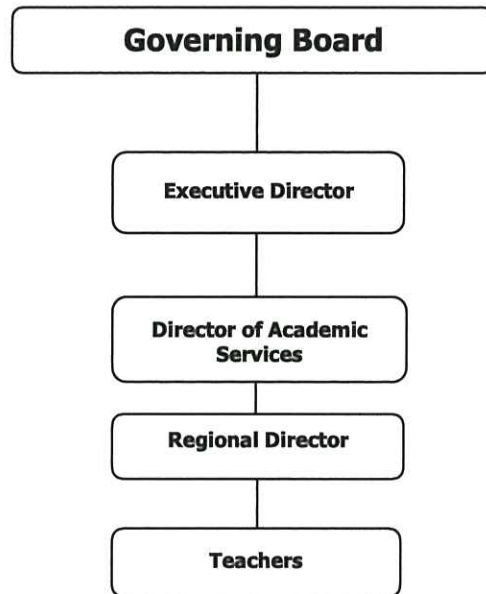
The Regional Director will directly supervise the home school teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the Inspire Charter Schools Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Regional Director shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Organizational Chart



Parent & Teacher Participation in Governance

As identified in Element 1's list of annual goals and annual actions, Inspire Charter School will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- ICS will provide parents/guardians with surveys twice a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- One Board of Director position will be reserved for a parent or community member.
- Parents/guardians can communicate with the Regional Director at any time.

ICS will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the ICS from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

Furthermore, the Charter School will ensure parents/guardians, and teachers have an opportunity to participate in governance of the Charter School through involvement in the Charter School Advisory Council. The School Advisory Board's meeting agendas will contain agenda items designed to solicit parent input with respect to school decisions. The chair of the SAB will be a parent, who will present a report to the school's governing board as a regular agenda item of governing board meetings. The Charter School Advisory Council shall be composed of three parents/guardians, self-nominated and elected amongst the parent body, three teachers, self-nominated and elected amongst the teachers, and a student representative, self-nominated and elected amongst the students. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The school's educational programs, will be reviewed by the parents/ guardians, and teachers on a regular basis through the consultation of the Charter School Advisory Council in fulfillment of California Education Code Section 47605(c)(2). The Director of the Charter School Advisory Council shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors. The Director of the Charter School Advisory Council will be elected by the members of the Charter School Advisory Council once all seven council openings are filled on an annual basis.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (Regional Director and Teachers) will meet the following qualifications:

Regional Director

The Regional Director will be the school's instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level:

- Master's Degree required

Required experience:

- 5 plus years teaching/leadership experience
- Experience in performance assessment

Highly Qualified and Supported Teachers

The faculty will consist of highly qualified credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(l) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. BTSa training will be provided to teachers that need it to complete their Professional Clear Credential.

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies. Find attached as Appendix F, the Charter School Teacher Approval Signature Page showing that the charter school already has highly qualified candidates who are meaningfully interested in teaching at the school.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.

- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

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

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

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

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

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended 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/Orderly Environment

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by having sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

Technology Safety Policies

The Charter School will develop technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

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

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

The Charter School intends to conduct its student recruitment efforts throughout San Diego and adjacent counties.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

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

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preferences will be extended to residents of the District, when names are placed into a random drawing; the names of District residents will be placed in the drawing twice, where as non-district residents' names will be placed in the drawing only once.

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

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

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

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

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

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

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

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

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

When the policy is violated, it may be necessary to suspend or expel a student from ICS. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the 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: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting

the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter

School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

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

ELEMENT ELEVEN: RETIREMENT SYSTEMS

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

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school-California Education Code Section 47605 (b)(5)(M)

No non-charter school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of Inspire Charter School and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

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

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Inspire Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Inspire Charter School has requested the District to intervene in the dispute.

Disputes between the Charter School and the District

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

In the event of a dispute between the school and the District, the staff and Board of

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

The Inspire Charter School's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of Inspire Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator.

ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.-California Education Code Section 47605 (b)(5)(0)

The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

ELEMENT SIXTEEN: CLOSURE PROCEDURES

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

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

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

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

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

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

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

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

Attached as Appendix G, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

Financial Reporting

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Inspire Charter Schools Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

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

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Inspire Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Inspire Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

INSURANCE CERTIFICATES

Inspire Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed

except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

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

The Executive Director and Director of Academic Services will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))

The Charter School will locate an administrative office/meeting space within the District attendance boundaries for charter oversight, teacher/staff meetings, and trainings. The school will open one adjacent county resource center in Orange County at the address of 27652 Camino Capistrano, Laguna Niguel, CA 92677. This resource center is in accord with the recent Shasta Case, as it is in an adjacent county.

CIVIL LIABILITY IMPACT

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

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

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

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

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

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

CONCLUSION

By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

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

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Inspire Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2015 through June 30, 2020.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

Appendix A

INSPIRE CHARTER SCHOOL - SOUTH INDEPENDENT STUDY POLICY

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Services or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No

independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - a. Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.

Appendix B

ARTICLES OF INCORPORATION
OF
INSPIRE CHARTER SCHOOLS

FILED *J/cm*
Secretary of State
State of California
AUG 12 2013

I.

The name of the corporation shall be **Inspire Charter Schools**.

II.

VCC

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

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

III.

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

Herbert Nichols
23638 Lyons Avenue #110
Newhall, CA 91321

IV.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not

participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

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

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

V.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

VI.

The initial street address and initial mailing address of the Corporation is:

23638 Lyons Avenue #110
Newhall, CA 91321

Date: 8-12-13


Herbert Nichols, Incorporator



THIS COPY OF THE ORIGINAL
TRANSFERRED TO THE
AS A FULL-TIME AND DEPUTY CLERK OF THE
ORIGINAL RECORD IN THE OFFICE OF THE
LEGISLATIVE SECRETARY OF THE STATE OF TENNESSEE

AUG 11 2011

John Brown
LEGISLATIVE SECRETARY OF THE STATE

Appendix C

BYLAWS
OF
INSPIRE CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Inspire Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1740 Huntington Drive #205, Duarte, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place within Southern California.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

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

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

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

- a. Appoint and remove, at the pleasure of the Board of Directors, the Executive Director (Chief Executive Officer); prescribe powers and duties for him/her as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. The Executive Director is delegated the power to appoint and remove the remaining staff of Inspire Charter Schools with or without consultation with the Board of Directors as necessary in his/her discretion.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in

any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities. The board may affirm loan agreements entered into by the corporation's Executive Director and Director of School Support.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than five (5), unless changed by amendments to these bylaws and to the Corporation's charters. If the board membership falls below five (5), the board must remedy the situation with fifteen (15) days. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

The Board shall be composed of current/retired educators, parents with students in ICS schools, and community members. .

The initial Board members shall serve staggered terms of service of either two (2) or three (3) years, to be determined by Board resolution at the organizational meeting of the Board. The initial Board of Directors shall be as follows:

NAME

Darryl Collins
Diane Johnson
Jo Della Penna
Linda Rahardjo
Henry Torres

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

Section 5. DIRECTORS' TERM. Except for the initial directors who shall serve staggered terms of service, each director shall hold office for three (3) years and until a successor

director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors may appoint a committee to designate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

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

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

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

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

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

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

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

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may also designate that a meeting be held at any

place within Southern California as designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board shall be held at such times and places as may from time to time be fixed by the Board. At least (seventy-two) 72 hours before a regular meeting, the Board, or its designee shall post an agenda in accordance with the Brown Act containing a brief general description of each item of business to be transacted or discussed at the meeting.

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

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

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

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

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

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

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

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

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

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of all or a majority of all Board members;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;

- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

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

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

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

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer.

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

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be

chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

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

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

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

Section 7. **CHAIRMAN OF THE BOARD.** The Chairman shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. **VICE-CHAIRMAN.** In the absence of the Chairman, the Vice-Chairman shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

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

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

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board or the bylaws may require.

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

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in

the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or bylaws require.

ARTICLE IX CONTRACTS WITH DIRECTORS

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

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly has a material financial interest, unless all of the requirements in the Political Reform Act-compliant Inspire Charter Schools Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII INDEMNIFICATION

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

On written request to the Board by any person seeking indemnification under Corporations

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

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

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

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

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

ARTICLE XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

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

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

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) held and operated by Inspire Charter Schools, or make any provisions of these Bylaws inconsistent with the charter(s), the Corporation's Articles of Incorporation, or any applicable laws.

ARTICLE XVIII FISCAL YEAR

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Inspire Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on March 21, 2015; and that these bylaws have not been amended or modified since that date.

Executed on March 21, 2015 at DUARTE, California.



LINDA RAHARDJO, Secretary

INSPIRE CHARTER SCHOOLS CONFLICT-OF-INTEREST CODE

The California Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Inspire Charter Schools, a California nonprofit corporation operating public charter schools.

Individuals holding designated positions shall file their Statements of Economic Interests ("Form 700") with Inspire Charter Schools. Upon receipt of the Forms 700 for all designated positions (see Exhibit A), Inspire Charter Schools shall make and retain copies and forward the originals to the Los Angeles County Board of Supervisors. Copies of all Forms 700 retained by Inspire Charter Schools will be available for public inspection and reproduction. (Govt. Code § 81008.)

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
Executive Director	1, 2, 3
Director of Academic Services	1, 2, 3

EXHIBIT B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which Inspire Charter Schools operates.
- b. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Inspire Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by Inspire Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Appendix D

Inspire Charter Academy

2015-2016 School Calendar

July 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

 School Closed/Holidays

Appendix E

Course Descriptions

Middle School - K12 Curriculum

6th Grade Courses

6th Grade Language Arts/English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record

- Oceans and the atmosphere
- The solar system

Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments complement the second volume of *The Human Odyssey*, this is a textbook series created by K12. This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

Apex High School Curriculum

Language Arts/English

English 9 Common Core

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support

their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English 1

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 10 Common Core

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings

with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English II

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III – American Literature

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary,

historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English III

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research

reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV- British and World Literature

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English IV

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and

encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition 11th grade

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition 12th grade

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

English Electives

Reading Skills and Strategies

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the

vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

Length: One Semester

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Creative Writing 11th and 12th grade

Length: One Semester

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan

Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

Media Literacy

Length: One Semester

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

Math Courses

Algebra 1 Common Core

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra 1

Length: Two Semesters

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Geometry Common Core

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics I Common Core

Length: Two Semesters

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students

with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Geometry

Length: Two Semesters

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Mathematics II Common Core

Length: Two Semesters

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing

the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics III Common Core

Length: Two Semesters

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the

course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II Common Core

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra II

Length: Two Semesters

Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Honors Precalculus

Length: Two Semesters

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions;

applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Probability and Statistics

Length: One Semester

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Statistics

Length: Two Semesters

AP* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Math Electives

Math of Personal Finance

Length: Two Semesters

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of

Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Liberal Arts Math

Length: Two Semesters

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

Science Courses

Earth Science

Length: Two Semesters

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Earth Science

Length: Two Semesters

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Physical Science

Length: Two Semesters

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Physical Science

Length: Two Semesters

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics,

ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Honors Biology

Length: Two Semesters

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Science Electives

Psychology

Length One Semester

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: One Semester

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

AP Biology

Length: Two Semesters

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Chemistry

Length: Two Semesters

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Courses

Geography and World Cultures

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

Honors Geography and World Cultures

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History Since the Civil War

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History Since the Civil War

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The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US and Global Economics

Length: One Semester

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US and Global Economics

Length: One Semester

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US Government and Politics

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US Government and Politics

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP US History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP US Government and Politics

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been

authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Macroeconomics

Length: One Semester

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Microeconomics

Length: One Semester

AP* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Multicultural Studies

Length: One Semester

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

World Languages

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people,

as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish 1

Length: Two Semesters

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish II

Length: Two Semesters

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the

correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French I

Length: Two Semesters

Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French II

Length: Two Semesters

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary

issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is

conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin I

Length: Two Semesters

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II

Length: Two Semesters

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time

periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese I

Length: Two Semesters

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese II

Length: Two Semesters

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading

comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Electives

Life Skills

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

College and Career Prep II

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

Fine Arts

Art Appreciation

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Length: Two Semesters

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

PE/Health/Psychology

Physical Education

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Skills for Health

Length: One Semester

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional

health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Appendix F

We the undersigned believe that the attached charter for the creation of Inspire Charter Academy (the "Charter School") merits consideration and hereby petition the governing board of the DeWesa School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioners:

Diane Beran _____ Diane Beran _____ 2-16-15
 Name Signature Date

Herbert Nichols _____ Herbert Nichols _____ 2-16-15
 Name Signature Date

The petitioners recognize Diane Beran and Herbert Nichols as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the DeWesa School District governing board

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Arlene De Anda	<u>Arlene De Anda</u>	2-16-15	Multiple	909-856-8914
Sara Holsley	<u>Sara Holsley</u>	2-16-15	Multiple	909-961-0366
Sara Melnick	<u>Sara Melnick</u>	2-16-15	Multiple	626-215-3583
Tommy Harvey	<u>Tommy Harvey</u>	2-16-15	Multiple	626-355-8185
Krista Padrick	<u>Krista Padrick</u>	2-16-15	Multiple	626-531-6905
Nicole Kohpenberger	<u>Nicole Kohpenberger</u>	2-16-15	Multiple	714-926-2507
Brenda Katsandris	<u>Brenda Katsandris</u>	2-16-15	Multiple	949-222-0369
Shawni Fozid	<u>Shawni Fozid</u>	2/16/15	Multiple	415)342-3494
Mary Camacho	<u>Mary Camacho</u>	2/16/15	Single - w/attn	661-947-3332
Gene James	<u>Gene James</u>	2-16-15	Single - History	562-219-5280

Appendix G

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Material Revision for
Pacific Coast Academy**

Meeting Date: December 13, 2018

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

Background:

The District approved Learning Latitudes Charter School in 2017. In 2018 the name changed to Pacific Coast Academy. They are requesting a material revision to their charter petition.

Report:

Pacific Coast Academy is requesting a material revision to include their name change in the revision as well as the addition of an out of county resource center. The address of the out of county resource center will be located at 102 Baker Street East Costa Mesa CA 92626. Enclosed is a staff report and a resolution.

Financial Impact:

There is no financial impact.

Student Impact:

The addition of an out of county resource center will allow students to access programs and educational facilitators in a central location.

Recommendation:

Administration recommends asking any clarifying questions regarding this revision. Once those questions are answered and the staff report is reviewed, please vote on the material revision.

Agenda Item #: VIII.C.2

DEHESA SCHOOL DISTRICT

**RESOLUTION REGARDING THE
LEARNING LATITUDES/PACIFIC COAST ACADEMY MATERIAL REVISION**

RESOLUTION NO. 2018-12-1

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

WHEREAS, the approval of a material revision to an existing charter petition is governed by the standards and criteria set forth in Education Code section 47605 and implementing Title 5 of the California Code of Regulations;

WHEREAS, the Dehesa School District (“District”), received the requested material revision as presented in a revised charter petition (“Petition”) for Learning Latitudes Charter School (“Charter School”) on or about October 24, 2018, and the proposed revision consists of:

- Renaming Learning Latitudes Charter School to Pacific Coast Academy; and
- Adding an adjacent county resource center at 102 Baker Street East, Costa Mesa, California, for the educational support of pupils who are enrolled in nonclassroom-based independent study;

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on November 8, 2018, a public hearing was held on the Petition, at which time the Board of Education of the Dehesa School District (“Board”) considered the level of support for the Petition;

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

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

WHEREAS, the Board has received and reviewed the Petition and the Staff Report.

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

BE IT FURTHER RESOLVED, that based upon these findings of fact, the Board approves the requested material revision to the Petition originally approved on May 18, 2017.

BE IT FURTHER RESOLVED, that the Board finds that the Charter School may operate a resource center at 102 Baker Street East, Costa Mesa, California, so long as (a) the facility is used exclusively for the educational support of Charter School pupils who are enrolled in nonclassroom-based independent study and (b) the Charter School continues to provide its primary educational services in, and a majority of Charter School's pupils are residents of, San Diego County.

IN WITNESS of the adoption of the foregoing Resolution, we, the members present and voting thereon, have hereunto set our hands this 13th day of December, 2018, County of San Diego, California.

Approval:

Dissenting:

Abstaining:

Absent:

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

DATE:

Nancy Hauer

To: Board of Education, Dehesa Elementary School District
From: Nancy Hauer, Superintendent
Date: December 6, 2018
Re: Staff Report on Learning Latitudes/Pacific Coast Academy – Material Revision

Summary: The Dehesa Elementary School District received a request to materially revise the Learning Latitudes Charter School charter petition. The District’s Board of Education approved the Learning Latitudes Charter School petition on May 18, 2017, and the charter school began operations in the fall of 2017.

The requested material revision proposes to change the name of Learning Latitudes to “Pacific Coast Academy” and to open one resource center in Orange County at 102 Baker Street East, Costa Mesa, California. Learning Latitudes does not seek to make any other changes to its charter petition.

Staff recommends approval of the requested material revision because these revisions are minor and do not present any grounds to deny the requested material revision.

I. Overall District Evaluation and Recommendation

A material revision to a charter petition is governed by the same standards and criteria applicable to a new charter school petition. (Ed. Code 47607(a)(2).)

The District utilizes a rigorous vetting process reflective of the California Education Code. Although not directly applicable, the District is also guided by criteria developed by the State Board of Education and codified in Title 5 of the California Code of Regulations (“CCR”). The District considers whether granting a petition is consistent with sound educational practice, and whether evidence exists to support any of the six (6) acceptable grounds upon which a charter school petition may be denied under Education Code Section 47605(b).

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

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

Per Education Code § 47605 and Title 5, Cal. Code Regs. § 11966.4(b)(2), a petition for the establishment of a charter school shall not be denied unless written factual findings are made, specific to the particular petition, setting forth facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the number of signatures required;
4. The petition does not contain an affirmation of each of conditions described;
5. The petition does not contain reasonably comprehensive descriptions of all fifteen (15) specified elements; and/or

6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school.

II. The Board Previously Approved the Learning Latitudes Charter Petition, Finding That There Was Insufficient Evidence to Support Any of the Six Acceptable Findings in Support of Denial.

The Board approved the Learning Latitudes Charter Petition on May 18, 2017. As part of the initial Petition review process, District Staff and legal counsel reviewed the Petition and additional information provided by the Petitioners, including supplemental information on the Petitioners' strategy for attracting and achieving a racial and ethnic balance among students that was reflective of the District's student body. Staff recommended approval of the Petition, finding that there was insufficient evidence to support any of the six acceptable findings in support of charter petition denial because:

1. The charter school did not present an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners were not demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition contained the number of signatures required;
4. The petition contained affirmations as required by law;
5. The petition did contain reasonably comprehensive descriptions of all fifteen (15) specified elements; and
6. The petition did contain a declaration of whether or not the charter school would be deemed the exclusive public employer of the employees of the charter school.

The Board adopted Staff's recommendations and findings, and approved the petition for a five year term.

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III. The Requested Material Revision Does Not Change Staff's Original Analysis and Recommendation, or Present New Grounds to Support Denial of the Material Revision.

The requested material revision proposes two changes:

- 1) A name change to "Pacific Coast Academy" and
- 2) The addition of a resource center in Orange County at 102 Baker Street East, Costa Mesa, California.

No other changes are proposed to the existing Learning Latitudes Charter School petition. For that reason, the requested material revision does not change Staff's original analysis and findings that there was insufficient evidence to support any of the six permissible grounds for denial.

The addition of a resource center in Orange County does not present new grounds to deny the requested material revision. A charter school may establish a resource center, meeting space, or other satellite facility located in a county adjacent to that in which the charter school is authorized if the facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school, or if the charter school provides its primary educational services in, and a majority of the pupils it services are residents of, the county in which the charter school is authorized. (Ed. Code § 47605.1 (c).)

Learning Latitudes provides nonclassroom-based independent study and does not currently operate any resource centers in adjacent counties. Based on that, it can operate an adjacent county resource center at 102 Baker Street East, Costa Mesa, California under Education Code Section 47605.1(c), provided that a majority of the charter school's students reside in San Diego County.

Pacific Coast Academy

Submitted to Dehesa School District

Submitted: April 20, 2017

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- B. Teacher Signature Page
- C. Bylaws and Conflict of Interest Code
- D. 2017-2018 School Calendar
- E. Course Descriptions
- F. Five Year Budget, Three Year Cash Flow, and Assumptions

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Shari Erlendson and Erika Vanderspek, hereby certify that the information submitted in this petition for a California public charter school to be named Pacific Coast Academy ("PCA" or the "Charter School"), to be authorized by the Dehesa School District (the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.
- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Student enrollment and admissions.
 - A. Pacific Coast Academy shall admit all pupils who wish to attend the school.
 - B. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
 - C. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Notice of requirements when student is expelled or leaves school.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

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

By the Lead Petitioners:

Shari Erlendson
Name

Shari Erlendson
Signature

4/7/17
Date

Erika Vanderspek
Name

Erika Vanderspek
Signature

4/7/17
Date

INTRODUCTION

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

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

Pacific Coast Academy (PCA) fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

I. FOUNDING GROUP

The following school faculty provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

Co-Lead Petitioner – Erika Vanderspek: Erika Vanderspek’s current position is Director of Curriculum. In this role, Mrs. Vanderspek is responsible for implementing and monitoring instructional programs, running staff development meetings, speaking at parent-teacher events, developing state compliance documents such as LCAP and SARC, monitoring the implementation of 504 Plans and English Learner programs, and coordinating the WASC accreditation cycles for six schools. Mrs. Vanderspek has been asked to serve as a member of several visiting accreditation teams, and WASC has recently asked her to chair a visiting team for another charter school. Prior to serving as Director of Curriculum, Erika served as a teacher for ten years in an independent study charter school, during which she became a certified online synchronous instructor. Before entering the field of independent study, Erika taught 2nd and 3rd grades at a site-based charter school in San Diego with a high concentration of English Learners. Mrs. Vanderspek received her B.A. from San Diego State University in Liberal Studies and also received her Multiple Subject CLAD Teaching Credential from SDSU. Erika earned her M.A. in Teaching with an emphasis in Educational Technology from National University and will complete the Preliminary Administrative Services Credential from Point Loma Nazarene University in June 2017.

Co-Lead Petitioner – Shari Erlendson: Shari Erlendson currently serves as Chief of Staff for a non-profit family of charter schools in which she oversees the daily operations of the school, including students, teachers, and support staff. Mrs. Erlendson is responsible for monitoring payroll, finance, human resources and personnel, and ensures that all state compliances are met. Mrs. Erlendson has served as Director of Testing and Assessments, in which she planned and deployed the model for CAASPP assessment administration for over 2,000 students. In this role, Shari also worked with stakeholders to select appropriate school-wide benchmark assessments and coordinate the administration of those assessments. As Director of Testing and Assessments, Mrs. Erlendson worked with staff to define, implement, and monitor a school-wide Response to Intervention system. Prior to serving in leadership roles, Shari worked as a teacher as well as a coordinator of an enrichment program within an independent study charter school. Shari also spent ten years in site-based education teaching middle school English and AVID and spent a year teaching English in Malawi. Through these experiences, Shari developed a heart for serving underprivileged youth and increasing achievement in at-risk populations. Mrs. Erlendson received her B.A. in Liberal Studies, Multiple Subject Credential, and M. Ed from National University and will complete the Preliminary Administrative Services Credential from Point Loma Nazarene University in June 2017.

Ongoing Support and Assistance:

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

II. ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."--California Education Code Section 47605 (b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -California Education Code Section 47605(b)(5)(A)(ii).

Mission Statement

The mission of Pacific Coast Academy is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Educational Philosophy

Whom The School Is Attempting To Educate:

The Charter School will serve approximately 150 students in grades TK-12 in its first year of

operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from Dehesa School District. We expect the racial and ethnic demographics to be consistent with the data from Dehesa School District. Since Pacific Coast Academy a non-classroom based, Independent Study program it is entitled to enroll students throughout San Diego and adjacent counties. To ensure that actual demographics mirror the authorizing district, Pacific Coast Academy will monitor enrollment by sub-group. When sub-groups are underrepresented, Pacific Coast Academy will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance the charter school’s demographics.

PCA is designed to meet the needs of many different types of students:

- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with a personalized learning environment that can meet an individual student's unique needs.

Projected Five-Year Growth Plan:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
TK/K	7	13	19	25	31
1	7	13	19	25	31
2	7	13	19	25	31
3	7	13	19	25	31
4	8	14	20	26	31
5	8	14	20	26	31
6	8	14	20	26	31
7	12	18	24	30	36
8	13	18	24	30	36
9	15	21	27	32	38
10	15	21	27	32	38
11	18	23	28	33	40
12	25	30	34	40	45
Total Enrollment	150	225	300	375	450

What it means to be an educated person in the 21st Century

An educated person in the 21st Century will be proficient in Common Core State Standards and California Content Standards, including Next Generation Science Standards, and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that PCA will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. The Charter School will employ personalized learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

Pacific Coast Academy shares the vision of Partnership for 21st Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21st Century. Pacific Coast Academy's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

1. **Communication** – Pacific Coast Academy students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, clubs, and student- and teacher-initiated meetings.
2. **Collaboration** – Pacific Coast Academy students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group web-conference sessions, and clubs such as Yearbook.
3. **Critical Thinking** – Pacific Coast Academy students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. **Creativity** – Pacific Coast Academy students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st Century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in Pacific Coast

Academy's instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Pacific Coast Academy will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is Pacific Coast Academy's aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in California-adopted CCSS and CCS.
2. Communication skills.
3. Problem solving skills.
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21's findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

How Learning Best Occurs

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- **Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.**
- Are in a supportive, caring, and safe environment.

Educational Program

Overview:

Pacific Coast Academy prides itself on the proficiency-based learning model being implemented through instructional pathways. Pacific Coast Academy provides the following instructional pathways as options for students to have a truly personalized education:

- online pathway (Grades TK-12)
- textbook pathway (Grades TK-12)
- specialty pathway (Grades TK-12)
- custom-designed pathway (Grades TK-12)
- project-based learning pathway (Grades 9-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. **Specialty** is a learning path in which Pacific Coast Academy partners with innovative homeschool vendors for a unique and specialized wrap-around enrichment opportunity for the entire school year. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CA state and Common Core standards checklists to verify course completion. Learning Latitudes' **project-based learning pathway** is virtual education through project based learning, peer collaboration, and real-world application. Students learn the content as they move through the project with teacher facilitating, coaching, and teaching. PBL students create web-based portfolios to reflect on their mastery of standards and demonstrate competency in the standards and school-wide learning outcomes.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. PCA teachers lead students through specific learning tasks to demonstrate mastery of each subject. Highly-qualified PCA high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

For students in grades 9th-12th, there are both A-G and College & Career tracks available. The A-G tracks offer classes in all A-G subject areas including laboratory sciences, with in-person labs, and studio art classes. A-G classes are available in the online, textbook, specialty, and project-based learning pathways. For students seeking to enter the workforce, attend community college, or enter military service directly after high school we offer a curriculum designed for the student's specific needs and interests.

College & Career Track:

For students who plan to apply to a community college, start a job, join the armed forces, or enter a professional certificate program right after high school graduation. Graduation requirements give students greater flexibility in the classes they take and allow students to explore individual interests.

Social Studies	6 semester courses – 30 credits
English	6 semester courses – 30 credits
Math	4 semester courses – 20 credits
Science	4 semester courses – 20 credits
Visual & Performing Arts / World Language	2 semester courses – 10 credits
Electives	18 semester courses – 90 credits
Total =	200 credits

* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science /
Social Studies must include US History, World History, Government, and Economics *

A-G University Track:

For students who plan to apply to a 4-year college right after high school graduation. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private universities.

Courses must be A-G approved—science classes must include labs and art classes must include a studio component. Students must complete courses with no grade lower than a C. Students will need to take the SAT or ACT before applying to a 4-year college. Students should also check the individual entrance requirements for their school of choice.

A-G Graduation Requirements

A	Social Studies	6 semester courses – 30 credits
B	English	8 semester courses – 40 credits
C	Mathematics	6 semester courses – 30 credits
D	Laboratory Science	4 semester courses – 20 credits
E	World Language	4 semester courses – 20 credits
F	Visual & Performing Arts	2 semester courses – 10 credits
G	College Prep Electives	10 semester courses – 50 credits
Total =		200 credits

* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / Social Studies must include US History, World History, Government, and Economics / World Language must be the same language / Visual & Performing Arts must be the same *

Instructional pathways are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans.
- Online and textbook pathways have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student’s needs. Students come to PCA with particular needs that may not be addressed in traditional school settings, and PCA’s individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning the objectives in several different ways such as creating a brochure, complete a reading guide or visiting a museum.

Personalized Support

PCA will support parents/guardians in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed twice a year with the Star 360 assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics helps teachers and schools determine how students are performing on important ELA and Math skills.

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Blackboard Collaborate will be scheduled. PCA will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a regular newsletter, progress reports, school information and other pertinent communication on a regular basis.

PCA teachers create Learning Plans for students each semester. Each student's learning plan describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a STAR 360 benchmark diagnostic assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades TK-12 will take this assessment in the Fall and Spring.

The curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day and although the student is encouraged to complete a certain number of lessons per week, as assigned on their learning plan, there is time for re-teaching and re-learning as needed which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through web-conference, which is powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries, and the student's place of residence

Record Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of Learning Plans. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in PCA's curricula and instruction. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in online curricula receive instant feedback on their level of proficiency of these learning objectives.

- Curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provide learning objectives at the lesson and/or unit level.
- Curricula challenge students to generate and test hypotheses in science labs and experiments.
- Many PCA curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (INACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)
- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25) Today’s students are different from yesterday’s. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
 - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

Pacific Coast Academy Courses

More than 100 courses including electives and foreign language will be offered to students who enroll in Pacific Coast Academy. Every course offered by Pacific Coast Academy, regardless of the field of study, is developed by instructional designers under the guidance of subject area expert and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix E.

K-8 Curriculum

PCA students in grades K-8 may enroll in the online, textbook, specialty, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to CCSS and CSS, including Next Generation Science Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's Learning Plan, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods uses to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detailed in Appendix E.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed.

High School Curriculum:

PCA students in high school may enroll in coursework in the online, textbook, specialty, custom-designed, project-based instructional pathway, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, specialty, and project-based instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to CCSS and CSS, including Next Generation Science Standards. Courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent

critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in A-G science courses participate in live, in-person wet lab activities of which 20% are hands-on activities taught by a highly-qualified science teacher at a centrally located site. Sites may include temporary use of libraries, churches, community center, or district classrooms if space was available. These facilities would be on rented as needed. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

The online, textbook, project-based, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support from highly-qualified content teachers. Detailed course descriptions are attached in Appendix E.

Attendance Guidelines

Pacific Coast Academy will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for students and their families, the school will operate on a year-round calendar. A draft of the Charter School's 2017-2018 academic calendar is attached as Appendix D.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find the Charter School's independent study policy.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Pacific Coast Academy.

Through the Management Systems in the online pathways, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can start and finish anytime.

A Day in the Life of a Charter School Student

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Edgenuity website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going to be the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and relevance of different web sites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Edgenuity website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

Technology/Enrichment Support

The Charter School will provide each student with an allowance of funds that can be used towards technology, approved curriculum, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that may include a laptop, desktop, tablet, printer, and/or software.

Pacific Coast Academy supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 2,600 vendors. If the family would like to refer a vendor to be considered for addition to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, science labs, tutoring, skill building to online programs, supplemental textbooks or other educational materials. All non-consumable resources must be returned to the school, so they can be checked out to other students.

In some cases, where the school is able to negotiate a better than fair market value of set services from a vendor for a whole year of weekly enrichment as a year-long package, it will do so only on three conditions. First the school will conduct an evaluation of the vendor's services, to ensure

they are of the highest educational value and quality. Second that the fair market cost of set services is lower than if the family took a cafeteria approach with the same or similar vendor. Third that the vendor achieves a yearly status of Meets Expectations or Exceeds Expectations on all criteria areas with no more than two marks of Needs Improvement on their Annual Spring Evaluation by the Charter School. A Specialty Program Coordinator will be assigned to monitor program quality, by regularly scheduled and unscheduled visits to the vendor’s place of business throughout the school year. The historical need for this approach can be found in past practice of families attending a particular vendor all year, but “running out of funds” in March and having a negative impact on overall student learning.

Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

Course Transferability

The Charter School will apply for WASC accreditation by Spring 2017, which will trigger an initial one-day visit and initial accreditation in the Fall 2017. By June 2017, the Charter School will have the UC/CSU system review all high school courses to assure that they meet the A-G requirements. Other charter schools have previously secured UC/CSU certification for Edgenuity high school courses. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays Pacific Coast Academy’s high school grade level courses (with AP options):

Subject Area	9th	10th	11th	12th
English	English 9 A/B	English 10 A/B	American Literature	British and World Literature
Math	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B	-Trig/Math Analysis A/B

			Trigonometry/ Math Analysis A/B	-AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	-American Government -Economics
Visual/Performing Arts	-Art -Music	-Art - Music	-Art -Music	-Art -Music
Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
Electives	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements. We will offer a UC/CSU pathway and a College/Career pathway:

Plan for Students Who Are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize the Multi-Tiered System of Support model to provide multiple levels of support to all learners, especially those significantly below grade level. Learning Latitudes staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based off the STAR 360 diagnostic screener. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Students who are struggling readers will be referred to work in a multi-media phonics software program called Reading Horizons. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Learning Latitudes students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a Pacific Coast Academy teacher content specialist. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

The Charter School will provide supports to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using STAR 360 to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher. Using adaptive screeners and diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student need.

The Charter School will utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share

about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, PCA can implement the following strategies:

- Modify and reduces lessons as assigned by the student's Learning Plan.
- Provide remedial instruction.
- Provide one on one and small group support.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students Who Are Academically High Achieving

Students who are performing above grade level are identified by PCA teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents/guardians of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBAC performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support Pacific Coast Academy offers students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The Director of Curriculum and Executive Director will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

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

[Plan for Serving Students with Disabilities](#)

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, also pursuant to California law, Pacific Coast Academy will admit all Special

Education students who apply and will conduct a thirty (30) day assessment as to if Pacific Coast Academy is the correct placement for a student's long-term success.

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Pacific Coast Academy's default option would be to apply for membership in the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). The El Dorado Charter SELPA accepts first year charter schools as LEA members with successful applications. The El Dorado Charter SELPA's application process for the 2017-18 school year is about to be announced. A California Department of Education certified nonpublic agency and provider of special education services to charter schools, Total Education Solutions, is available to assist PCA with the writing of its' LEA plan to ensure it will be approved in time for the 2017-2018 school year.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. Pacific Coast Academy will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

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

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Regional Senior Director and Director of Academic Program and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including

academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term

substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA of which it becomes an LEA member.

Staffing

As an LEA, Pacific Coast Academy will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. Pacific Coast Academy will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of Pacific Coast Academy students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, Pacific Coast Academy will use service delivery methods appropriate to a learning model that meets individual student needs. Pacific Coast Academy has identified a viable contracted service provider for services delivered online, Total Education Solutions (TES). TES is a California Department of Education certified nonpublic agency and provides high quality online-based services to offer students access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.

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

As an LEA member of a SELPA, the Charter School will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

Identification and Referral

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

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the regional Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular

education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

The Charter School shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA polices. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

PCA anticipates serving students with a wide range of needs. PCA will maintain on staff a Special Education Coordinator/Teacher. In addition to supplement special education services, PCA plans to contract with a service provider such as Total Education Solutions, which offers the following virtual services by licensed and credentialed staff:

- Testing Eligibility
- Behavior Services
- Occupational Therapy
- Physical Therapy
- Language and Speech
- School Counseling
- School Psychologist
- Resource Specialist Services

The chart below shows the range of disabilities and corresponding services that will be provided to individual students based upon their particular and specific need:

Disability Category	Definition	Special Education Services Provided
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Behavior Services, School Psychologist
Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems	Pupil Counseling, Behavior Services, School Psychologist
Intellectual Disabilities	Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.	Specialized Academic Instruction, Behavior Services, School Psychologist
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education

Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.	Occupational Therapy, Physical Therapy, Adaptive Physical Education
Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.	Specialized Academic Instruction, Behavior Services, School Psychologist
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	Speech and Language Pathologists / Assistant Pathologists
Deaf, Blindness, Hearing / Visual Impairment	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

Please note services that cannot be provided virtually by school special education staff or Total Education Solutions, will be provided in-person by school special education staff at an appropriate location near the student's home.

Interim and Initial Placements of New Charter School Students

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

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

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. Pacific Coast Academy will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education. Upon request, the Charter School can provide a special education budget projection showing anticipated revenues and expenditures for Pacific Coast Academy, noting that actual enrollment levels of students with IEPs are not known at the time of writing.

Annual Goals for the State Priorities

In June 2013, Education Code was revised under AB97 to include in charter petitions a list of annual goals and annual activities "to be achieved in the state priorities" that apply. Below, Pacific Coast Academy has created a list of goals and that align to the state priorities as applicable to the grade levels served by the schools and as applicable to charter schools. Pacific Coast Academy's annual goals are as follows:

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

ANNUAL GOAL 1A, 2017-18 through 2021-22. All students, English learner subgroup: All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners.

- *ANNUAL ACTION 1Ai, 2017-18 through 2021-22:* Advertise teacher job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.
- *ANNUAL ACTION 1Aii, 2017-18 through 2021-22:* Designate administrative staff to monitor validity of teacher credentials, including reminders as to renewals due

at intervals prior to expiration dates, with reporting on compliance to School Director.

ANNUAL GOAL 1B, 2017-18 through 2021-22 (same each year). All students, English learner subgroup: Each student, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2017-18 through 2021-22:* Order initial complement of standards-based textbooks or other instructional materials each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.
- *ANNUAL ACTION 1Bii, 2017-18 through 2021-22:* Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to students at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.

ANNUAL GOAL 1C, 2017-18 through 2021-22 (same each year). All students: The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as specified in subdivision (d) of Education Code Section 17002.

- *ANNUAL ACTION 1Ci, 2017-18 through 2021-22.* Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.
- *ANNUAL ACTION 1Cii, 2017-18 through 2021-22.* Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.
- *ANNUAL ACTION 1Ciii, 2017-18 through 2021-22.* Make changes, based on above review

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners

ANNUAL GOAL 2A, 2017-18 through 2021-22. All students: All teachers of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- *ANNUAL ACTION 2Ai, 2017-18 through 2021-22:* Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- *ANNUAL ACTION 2Aii, 2017-18:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2017-18 through 2021-22:* Ensure School Director monitors lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

ANNUAL GOAL 2B, 2017-18 through 2021-22. English learner subgroup: Ensure that teachers implement instruction in a manner that gives English learner students access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development, and use of high quality after school program to increase instructional time.

- *ANNUAL ACTION 2Bi, 2017-18 through 2021-22:* Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- *ANNUAL ACTION 2Bii, 2017-18.* Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.
- *ANNUAL ACTION 2Biii, 2017-18 through 2021-22.* Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.
- *ANNUAL ACTION 2Biv, 2017-18 through 2021-22.* Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- *ANNUAL ACTION 2Bv, 2017-18 through 2021-22.* Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL students.

ANNUAL GOAL 2C, 2017-18 through 2021-22. English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- ANNUAL ACTION 2Ci, 2017-18 through 2021-22. Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content standards by English learner students.
- ANNUAL ACTION 2Cii, 2017-18 through 2021-22. Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, include frequent use of graphic organizers, and incorporate GLAD methods.
- ANNUAL ACTION 2Ciii, 2017-18 through 2021-22. Provide reading material at or near students' English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support students' access to the content areas
- ANNUAL ACTION 2Civ, 2017-18 through 2021-22. Provide supplemental reading material in students' native language, to support content provided in English
- ANNUAL ACTION 2Cv, 2015 through 2021-22. Provide verbal support in students' native language and/or in English as is feasible

STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL students.

- ANNUAL ACTION 3Avi, 2017-18 through 2021-22. Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students and English learner students.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

ANNUAL GOAL 4A, 2017-18 through 2021-22. All students and numerically significant subgroups. Increase the percentage of students moving up by at least one achievement band (Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded) on SBACs, CAPA, and CMA in English-Language Arts and Mathematics by an average of 3% every year.

- *ANNUAL ACTION 4Ai, 2017-18.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Aii, 2017-18 through 2021-22.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Aiii, 2017-18 through 2021-22.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Aiv, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

B. The LCAP Evaluation Rubric

ANNUAL GOAL 4B, 2017-18 through 2021-22. All students and numerically significant subgroups. Achieve subgroup goals, for any subgroups that are numerically significant. Baseline data will be established in 2017-18 and subgroups will continue to increase by 5% each year to close the achievement gap.

- *ANNUAL ACTION 4Bi, 2017-18.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Bii, 2017-18 through 2021-22.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Biii, 2017-18 through 2021-22.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Biv, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

C. UC/A-G/career readiness

ANNUAL GOAL 4C, 2017-18 through 2021-22. All students and numerically significant subgroups. Provide programming students (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- *ANNUAL ACTION 4Ci, 2017-18.* Identify instructional goals in UC A-G/career readiness for students and parents by grade level.
- *ANNUAL ACTION 4Cii, 2018-19 and 2017-18.* Implement and refine programming for middle school students and parents.
- *ANNUAL ACTION 4Ciii, 2018-19 through 2021-22.* Implement and refine programming for elementary and middle school students and parents.

D. Progress toward English proficiency

ANNUAL GOAL 4D, 2017-18 through 2021-22. English learner students. Increase the percentage of students enrolled in the school for at least two years who move up at least one ELD level per year by 3% annually.

- *ANNUAL ACTION 4Di, 2017-18.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Dii, 2017-18 through 2021-22.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Diii, 2017-18 through 2021-22.* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- *ANNUAL ACTION 4Div, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

E. The English learner reclassification rate

ANNUAL GOAL 4E, 2017-18 through 2021-22. Improve the reclassification rate among students enrolled in the school for at least two years by at least 2% annually.

- *ANNUAL ACTION 4Ei, 2017-18.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Eii, 2017-18 through 2021-22.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Eii, 2017-18 through 2021-22.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Eiv, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

STATE PRIORITY 5: Pupil engagement

A. School attendance rates

ANNUAL GOAL 5A, 2017-18 through 2021-22. Achieve an attendance rate of 95% or higher.

- *ANNUAL ACTION 5Ai, 2017-18 through 2021-22.* Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2017-18 through 2021-22.* Provide targeted intervention for students with lower than average attendance and their families.
- *ANNUAL ACTION 5Aiii, 2017-18 through 2021-22.* Provide positive incentives for students to maintain high attendance.
- *ANNUAL GOAL 5A, 2017-18 through 2021-22.* Achieve an attendance rate of 95.5% or higher.

- *ANNUAL ACTION 5Ai, 2017-18 through 2021-22.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2017-18 through 2021-22.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2017-18 through 2021-22.* Refine strategies to provide positive incentives for students to maintain high attendance.

ANNUAL GOAL 5A, 2018-19. Achieve an attendance rate of 96% or higher.

- *ANNUAL ACTION 5Ai, 2018-19.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2018-19.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2018-19.* Refine strategies to provide positive incentives for students to maintain high attendance.

B. Chronic absenteeism rates

ANNUAL GOAL 5B, 2017-18. Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2017-18.* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2017-18.* Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2018-19 through 2021-22. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2018-19 through 2021-22.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bii, 2018-19 through 2017-18.* Refine community partnerships to support families and to incentivize improvement, including referrals to the City to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2018-19 through 2021-22. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2018-19 through 2021-22.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2018-19 through 2021-22.* Refine community partnerships to support families and to incentivize improvement, including referrals to local agencies to impose sanctions on parents of chronically absent students.
- *ANNUAL ACTION 5Biii, 2018-19 through 2021-22.* Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

C. Middle school dropout rates

ANNUAL GOAL 5C, 2017-18. All students. Develop relationships and implement strategies with students likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2017-18.* Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan
- *ANNUAL ACTION 5Cii, 2017-18.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2018-19 through 2021-22. All students. Refine strategies designed to lower the middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2018-19 through 2021-22.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2018-19 through 2021-22.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2018-19 through 2021-22. All students. Refine strategies designed to lower middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2018-19 through 2021-22.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2018-19 through 2021-22.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.
- *ANNUAL ACTION 5Ciii, 2018-19 through 2021-22.* Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

STATE PRIORITY 6: School climate

A. Pupil suspension rates

ANNUAL GOAL 6A, 2017-18 through 2021-22. All students and numerically significant subgroups. Implement strategies designed to lower rates of pupil suspensions for all students and for numerically significant subgroups serving comparable grade levels.

- *ANNUAL ACTION 6Ai, 2017-18 through 2021-22.* Establish clear expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aii, 2018-19 through 2021-22.* Annually, refine expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aiii, 2017-18.* Provide initial training and on-the-job support for all instructional staff and student supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Aiv, 2018-19 through 2021-22.* Refine training and support for instructional staff and student supervision staff to improve a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.

- *ANNUAL ACTION 6Av, 2017-18 through 2021-22.* Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan
- *ANNUAL ACTION 6Avi, 2017-18 through 2021-22.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.
- *ANNUAL ACTION 6Avii, 2018-19 through 2021-22.* Implement curricula to increase student decision-making skills
- *ANNUAL ACTION 6Aviii, 2018-19 through 2021-22.* Refine the above actions annually.

B. Pupil expulsion rates

ANNUAL GOAL 6B, 2017-18 through 2021-22. All students and numerically significant subgroups. Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- *ANNUAL ACTION 6Bi, 2017-18.* Establish services for students at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.
- *ANNUAL ACTION 6Bvii, 2018-19 through 2021-22.* Annually, identify students at risk for expulsion, including students who are habitually truant or habitually disruptive, and develop, implement and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.
- *ANNUAL ACTION 6Biii, 2018-19 through 2021-22.* For students at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.
- *ANNUAL ACTION 6Biv, 2018-19 through 2021-22.* Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.

C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness

ANNUAL GOAL 6C, 2017-18 through 2021-22. All students and numerically significant subgroups. Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness on annual stakeholder surveys.

- *ANNUAL ACTION 6Ci, 2017-18. Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both students and educators, thereby enabling a community oriented toward problem solving.*
- *ANNUAL ACTION 6Cii, 2017-18. Establish explicit expectations and norms for how students and adults will treat one another.*
- *ANNUAL ACTION 6Ciii, 2017-18 through 2021-22. Provide training and on-the-job support to capacitate instructional staff and student supervision staff to support students to achieve expectations and norms and to put into practice their developing social-emotional skills*
- *ANNUAL ACTION 6Civ, 2017-18 through 2021-22. Use class meetings and other appropriate strategies, including facilitation of student-driven leadership, to address hurtful social dynamics and other patterns that may undermine students' sense of safety and school connectedness*
- *ANNUAL ACTION 6Cv, 2017-18 through 2021-22. Provide targeted intervention to students demonstrating high levels of antisocial behavior.*
- *ANNUAL ACTION 6Cvi, 2017-18 through 2021-22. Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.*

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

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

Measurable Student Outcomes

Pacific Coast Academy's measurable student outcomes are indicated in the annual goals to address the eight state priorities listed in Element 1. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

Methods of Assessment

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by the Charter School:

- **Pre-test** of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- **CELDT or ELPAC** will be administered in accordance with State law.
- **Physical Fitness Test** will be administered in accordance with State law.
- **Diagnostic/Benchmark Assessment** The Charter School will use a standardized benchmark assessment to track student progress and grade level proficiency.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Pacific Coast Academy will develop and distribute to the District and to school stake holders a School Accountability Report Card.

Use and Reporting Of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an e-mail from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Pacific Coast Academy staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will review student achievement data on an ongoing basis. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Pacific Coast Academy's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

The Charter School also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The Charter School will be operated by Pacific Coast Academy, a California Nonprofit Public Benefit Corporation, the sole member of which shall be Inspire Charter Schools.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute, special education and related services, and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, the Charter School may contract with one or more third parties for the provision of educational and/or administrative services.

Attached as Appendix C, please find the Corporate Bylaws and Conflict of Interest Code respectively for Pacific Coast Academy.

Board of Directors

Pacific Coast Academy is governed by the Pacific Coast Academy Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed above under the section on charter school founders.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

Board Meetings

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. All Board Agenda and Board Materials will be sent to Dehesa School District for posting.

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from service on the board. Board presently receives no stipends for travel or their time.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Charter Regional Director

The Executive Director, Deputy Executive Director, and Regional Director will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Regional Director will be full time and lead Pacific Coast Academy primarily.

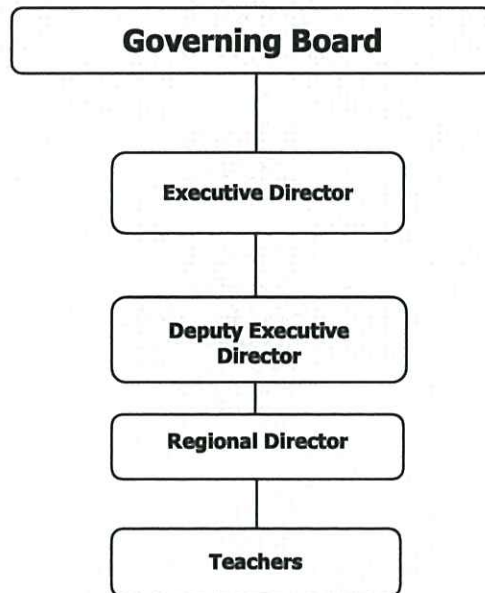
The Regional Director will directly supervise the home school teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the Pacific Coast Academy Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Regional Director shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Organizational Chart



Parent & Teacher Participation in Governance

As identified in Element 1's list of annual goals, Pacific Coast Academy will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- PCA will provide parents/guardians with surveys twice a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- One Board of Director position will be reserved for a parent or community member.
- Parents/guardians can communicate with the Regional Director at any time.

Pacific Coast Academy will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the Pacific Coast Academy from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (Regional Director and Teachers) will meet the following qualifications:

Regional Director

The Regional Director will be the school's instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level:

- Master's Degree required

Required experience:

- 5 plus years teaching/leadership experience
- Experience in performance assessment

Highly Skilled and Supported Teachers

The faculty will consist of properly credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(l) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Induction training will be provided to teachers that need it to complete their Professional Clear Credential.

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies. Find attached as Appendix B, the Charter School Teacher Approval Signature Page showing that the charter school already has highly qualified candidates who are meaningfully interested in teaching at the school.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance,

attendance reporting, as well as instructional strategies that address the needs of our targeted student population.

- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

Health and Safety

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

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

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

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

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 and staff will be screened and, if indicated by the screening, tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and

Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Currently the school is waiting for the California Department of Education to release clarification and guidelines on how non-classroom based schools should apply SB277.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended 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/Orderly Environment

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

Technology Safety Policies

The Charter School will develop technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

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

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

The Charter School intends to conduct its student recruitment efforts throughout San Diego and adjacent counties.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

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

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preferences will be extended to residents of the District, when names are placed into a random drawing; the names of District residents will be placed in the drawing twice, where as non-district residents' names will be placed in the drawing only once.

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

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

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

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

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

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

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

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

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

When the policy is violated, it may be necessary to suspend or expel a student from PCA. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had

obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have

possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended,

the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the 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: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

cause to take the testimony during other hours.

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

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic

recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

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

ELEMENT ELEVEN: RETIREMENT SYSTEMS

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

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

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

No non-charter school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of Pacific Coast Academy and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

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

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Pacific Coast Academy and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Pacific Coast Academy has requested the District to intervene in the dispute.

Disputes between the Charter School and the District

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

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the

issue to the District Superintendent, or his/her designee, and the charter school Executive Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Pacific Coast Academy's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of Pacific Coast Academy and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

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

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

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

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

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

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

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

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

Attached as Appendix F, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

Financial Reporting

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Pacific Coast Academics Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

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

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Pacific Coast Academy from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Pacific Coast Academy to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

INSURANCE CERTIFICATES

Pacific Coast Academy shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except

after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

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

The Executive Director and Deputy Executive Director will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))

The Charter School will locate an administrative office within the District attendance boundaries. The school will open one adjacent county resource center in Orange County at the address of 102 Baker Street East, Costa Mesa, CA 92626. This resource center is in accord with the recent Shasta Case, as it is in an adjacent county.

CIVIL LIABILITY IMPACT

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

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

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

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

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

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

CONCLUSION

By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

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

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Pacific Coast Academy shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2017 through June 30, 2022.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

Appendix A

PACIFIC COAST ACADEMY INDEPENDENT STUDY POLICY

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Program or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending

dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - a. Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.

Appendix B

We the undersigned believe that the attached charter for the creation of Learning Latitudes Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Dehesa School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioners:

Shari Erlendson _____ Date 4/7/17
 Name _____ Signature _____
 Erika Vanderspek _____ Date 4/7/17
 Name _____ Signature _____

The petitioners recognize Shari Erlendson and Erika Vanderspek as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Dehesa School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Sara Coronado		4/7/17	Multiple Subject	858-205-4529
Jay Olson		4/7/17	Mult. Subj/Adm. In.	619-790-8057
Jason H. White		4/7/17	Single Subject	858-699-4205
Candice Betz		4/7/17	Mult. Subject	858-335-0780
Ashley Benjamin		4/7/17	Mult. Subject	119-733-9557
Justin Barnum		4/7/17	Mult. Subject	858-859-2282
Kristin Buer		4/7/17	Multiple Subject	619-993-2258
Kirstin Demofre		4/7/17	Multiple Subject	858-442-0587
Jennifer Faber		4/7/17	Multiple Subject	858-774-2158

Appendix C

BYLAWS

OF

PACIFIC COAST ACADEMY

a California Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

Section 1. **PRINCIPAL OFFICE.** The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. **OTHER OFFICES.** The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II

OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate a public charter school.

ARTICLE III

NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV

DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V

MEMBERS

Section 1. **SOLE STATUTORY MEMBER.** Unless and until these bylaws are amended to provide otherwise, Inspire Charter Schools, a California Nonprofit Public Benefit Corporation, shall be the sole member of this corporation (the "Sole Statutory Member") as the term "member" is defined in Section 5056 of the California Corporations Code (the "Code"). The membership of the Sole Statutory Member in the corporation is not transferable.

Section 2. **ASSOCIATES.** Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Code, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. **RIGHTS OF STATUTORY MEMBER.** The Sole Statutory Member shall have the right, as set forth in these bylaws and Section 5056 of the Code, to elect or appoint members of the board of directors, to remove members of the board of directors, to vote on the disposition of all or substantially all of the corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the corporation, and as otherwise required under the Law and/or set forth in these bylaws.

ARTICLE VI

DIRECTORS

Section 1. **POWERS.** Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws. All directors are to be designated by the Sole Statutory Member. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for three (3) years. A director may serve multiple terms of service, subject to approval by the Sole Statutory Member. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the Sole Statutory Member, at any meeting of the Sole Statutory Member at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Sole Statutory Member may designate a successor to take office as of the date when the

resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. A director may be removed by the Sole Statutory Member. The Sole Statutory Member, in its sole discretion, may remove a director at any time for any reason, with or without cause or advance notice.

Section 7. VACANCIES. Vacancies on the board of directors shall be filled solely by the Sole Statutory Member.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the Sole Statutory Member at least forty-eight (48) hours prior to the time of the holding of the meeting.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four (4) days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least forty-eight (48) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.

Section 11. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is

present shall be regarded as the act of the board of directors, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.

Section 12. **WAIVER OF NOTICE; CONSENT.** Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. **ADJOURNMENT.** A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.

Section 14. **ACTION WITHOUT MEETING.** Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.

Section 15. **FEES AND COMPENSATION.** Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

Section 16. **RESTRICTION ON BOARD AUTHORITY.** The board of directors shall not, without the prior written approval of the Sole Statutory Member, make material revisions to the charter that created the charter school that operates as, or is operated by, this corporation.

ARTICLE VII

COMMITTEES

Section 1. **COMMITTEES OF DIRECTORS.** The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting

of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

- (a) undertaking any final action on any matter that, under the Law, also requires approval of the Sole Statutory Member or board of directors;
- (b) the filling of vacancies on the board of directors or in any committee;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws;
- (d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;
- (e) the appointment of any other committees of the board of directors or the members thereof;
- (f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- (g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

ARTICLE VIII

OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a Chairman, Vice Chairman, Secretary and Treasurer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more

assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

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

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific

case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. **ADVANCE OF EXPENSES.** Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. **OTHER INDEMNIFICATION.** No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. **FORMS OF INDEMNIFICATION NOT PERMITTED.** No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. **INSURANCE.** The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X

RECORDS AND REPORTS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form

capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board, which shall be promptly provided to the Sole Statutory Member. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the Sole Statutory Member or the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of the Sole Statutory Member or any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. The Sole Statutory Member and every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by the Sole Statutory Member or a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors and the Sole Statutory Member within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Sole Statutory Member and all directors, the corporation shall annually prepare and mail or deliver to the Sole Statutory Member and each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than \$50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI

GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural

number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII

AMENDMENTS

New bylaws may be adopted or these bylaws may be amended or repealed by solely the written consent of the Sole Statutory Member; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Pacific Coast Academy, a California nonprofit public benefit corporation, does hereby certify that the foregoing Restated Bylaws constitute the Restated Bylaws of this corporation as duly adopted at the organizational meeting of the Board of Directors on _____, 2017.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this ____ day of _____, 2017.

_____, Secretary

Appendix D

2017-2018 School Calendar

July 2017							
S	M	T	W	T	F	S	
		3	4	5	6	7	8
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		


September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Staff Professional Development
*Staff Retreat July 31- Aug 3
Sept-July at least once per month

 School Closed
 *July 31-Aug 3 All Certificated Staff

Learning Latitudes Charter School

School Year Dates	
Jul 31- Aug 3	*Staff Retreat
Jul 03	School Begins A
Aug 21	School Begins B
Sep 05	School Begins C
Oct 31	End of 1st Semester A
Jan 26	End of 1st Semester B/C
Jun 13	Last Day of School A/B/C
Jun 14-Jun 20	Teacher In-service Days

Calendar A: 07/03-06/13
Calendar B: 08/21-06/13
Calendar C: 09/05-06/13

Holidays	
July 4	Independence Day
Sept 4	Labor Day
Oct 9	Columbus Day
Nov 10	Veterans Day
Nov 20-24	Thanksgiving Break
Dec 18-Jan 05	Winter Break
Jan 15	Martin Luther King Day
Feb 16	Lincoln's Birthday
Feb 19	Washington's Birthday
Mar 26-Mar 30	Spring Break
May 28	Memorial Day

School Accountability
Attendance Logs due every Learning Period
Work Records due Twice a Semester
Student Conferences at least once a Month

 Teacher In-service

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

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


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

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

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

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

Assessment Windows
PFT: Feb- March at various locations
*SBAC: April- May at various locations
Star 360 : Twice a year in Math and ELA

 First & Last Day of School
 *All teachers required to proctor at least 2 weeks of SBAC
 *1st Star 360 needs to be given within the first month of school.

Appendix E

Course Descriptions

Middle School

6th Grade Courses

6th Grade Language Arts/English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record

- Oceans and the atmosphere
- The solar system

Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments, this course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism

- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass

- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

High School Curriculum

Language Arts/English

English 9 Common Core

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond

to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English 1

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 10 Common Core

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English

10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English II

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III – American Literature

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary,

historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English III

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research

reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV- British and World Literature

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English IV

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order

to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition 11th grade

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition 12th grade

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

English Electives

Reading Skills and Strategies

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the

vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

Length: One Semester

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Creative Writing 11th and 12th grade

Length: One Semester

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of

authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

Media Literacy

Length: One Semester

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

Math Courses

Algebra 1 Common Core

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra 1

Length: Two Semesters

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons

include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Geometry Common Core

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics I Common Core

Length: Two Semesters

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Geometry

Length: Two Semesters

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Mathematics II Common Core

Length: Two Semesters

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics III Common Core

Length: Two Semesters

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills.

Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II Common Core

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra II

Length: Two Semesters

Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Honors Precalculus

Length: Two Semesters

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Probability and Statistics

Length: One Semester

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on

the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Statistics

Length: Two Semesters

AP* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Math Electives

Math of Personal Finance

Length: Two Semesters

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Liberal Arts Math

Length: Two Semesters

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

Science Courses

Earth Science

Length: Two Semesters

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Earth Science

Length: Two Semesters

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history,

Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Physical Science

Length: Two Semesters

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Physical Science

Length: Two Semesters

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness

of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Honors Biology

Length: Two Semesters

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions

about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Science Electives

Psychology

Length One Semester

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: One Semester

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

AP Biology

Length: Two Semesters

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP

exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Chemistry

Length: Two Semesters

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Courses

Geography and World Cultures

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

Honors Geography and World Cultures

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the

National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History Since the Civil War

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History Since the Civil War

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The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US and Global Economics

Length: One Semester

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US and Global Economics

Length: One Semester

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of

value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US Government and Politics

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US Government and Politics

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the

Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP US History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP US Government and Politics

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own

theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Macroeconomics

Length: One Semester

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Microeconomics

Length: One Semester

AP* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Multicultural Studies

Length: One Semester

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

World Languages

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish 1

Length: Two Semesters

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives,

impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish II

Length: Two Semesters

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their

understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French I

Length: Two Semesters

Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French II

Length: Two Semesters

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal,

possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely

in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin I

Length: Two Semesters

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II

Length: Two Semesters

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and

use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese I

Length: Two Semesters

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese II

Length: Two Semesters

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning,

understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Electives

Life Skills

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

College and Career Prep II

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

Fine Arts

Art Appreciation

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Length: Two Semesters

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

PE/Health/Psychology

Physical Education

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Skills for Health

Length: One Semester

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Appendix F

Learning Latitudes Charter School
Five-Year Charter School Financial Plan
Fiscal Years 2017-18 to 2021-22

Presented to the Dehesa School District
April 2017

Overview and Table I

Learning Latitudes Charter School submits this financial plan to demonstrate that the proposed charter petition aligns with academically and fiscally sound operations. The plan includes a proposed five-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operations. The plan demonstrates that this proposal is fiscally feasible and that the school's operations are sustainable in both the near and long-term. Specifically, the plan demonstrates that the anticipated revenues available to the school, including state, local and federal funds, are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. The plan shows the school achieving a substantial and growing projected ending balance.

The tables in this financial plan provide a detailed overview of the basic assumptions underlying the plan, estimates of the school's revenues and expenditures, a five-year operating budget, and a cash flow projection.

Readers of this document should keep in mind that these financial projections represent a current iteration of an ongoing charter school design and implementation process. The format and specifics of this plan will continue to evolve as the charter approval, school design, and implementation processes unfold. As such, readers should be aware of the following caveats:

- The revenue projections are dependent on changes to California's budget.
- As with any financial plan, the figures and assumptions contained in this plan will necessarily evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design parameters.

This plan presents a five-year projection beginning when the charter petition would be implemented, starting from July 2017, to show a pattern of long-term viability.

Table I: Five Year Operating Budget
Learning Latitudes Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
Revenues					
State Revenues	\$ 1,307,953	\$ 2,059,530	\$ 2,784,687	\$ 3,560,113	\$ 4,299,390
Federal Revenues	-	25,920	34,560	43,200	51,840
Revolving Loan and Cash Flow	80,000	180,000	-	-	-
Total Revenue	\$ 1,387,953	\$ 2,265,450	\$ 2,819,247	\$ 3,603,313	\$ 4,351,230
Expenditures					
1000 - Certificated and Instructional Salaries	\$ 505,010	\$ 935,134	\$ 1,300,365	\$ 1,614,470	\$ 1,883,986
2000 - Non-Certificated Salaries	52,500	64,684	88,479	113,644	117,053
3000 - Retirement and Benefits	155,773	292,810	430,534	564,634	689,171
4000 - Books and Supplies	8,625	13,287	48,265	38,585	51,735
5000 - Utilities	1,750	12,100	13,900	15,700	17,500
5000 - Operating	204,675	371,031	493,254	614,622	736,276
5000 - Professional Service	130,644	183,240	243,896	305,884	366,156
5000 - Facilities	3,600	4,460	5,371	6,316	7,291
Startup and Expansion Expenses	167,811	66,196	117,370	91,563	144,531
Revolving Loan and cash flow repayment	80,000	180,000	-	-	-
Total Expenditures	\$ 1,310,388	\$ 2,122,941	\$ 2,741,434	\$ 3,365,417	\$ 4,013,700
Operating Surplus/Deficit (excludes loans and fundraisin	\$ 77,565	\$ 142,508	\$ 77,814	\$ 237,896	\$ 337,530
Surplus/Deficit	\$ 77,565	\$ 142,508	\$ 77,814	\$ 237,896	\$ 337,530
Carry-Forward from PY		77,565	220,074	297,888	535,784
Surplus/Deficit as a % of Total Revenues	6%	6%	3%	7%	8%
BUDGETED ENDING BALANCE	\$ 77,565	\$ 220,074	\$ 297,888	\$ 535,784	\$ 873,314
As a % of Total Revenues	6%	10%	11%	15%	20%
TOTAL EXPENDITURES PER STUDENT	\$ 8,736	\$ 9,435	\$ 9,138	\$ 8,974	\$ 8,919

Table II: Student Data Assumptions

Most state and federal school funding formulas are based on the number and types of students served by the school. Table II displays the student data assumptions used to assemble this financial plan.

The financial plan is based on an estimated student population of 150 students enrolled in Grades K-12 in 2017-18 growing to 450 students in grades K-12 in 2021-22. Enrollment for kindergarten incorporates transitional kindergarten enrollment.

The plan assumes an average daily attendance (ADA) rate of 96 percent.

The plan assumes an unduplicated pupil count based on a rate of 35 percent. It assumes that 30 percent of the school's students will be eligible for free or reduced-price meals pursuant to federal food services guidelines. Finally, the plan assumes that the school will serve a student population consisting of 5 percent English learners.

Table II: Student Data

Assumptions

Learning Latitudes Charter School

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22

Enrollment By Grade

Kindergarten	7	13	19	25	31
Grade 1	7	13	19	25	31
Grade 2	7	13	19	25	31
Grade 3	7	13	19	25	31
Grade 4	8	14	20	26	31
Grade 5	8	14	20	26	31
Grade 6	8	14	20	26	31
Grade 7	12	18	24	30	36
Grade 8	13	18	24	30	36
Grade 9	15	21	27	32	38
Grade 10	15	21	27	32	38
Grade 11	18	23	28	33	40
Grade 12	25	30	34	40	45
Other Enrollment					
Total Enrollment	150	225	300	375	450

Daily Attendance Rate

Overall ADA rate	96%	96%	96%	96%	96%
ADA Grades K-3	27	50	73	96	119
ADA Grades 4-6	23	40	58	75	89
ADA Grades 7-8	24	35	46	58	69
ADA Grades 9-12	70	91	111	132	155
Overall ADA for all grades	144	216	288	360	432

Free/Reduced Price Lunch

Free lunch	25%	25%	25%	25%	25%
Reduced lunch	5%	5%	5%	5%	5%
Number of Students	45	68	90	113	135

English Language Learners

Percentage of Students - ELL	5%	5%	5%	5%	5%
Number of Students	8	11	15	19	23

Unduplicated Pupil Count

Percentage of School Enrollment	35%	35%	35%	35%	35%
Percentage of District Enrollment	39%	39%	39%	39%	39%
Cap: Lower of Above Percentages	35%	35%	35%	35%	35%

Table III: Staffing and Personnel Assumptions

Table III illustrates the basic staffing and personnel-related assumptions in the financial plan. Since staff salaries and benefits constitute the largest expenditures in the budget, these assumptions are important. The major assumptions include the following:

- 25 (or fewer) students per teacher
- A 0.15 FTE school Executive Director, a 0.15 FTE Deputy Executive Director, and a 1.0 FTE Regional Director, and starting in Year 2, a 1.0 FTE Regional Coordinator
- One special education coordinator, incrementally adding an additional resource specialist teacher by Year 3, and Literacy and Math Specialists starting in Year 2 and increasing with enrollment
- A 1.0 FTE Office Manager and a 0.5 FTE Office Assistant in Year 1, increasing to 3.0 FTE in Year 4.
- Health, welfare, and mandatory benefits are estimated at approximately 23-35 percent of salary levels to enable the school to provide a basic health insurance benefit averaging \$541/month per employee, participate in STRS or Social Security, and provide mandatory benefits and taxes

While modest, the school believes that in the current labor market these assumptions demonstrate that the school can offer a highly competitive compensation package, enabling it to attract and retain a highly qualified administrative, instructional, and support staff.

Table III: Staffing and Personnel Data

Assumptions

Learning Latitudes Charter School

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22

Staff Counts and Ratios

1000 - Certificated and Instructional

Student to Teacher Ratio	24.0	20.0	20.0	20.0	20.0
1100 - Teachers	6.3	11.3	15.0	18.8	22.5
1100 - SpEd RSP Teachers	1	1	2	2	2
1100 - Literacy and Math Specialists	0	1	2	3	3
1300 - Executive Director	0.15	0.15	0.15	0.15	0.15
1300 - Deputy Executive Director	0.15	0.15	0.15	0.15	0.15
1300 - Regional Administrator	1	1	1	1	1
1300 - Regional Coordinator	0	1	1	1	1
Total Certificated FTEs	8.6	15.6	21.3	26.1	29.8
Number of Staff Development Days	2	2	2	2	2

2000 - Non-Certificated

2300 - Office Manager	1	1	1	1	1
2300 - Office Assistants	0.5	1	2	3	3
Total Non-Certificated FTEs	1.5	2	3	4	4
Number of Staff Development Days	1	1	1	1	1

Salary Rate and Benefit Rate Assumptions

1100 - Teachers	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275	\$ 57,964
Average Annual Teacher Days Absent	5	5	5	5	5
Supplemental Hourly Rate	41	42	43	45	46
Substitute Teacher Per Diem	130	130	130	130	130
Teacher Ratio, Supplemental Hourly	4,063	7,313	9,750	12,188	14,625
Teacher Attendance Rate, Development Days	95%	95%	95%	95%	95%
Teacher Per Diem	100	103	106	109	113
1100 - SpEd RSP Teachers	\$ 58,000	\$ 59,740	\$ 61,532	\$ 63,378	\$ 65,280
1100 - Literacy and Math Specialists	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
1300 - Executive Director	\$ 97,850	\$ 100,786	\$ 103,809	\$ 106,923	\$ 110,131
1300 - Deputy Executive Director	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903	\$ 63,760
1300 - Regional Administrator	\$ 95,000	\$ 97,850	\$ 109,000	\$ 112,270	\$ 115,638
1300 - Regional Coordinator	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882	\$ 95,668
2300 - Office Manager	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020	\$ 46,371
2300 - Office Assistants	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	\$ 23,185
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
3000 - Certificated Retirement, Mandatory Benefits, Health	28.7%	30.0%	31.9%	33.7%	35.5%
3000 - Non-Certificated Retirement, Mandatory Benefits, Health	24.2%	23.6%	23.6%	23.6%	23.6%
3000 - Substitute Teacher Taxes and Mandatory Benefits	11.5%	11.5%	11.5%	11.5%	11.5%

Tables IV and V: Revenue Assumptions

Tables IV and V illustrate the major assumptions that underlie the school's estimated revenues. These assumptions are based on figures supplied by the Charter Schools Development Center (whose projections have been, to date, consistently closest to actual), the Department of Finance, the California Department of Education, and other sources. COLA estimates are based on figures estimated by the Department of Finance and, where no COLA estimates are published, a conservative estimate is used. Some of the major assumptions include the following:

- State revenue projections begin with a three-step calculation to determine the school's anticipated Local Control Funding Formula (LCFF) transition funding. LCFF cost of living adjustment (COLA) rates and gap closure rates are based off the Governor's budget projection from January 2017, with the gap closure set conservatively at half of the Governor's projected rate.
- The plan conservatively excludes funding from the federal Public Charter Schools Grant Program.
- The plan conservatively excludes a loan through the Charter School Revolving Loan Fund.
- The plan excludes uncommitted fundraising.

Table IV: Revenue Assumptions

Revenue and Economic Assumptions

Learning Latitudes Charter School

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2017-2018	2018-19	2019-20	2020-21	2021-22
COLA, state	drives state revenues growth, below	1.48%	2.40%	2.53%	2.66%	0.00%
COLA, federal	drives federal revenues growth, below	0.0%	0.0%	0.0%	0.0%	0.0%
COLA, personnel costs	drives personnel costs increase	3.0%	3.0%	3.0%	3.0%	3.0%
GAP Funding Rate		23.67%	53.85%	68.94%	68.94%	68.94%

State Revenues

Grades K-3 Base Rate (2020-21 Target)	per ADA	7,188	7,361	7,547	7,748	7,748
Grades 4-6 Base Rate (2020-21 Target)	per ADA	7,295	7,470	7,659	7,863	7,863
Grades 7-8 Base Rate (2020-21 Target)	per ADA	7,513	7,693	7,888	8,098	8,098
Grades 9-12 Base Rate (2020-21 Target)	per ADA	8,704	8,913	9,138	9,381	9,381
Grades K-3 Grade Span Rate (2020-21 Target)	per ADA	748	766	785	806	806
Grades 9-12 Grade Span Rate (2020-21 Target)	per ADA	226	232	238	244	244
School's Supplemental Funding Rate (2020-21 Target)	per ADA average	577	586	597	611	610
School's Concentration Funding Rate (2020-21 Target)	per ADA average	-	-	-	-	-
Lottery	prior year ADA	154	154	154	154	154
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Special Ed AB 602	per ADA	494.65	494.65	494.65	494.65	494.65
SB 740 Rent re-imbursement program	if >70% free/reduced priced lunch students	not eligible	not eligible	not eligible	not eligible	not eligible

Federal Revenues

Title 1 - Compensatory Education	per Free/Reduced price lunch enrollment	-	-	-	-	-
Title 2 - Staff Development		-	-	-	-	-
Special Ed IDEA	per ADA		120.00	120.00	120.00	120.00
Title 5 - Charter Start-Up Grant		-	-	-	-	-

Table V: LCFF Revenue Detail
Revenue and Economic Assumptions
Learning Latitudes Charter School

PART I - Local Control Funding Formula (LCFF)

	Year 1	Year 2	Year 3	Year 4	Year 5
LCFF Target Calculation	2017-2018	2018-19	2019-20	2020-21	2021-22
Grades K-3 Base	\$ 193,213	\$ 367,461	\$ 550,629	\$ 743,808	\$ 922,322
Grades 4-6 Base	\$ 168,077	\$ 301,190	\$ 441,158	\$ 588,781	\$ 702,009
Grades 7-8 Base	\$ 180,312	\$ 265,870	\$ 363,479	\$ 466,445	\$ 559,734
Grades 9-12 Base	\$ 609,976	\$ 812,866	\$ 1,017,608	\$ 1,233,789	\$ 1,449,927
Grades K-3 Grade Span	\$ 20,094	\$ 38,216	\$ 57,265	\$ 77,356	\$ 95,921
Grades 9-12 Grade Span	\$ 15,859	\$ 21,135	\$ 26,458	\$ 32,079	\$ 37,698
Supplemental Funding	\$ 83,127	\$ 126,472	\$ 171,962	\$ 219,958	\$ 263,733
Concentration Funding	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF TARGET	\$ 1,270,659	\$ 1,933,209	\$ 2,628,559	\$ 3,362,216	\$ 4,031,344

PART II - LCFF TRANSITION

Transition Base Funding Calculation

DOF 2013-14 "Compromise Proposal" Base * cy ADA	\$ 1,226,200	\$ 1,839,300	\$ 2,452,401	\$ 3,065,501	\$ 3,678,601
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy A	\$ -	\$ 15,785	\$ 77,140	\$ 181,754	\$ 313,210
TRANSITION BASE FUNDING	\$ 1,226,200	\$ 1,855,086	\$ 2,529,540	\$ 3,247,255	\$ 3,991,811

LCFF Transition Funding Calculation

LCFF TARGET	\$ 1,270,659	\$ 1,933,209	\$ 2,628,559	\$ 3,362,216	\$ 4,031,344
TRANSITION BASE FUNDING	\$ 1,226,200	\$ 1,855,086	\$ 2,529,540	\$ 3,247,255	\$ 3,991,811
Difference or GAP	\$ 44,459	\$ 78,124	\$ 99,019	\$ 114,961	\$ 39,533
Multiply difference by GAP Funding Rate	\$ 10,523	\$ 42,070	\$ 68,264	\$ 79,254	\$ 27,254
LCFF TRANSITION FUNDING	\$ 1,236,724	\$ 1,897,155	\$ 2,597,804	\$ 3,326,509	\$ 4,019,065
LCFF TRANSITION FUNDING PER ADA	\$ 8,588	\$ 8,783	\$ 9,020	\$ 9,240	\$ 9,303

Tables VI through IX

The data in these tables display the arithmetic results of the projection factors illustrated in the assumptions in Tables II through IV. Specifically, these tables illustrate the following:

- Table VI displays estimated total revenues, by source, over the five-year projection, including state, federal, lottery, and grant income.
- Table VII displays estimated expenditures on staffing and personnel, including salaries, benefits, and other costs.
- Tables VIII and IX display estimated expenditures for supplies, utilities, services/operating costs, and facilities. Notes on specific expenditure items:

The data in Tables VI through IX sum to the totals in Table I, which summarize and display the school's overall fiscal picture.

Table VI: Revenues

*State, Federal and Fundraising
Learning Latitudes Charter School*

	Year 1 2017-2018	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
State Revenues					
General Purpose	\$ 1,236,724	\$ 1,897,155	\$ 2,597,804	\$ 3,326,509	\$ 4,019,065
Lottery		55,530	44,424	55,530	66,636
Child Nutrition - State	-	-	-	-	-
Special Ed AB 602	71,230	106,844	142,459	178,074	213,689
SB 740 Rent re-imburement program	not eligible	not eligible	not eligible	not eligible	not eligible
Subtotal State Revenues	\$1,307,953	\$2,059,530	\$2,784,687	\$3,560,113	\$4,299,390
Federal Revenues					
Title I - Compensatory Education	\$ -	\$ -	\$ -	\$ -	\$ -
Title 2 - Staff Development	-	-	-	-	-
Special Ed IDEA	-	25,920	34,560	43,200	51,840
Child Nutrition - Federal	-	-	-	-	-
Title 5 - Charter Start-Up Grant	-	-	-	-	-
Subtotal Federal Revenues	\$ -	\$ 25,920	\$ 34,560	\$ 43,200	\$ 51,840
TOTAL REVENUES	\$1,307,953	\$2,085,450	\$2,819,247	\$3,603,313	\$4,351,230

Table VII: Personnel Expenditures
Personnel and Staffing
Learning Latitudes Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
1100 - Teachers	\$ 321,875	\$ 596,756	\$ 819,545	\$ 1,055,165	\$ 1,304,183
1100 - Substitute Teachers	4,063	7,313	9,750	12,188	14,625
Teachers, Staff Development	1,188	2,202	3,024	3,893	4,812
1100 - SpEd RSP Teachers	58,000	59,740	123,064	126,756	130,559
1100 - Literacy and Math Specialists	-	56,650	116,699	180,300	185,709
1300 - Executive Director	14,678	15,118	15,571	16,039	16,520
1300 - Deputy Executive Director	8,498	8,752	9,015	9,285	9,564
1300 - Regional Administrator	95,000	97,850	109,000	112,270	115,638
1300 - Regional Coordinator	-	87,550	90,177	92,882	95,668
Certificated Staff Development	1,710	3,203	4,519	5,693	6,708
Subtotal Certificated and Instructional Salaries	\$ 505,010	\$ 935,134	\$ 1,300,365	\$ 1,614,470	\$ 1,883,986

2000 - Non-Certificated Salaries

2300 - Office Manager	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020	\$ 46,371
2300 - Office Assistants	\$ 10,300	\$ 21,218	\$ 43,709	\$ 67,531	\$ 69,556
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Subtotal Non-Certificated Salaries	\$ 52,500	\$ 64,684	\$ 88,479	\$ 113,644	\$ 117,053

TOTAL ALL SALARIES	\$ 557,510	\$ 999,818	\$ 1,388,844	\$ 1,728,114	\$ 2,001,039
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3000 - Retirement and Benefits

Certificated Retirement & Benefits	\$ 142,865	\$ 276,919	\$ 408,755	\$ 536,651	\$ 660,125
Non-Certificated Retirement & Benefits	12,440	15,048	20,655	26,578	27,361
Substitute Teacher Benefits	468	843	1,124	1,405	1,686
Subtotal Retirement, Benefits and Taxes	\$ 155,773	\$ 292,810	\$ 430,534	\$ 564,634	\$ 689,171

TOTAL ALL SALARIES AND BENEFITS	\$ 713,283	\$ 1,292,628	\$ 1,819,377	\$ 2,292,747	\$ 2,690,210
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Table VIII: Expenditures

Assumptions

Learning Latitudes Charter School

		Year 1	Year 2	Year 3	Year 4	Year 5
		2017-2018	2018-19	2019-20	2020-21	2021-22
Notes						
4000 - Books and Supplies						
4100 - Replacement Textbooks	replacement per Yr1 student	\$ -	\$ -	\$ 100	\$ 100	\$ 100
4200 - Instructional Books Other Than Textbook	per Enrolled Student	20	21	21	22	23
4300 - Instructional Materials and Supplies	per Enrolled Student	20	21	21	22	23
4400 - Noncapitalized equipment	per Enrolled Student	10	10	11	11	11
4500 - Other Supplies	per Enrolled Student	5	5	5	5	6
4500 - Postage and Shipping	per Enrolled Student	3	3	3	3	3
4500 - Meeting Support, Food	per Enrolled Student	1	1	1	1	1
4500 - Meeting Support, Printing	per Enrolled Student	1	1	1	1	1
5000 - Utilities						
5500 - Electricity	Included in lease	625	3,800	4,400	5,000	5,600
5500 - Gas / Propane	Included in lease	250	2,100	2,400	2,700	3,000
5500 - Water	Estimated annual	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	Estimated annual	625	4,300	4,900	5,500	6,100
5000 - Operating						
5200 - Travel and Conferences	Estimated annual	1,500	1,541	1,588	1,641	1,695
5300 - Dues and Memberships	Estimated annual	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	Estimated annual	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	Estimated annual	4,000	4,724	5,601	6,654	7,905
5600 - Copier and Office Equipment Lease	Estimated annual	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	Estimated annual	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	per Teacher	100	200	300	300	300
5800 - Student Testing and Assessment	per Enrolled Student	15	15	16	16	17
5800 - Instructional Services	per Enrolled Student	1,200	1,500	1,500	1,500	1,500
5800 - Student Data Software	Estimated annual	2,200	2,800	3,400	4,000	4,600
5800 - Technology	Annual, for ongoing updates	2,500	3,250	4,000	4,750	5,500
5000 - Professional Service						
5100 - Advertising	Estimated annual	5,000	5,000	5,000	5,000	5,000
5100 - Legal	Estimated annual	1,000	1,000	1,000	1,000	1,000
5100 - Audit	Estimated annual	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	per Enrolled Student	350	350	350	350	350
Factoring Transaction Fees	% of Receivables Sold	8%	8%	8%	8%	8%
District Oversight Charge	% of General Purpose and Cat. Blo	3.0%	3.0%	3.0%	3.0%	3.0%
5100 - Business services	% of all Revenue	1.75%	1.75%	1.75%	1.75%	1.75%
5000 - Facilities						
5600 - Rent	Estimated annual	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	Estimated annual	800	1,200	1,650	2,130	2,640
5800 - Security Services	Estimated annual	800	1,200	1,600	2,000	2,400

Table IX: Operating Expenditures
Supplies, Utilities, Operating, Service and Facilities
Learning Latitudes Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
4000 - Books and Supplies					
4100 - Replacement Textbooks	\$ -	\$ -	\$ 30,000	\$ 15,000	\$ 22,500
4200 - Instructional Books Other Than Textbook	3,000	4,622	6,353	8,203	10,169
4300 - Instructional Materials and Supplies	3,000	4,622	6,353	8,203	10,169
4400 - Noncapitalized equipment	1,500	2,311	3,177	4,102	5,084
4500 - Other Supplies	750	1,155	1,588	2,051	2,542
4500 - Postage and Shipping	375	578	794	1,025	1,271
Subtotal, Books and Supplies	\$ 8,625	\$ 13,287	\$ 48,265	\$ 38,585	\$ 51,735
5000 - Utilities					
5500 - Electricity	\$ 625	\$ 3,800	\$ 4,400	\$ 5,000	\$ 5,600
5500 - Gas / Propane	250	2,100	2,400	2,700	3,000
5500 - Water	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	625	4,300	4,900	5,500	6,100
Subtotal, Utilities	\$ 1,750	\$ 12,100	\$ 13,900	\$ 15,700	\$ 17,500
5000 - Operating					
5200 - Travel and Conferences	\$ 1,500	\$ 1,541	\$ 1,588	\$ 1,641	\$ 1,695
5300 - Dues and Memberships	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	4,000	4,724	5,601	6,654	7,905
5600 - Copier and Office Equipment Lease	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	625	2,250	4,500	5,625	6,750
5800 - Student Testing and Assessment	2,250	3,466	4,765	6,153	7,627
5800 - Instructional Services	180,000	337,500	450,000	562,500	675,000
5800 - Student Data Software	2,200	2,800	3,400	4,000	4,600
5800 - Technology	2,500	3,250	4,000	4,750	5,500
Subtotal, Operating	\$ 204,675	\$ 371,031	\$ 493,254	\$ 614,622	\$ 736,276
5000 - Professional Service					
5100 - Advertising	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
5100 - Legal	1,000	1,000	1,000	1,000	1,000
5100 - Audit	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	52,500	78,750	105,000	131,250	157,500
Factoring Transaction Fees	6,400	-	-	-	-
District Oversight Charge	37,102	56,915	77,934	99,795	120,572
5100 - Business services	21,643	33,200	45,462	58,214	70,334
Subtotal, Services	\$ 130,644	\$ 183,240	\$ 243,896	\$ 305,884	\$ 366,156
5000 - Facilities					
5600 - Rent	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	800	1,200	1,650	2,130	2,640
5800 - Security Services	800	1,200	1,600	2,000	2,400
Subtotal, Facilities	\$ 3,600	\$ 4,460	\$ 5,371	\$ 6,316	\$ 7,291
TOTAL OPERATING EXPENDITURES	\$ 349,294	\$ 584,118	\$ 804,686	\$ 981,106	\$ 1,178,959

Table X: Start-Up and Expansion Expenses

Table X displays some of the “one-time” start-up and expansion expenses anticipated by the school, primarily focused on purchasing the initial complement of texts, instructional materials, furnishings, equipment, and technology. Note that ongoing expenditures are identified in Tables IX and X. For example, the initial complement of “one-time” textbooks and other instructional materials are indicated below, whereas consumable materials and supplies to be replenished each year are identified in Tables IX and X.

Table X: Startup and Expansion Expenses
Learning Latitudes Charter School
Summer before each school year

	Notes	Summer				
		Year 1	Year 2	Year 3	Year 4	Year 5
Organization Structure Expenditures						
Administrative stipends	Regional Administrator and Office Assistant - May 1 start	30,052	-	-	-	-
Curricular stipends - all teachers	Summer planning - Year 1: two weeks, all teachers; Years 2-5: one week, new teachers	17,259	7,446	6,120	6,563	7,031
Instructional consulting	Professional development for instructional staff	5,000	5,000	5,000	5,000	5,000
Noninstructional consulting	Financial, operational, governance	5,000	-	-	-	-
Facilities upgrades	Aesthetic and other modifications	5,000	-	-	-	-
Subtotal		62,311	12,446	11,120	11,563	12,031
Asset Purchases						
Furniture	\$50 per new enrollment	7,500	3,750	3,750	3,750	3,750
Technology	1:1 student computers at \$350, replaced every two years	52,500	26,250	78,750	52,500	105,000
Textbooks and core curriculum materials	\$250 per new enrollment (in addition to ongoing budgeted costs)	37,500	18,750	18,750	18,750	18,750
Classroom furnishings	Non-furniture items such as whiteboards, clocks, etc.	4,000	2,000	2,000	2,000	2,000
Office furnishings and supplies		2,000	2,000	2,000	2,000	2,000
Miscellaneous supplies		2,000	1,000	1,000	1,000	1,000
Subtotal		\$105,500	\$ 53,750	\$106,250	\$ 80,000	132,500
Total		\$167,811	\$ 66,196	\$117,370	\$ 91,563	144,531

Tables XI-XIII: Cash Flow

Though Table I illustrates that the school can be a viable, "going concern" from an annual budgetary perspective, it is also important to ensure that the school is able to meet its cash flow requirements. Tables XI-XIII illustrate that the school can maintain a positive cash flow position. The projection uses differentiated cash flow schedules as applicable to revenues generated by new ADA, ADA from new grade levels, and ADA from expanded grade levels.

The plan anticipates that the school will secure cash flow financing through a private organization specializing in charter school financing in the amount of \$80,000 prior to the start of the 2017-8 fiscal year and \$180,000 during the 2018-19 school year, when funding for expanded enrollment will be delayed. The cost for these transactions is estimated at 8 percent.

Table XI: Cash Flow for Year 1

Monthly
Summary
2017-2018

	Annual Amount 2017-2018	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total	
		July	August	September	October	November	December	January	February	March	April	May	June		Accrual Months
REVENUES															
State Revenues	\$ 1,307,953	\$ -	\$ 27,455	\$ 268,146	\$ 87,313	\$ 36,607	\$ 140,343	\$ 158,542	\$ 88,475	\$ 115,930	\$ 134,605	\$ 83,899	\$ 83,899	\$ 82,737	\$ 1,307,953
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Loans and Fundraising	80,000	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ 80,000
TOTAL REVENUES	\$ 1,387,953	\$ 80,000	\$ 27,455	\$ 268,146	\$ 87,313	\$ 36,607	\$ 140,343	\$ 158,542	\$ 88,475	#####	#####	\$ 83,899	\$ 83,899	\$ 82,737	\$ 1,387,953
		6%	2%	19%	6%	3%	10%	11%	6%	8%	10%	6%	6%	6%	94%

Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
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EXPENDITURES

1000 - Certificated and Instructional Salary	\$ 505,010	\$ 4,833	\$ 4,833	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 505,010
2000 - Non-Certificated Salaries	\$ 52,500	\$ 4,292	\$ 4,292	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,403	\$ 4,292	\$ -
3000 - Retirement and Benefits	\$ 155,773	\$ 1,367	\$ 1,367	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 14,185	\$ 10,199	\$ 155,773
4000 - Books and Supplies	\$ 8,625	\$ -	\$ -	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ 863	\$ -	\$ 8,625
5000 - Utilities	\$ 1,750	\$ -	\$ -	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ 175	\$ -	\$ 1,750
5000 - Operating	\$ 204,675	\$ -	\$ -	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ 20,468	\$ -	\$ 204,675
5000 - Professional Service	\$ 130,644	\$ -	\$ -	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 12,364	\$ 7,000	\$ 130,644
5000 - Facilities	\$ 3,600	\$ -	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ 327	\$ -	\$ 3,600
Startup and Expansion Expenses	\$ 167,811	\$ 33,562	\$ 33,562	\$ 33,562	\$ 33,562	\$ 33,562	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 167,811
Cash Flow Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 1,230,388	\$ 44,954	\$ 44,382	\$ 131,906	\$ 131,906	\$ 131,906	\$ 98,344	\$ 178,344	\$ 98,344	\$ 98,344	\$ 98,344	\$ 98,344	\$ 80,344	\$ 75,822	\$ 1,310,388
		4%	4%	11%	11%	11%	8%	14%	8%	8%	8%	8%	7%	6%	100%

Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
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MONTHLY SURPLUS / (DEFICIT)	\$ 157,565	\$ 35,946	\$ (16,926)	\$ 136,240	\$ (44,594)	\$ (95,299)	\$ 41,999	\$ (19,802)	\$ (9,869)	\$ 17,586	\$ 36,261	\$ (14,445)	\$ 3,555	\$ 6,915	\$ 77,565
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MONTHLY FUND BALANCE	\$ 35,946	\$ 19,019	\$ 155,259	\$ 110,665	\$ 15,366	\$ 57,365	\$ 37,563	\$ 27,694	\$ 45,280	\$ 81,540	\$ 67,095	\$ 70,651	\$ 88%
BALANCE AS A % OF MONTHLY EXPENDITURE	82%	43%	118%	84%	12%	58%	21%	28%	46%	83%	68%	88%	88%

Table XII: Cash Flow for Year 2

Monthly
Summary
2018-19

	Annual Amount												Total		
	2018-19	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May		Month 12 June	Accrual Months
REVENUES															
State Revenues	\$ 2,059,530	\$ 31,618	\$ 61,744	\$ 237,891	\$ 152,718	\$ 110,963	\$ 152,718	\$ 179,398	\$ 247,389	\$ 270,310	\$ 170,380	\$ 184,263	\$ 163,055	#####	
Federal Revenues	25,920	-	-	-	-	-	-	-	10,368	-	5,184	-	-	\$ 25,920	
Loans and Fundraising	180,000	40,000	-	-	-	-	-	-	-	-	-	-	-	\$ 180,000	
TOTAL REVENUES	\$2,265,450	\$ 71,618	\$ 61,744	\$ 237,891	\$ 152,718	\$ 110,963	\$ 152,718	\$ 179,398	\$ 257,757	\$ 270,310	\$ 175,564	\$ 184,263	\$ 163,055	#####	
		3%	3%	11%	7%	5%	7%	8%	11%	12%	8%	8%	7%	93%	
Prior Year Accounts Receivable	82,737	-	-	-	-	-	-	-	-	-	-	-	-	-	
EXPENDITURES															
1000 - Certificated and Instructional Salary	\$ 935,134	\$ 9,699	\$ 9,699	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 59,429	\$ 99,459	\$ 935,134	
2000 - Non-Certificated Salaries	64,684	\$ 5,305	\$ 5,305	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,419	\$ 5,305	\$ -	\$ 64,684	
3000 - Retirement and Benefits	292,810	\$ 2,872	\$ 2,872	\$ 26,501	\$ 26,501	\$ 26,501	\$ 26,501	\$ 26,501	\$ 26,501	\$ 26,501	\$ 26,501	\$ 19,103	\$ 29,453	\$ 292,810	
4000 - Books and Supplies	13,287	\$ 144	\$ 144	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ -	\$ 13,287	
5000 - Utilities	12,100	\$ 126	\$ 126	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ 1,185	\$ -	\$ 12,100	
5000 - Operating	371,031	\$ 1,301	\$ 1,301	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ 36,843	\$ -	\$ 371,031	
5000 - Professional Service	183,240	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 14,572	\$ 8,375	\$ 183,240	
5000 - Facilities	4,460	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ 372	\$ -	\$ 4,460	
Startup and Expansion Expenses	66,196	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 66,196	
Revolving Loan and cash flow repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENDITURES	\$1,942,941	\$ 34,391	\$ 34,391	\$ 236,481	\$ 170,285	\$ 170,285	\$ 170,285	\$ 170,285	\$ 170,285	\$ 170,285	\$ 170,285	\$ 136,108	\$ 137,287	#####	
		2%	2%	12%	9%	9%	9%	9%	9%	9%	9%	7%	7%	93%	
Prior Year Accounts Payable	129,468	61,234	61,234	-	-	7,000	-	-	-	-	-	-	-	-	
MONTHLY SURPLUS / (DEFICIT)	\$ 275,777	\$ 58,730	\$ (33,881)	\$ 1,410	\$ (17,567)	\$ (66,322)	\$ (17,567)	\$ 9,113	\$ 87,472	\$ 100,024	\$ 5,279	\$ 46,155	\$ 25,768	\$ 322,508	
FUND BALANCE WITHIN YEAR		\$ 58,730	\$ 24,850	\$ 26,260	\$ 8,693	\$ 85,856	\$ 19,534	\$ 1,966	\$ 11,079	\$ 98,551	\$ 198,575	\$ 203,854	\$ 250,009		
BALANCE AS A % OF MONTHLY EXPENDITURE		171%	72%	11%	5%	50%	11%	1%	7%	58%	117%	120%	181%		
Carry-forward from previous year:	\$ 70,651														
PROJECTED BANK BALANCE	\$ 346,428	\$ 129,381	\$ 95,500	\$ 96,910	\$ 79,343	\$ 156,506	\$ 90,184	\$ 72,617	\$ 81,730	\$ 169,202	\$ 274,505	\$ 274,505	\$ 320,660		

Table XIII: Cash Flow for Year 3

Monthly
Summary
2019-20

	Annual Amount												Total July-June		
	2019-20	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May		Month 12 June	Accrual Months
REVENUES															
State Revenues	\$ 2,784,687	\$ 47,529	\$ 92,813	\$ 329,686	\$ 229,565	\$ 145,931	\$ 157,037	\$ 229,565	\$ 230,963	\$ 312,127	\$ 348,672	\$ 219,286	\$ 230,392	\$ 211,120	#####
Federal Revenues	34,560	-	-	-	13,824	13,824	-	-	-	13,824	-	6,912	-	\$ 0	\$ 34,560
Loans and Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	\$2,819,247	\$ 47,529	\$ 92,813	\$ 329,686	\$ 229,565	\$ 159,755	\$ 157,037	\$ 229,565	\$ 230,963	\$ 325,951	\$ 348,672	\$ 226,198	\$ 230,392	\$ 211,120	#####
		2%	3%	12%	8%	6%	6%	8%	8%	12%	12%	8%	8%	7%	93%
Prior Year Accounts Receivable	163,055	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENDITURES															
1000 - Certificated and Instructional Staff	\$ 1,300,365	\$ 19,980	\$ 19,980	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 88,276	\$ 136,591	#####
2000 - Non-Certificated Salaries	88,479	7,285	7,285	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,285	\$ -	\$ 88,479
3000 - Retirement and Benefits	430,534	6,281	6,281	38,358	38,358	38,358	38,358	38,358	38,358	38,358	38,358	38,358	29,814	\$ 29,453	\$ 417,050
4000 - Books and Supplies	48,265	199	199	4,787	4,787	4,787	4,787	4,787	4,787	4,787	4,787	4,787	4,787	\$ -	\$ 48,265
5000 - Utilities	13,900	144	144	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	\$ -	\$ 13,900
5000 - Operating	493,254	1,599	1,599	49,006	49,006	49,006	49,006	49,006	49,006	49,006	49,006	49,006	49,006	\$ -	\$ 493,254
5000 - Professional Service	243,896	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	\$ 9,500	\$ 243,896
5000 - Facilities	5,371	448	448	448	448	448	448	448	448	448	448	448	448	\$ -	\$ 5,371
Startup and Expansion Expenses	117,370	-	-	117,370	-	-	-	-	-	-	-	-	-	\$ -	\$ 117,370
Revolving Loan and cash flow repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -	\$ -
TOTAL EXPENDITURES	\$2,741,434	\$ 55,468	\$ 55,468	\$ 353,325	\$ 235,955	\$ 235,955	\$ 235,955	\$ 235,955	\$ 235,955	\$ 235,955	\$ 235,955	\$ 235,955	\$ 200,509	\$ 175,544	#####
		2%	2%	13%	9%	9%	9%	9%	9%	9%	9%	9%	7%	6%	100%
Prior Year Accounts Payable	8,375	64,456	64,456	-	-	-	8,375	-	-	-	-	-	-	-	\$ -
MONTHLY SURPLUS / (DEFICIT)	\$ 232,494	\$ 90,660	\$ (27,111)	\$ (23,639)	\$ (6,390)	\$ (76,200)	\$ (87,293)	\$ (6,390)	\$ (4,992)	\$ 89,996	\$ 112,718	\$ (9,756)	\$ 29,884	\$ 35,577	\$ 91,297
FUND BALANCE WITHIN YEAR		\$ 90,660	\$ 63,549	\$ 39,911	\$ 33,521	\$ (42,679)	\$ (129,971)	\$ (136,361)	\$ (141,353)	\$ (51,357)	\$ 61,361	\$ 51,605	\$ 81,489	\$ 81,489	\$ 81,489
BALANCE AS A % OF MONTHLY EXPENDITURE		163%	115%	11%	14%	-18%	-55%	-58%	-60%	-22%	26%	22%	41%	41%	41%
Carry-forward from previous year:	\$ 320,660														
PROJECTED BANK BALANCE	\$ 553,154	\$ 411,320	\$ 384,209	\$ 360,570	\$ 354,181	\$ 277,981	\$ 190,689	\$ 184,299	\$ 179,307	\$ 269,303	\$ 382,021	\$ 372,265	\$ 402,148	\$ 402,148	\$ 402,148

Table XIV: Benefit Expense Detail
Learning Latitudes Charter School

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22
51,500	53,045	54,636	56,275	57,964

Notes
 Assumed overall average salary (based on teacher average)

Mandatory Benefits

Social Security	6.2% of salary	6.2%	6.2%	6.2%	6.2%
Medicare	1.45% of salary	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	.9% of salary	0.9%	0.9%	0.9%	0.9%
Workers' Compensation	Portion of salary	2.5%	2.0%	2.0%	2.0%
Unemployment Insurance	3.4% of first \$7,000 of salary	0.46%	0.45%	0.44%	0.41%
Employment Training Tax	.1% of first \$7,000 of salary	0.014%	0.013%	0.012%	0.012%
Subtotal		11.53%	11.01%	11.00%	10.97%

Health and Retirement

Health	\$542 per employee per month - mix of spouse and spouse plus family covered, assumed mix of ages, HMO opti	12.63%	12.63%	12.63%	12.63%
Retirement, certificated	STRS contribution, then no Social Security	10.73%	12.58%	14.43%	16.28%

Total, certificated		28.68%	30.82%	31.86%	33.69%
Total, classified		24.15%	23.64%	23.63%	23.60%

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Contract to replace aging phone system**

Meeting Date: December 13, 2018

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

Background: Our school has been dealing with numerous issues of an aging phone system. Our current system is not expandable. It does not have up-to-date features that most newer phone systems have.

Report: Mr. Avera was asked to research new phone systems that would meet the needs of our district. He did an excellent job and the team consisting of Anna, Nancy and Dominick decided on BorderLan to best suit our needs. Not only were they less expensive than the other quotes, but their service plan was more reasonable as well.

Financial Impact: The total cost to upgrade and install the phone system will be \$10,544.40 plus tax. There may be an additional day needed for installation at \$1,700.00 if there are problems during the installation. The current installation is scheduled for 2 days.

Student Impact: The safety and security of our students and staff is first and foremost. Having a properly functioning phone system is imperative to safety.

Recommendation: Administration recommends approval of the contract with BorderLan to replace our aging phone system.

Agenda Item #: VIII.C.3



Price Quotation # : 031412-APDS

THIS QUOTE IS VALID until November 29, 2018

Contact Name: Dominick Avera	Date: November 2, 2018
Company: Dehesa School District	Terms: Total Contract payable: Net 30
Address:	Order Payment: Purchase Order / Money Order
City\State\Zip:	Installation: Via Fortigate
Phone:	Tax & Shipping: Added to Invoice
E-Mail:	BorderLAN Contact: Deena Swidler 858.752.2339 deena@borderlan.com
Notes:	Remit To: BorderLAN Security Accounts Receivables 950 Boardwalk #300 San Marcos, CA 92078 FAX: (860) 736-8100

QTY	SKU	Description	CAT	Product Type	Total Cost
26	FON-375	FortiFone-375	A	HW	\$3,884.40
6	FON-570	FortiFone-570	A	HW	\$1,710.00
1	FVE-50E6-BDL-311-12	FortiVoice Enterprise-50E6 Hardware plus 8x5 FortiCare	F	HW	\$1,400.00
10	FVC-PS175-375-NA	FVC AC Adapter - NA	I	HW	\$150.00
	Services per day			2	\$3,400.00
	Taxes				Added to invoice
	Total				\$10,544.40

PAYMENT TERMS: 100% of the total payment of the yearly invoice is due in Net 30 from the date of the Purchase Order. Real costs of shipping and handling will be added to the prices shown above and will be reflected on the invoice if applicable, and paid by Customer as part of the total invoice amount. If applicable, state sales tax will be added to the price of all products unless Customer provides written evidence of exemption prior to shipment

ENTIRE AGREEMENT: The terms and conditions of this Agreement are intended by the parties as the final expression of their agreement with respect to the subject matter of this Agreement, and supersede all prior discussions, representations and agreements, both oral and written. This Agreement may only be modified by means of a document, signed by both parties.

Upon signing, you agree to have BorderLAN Security invoice you for the amount listed. This is a binding order effective once signed and faxed to BorderLAN Security.

To order, fax signed copy of this agreement AND a PO to:

Sales Department: Fax # (860)736-8100

Agreed and accepted:

Customer

BorderLAN Security



Price Quotation # : 031412-APDS

THIS QUOTE IS VALID until November 29, 2018

By: _____
SIGNATURE

By: _____
SIGNATURE

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Anna Buxbaum

Subject: GASB 75 Actuarial Valuation
for Year Ending June 30,
2018

Meeting Date: December 13, 2018

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

Background:

The Governmental Accounting Standards Board (GASB) has issued statement 75 that establishes standards for recognizing and measuring OPEB, Other Post Employment Benefits (other than pensions), liabilities for state and local governmental employers. GASB statement 75 replaces GASB statement 45, with changes to the accounting and disclosure of the OPEB liability and the selection of the discount rate. The discount rate used for Dehesa's valuation is 3.5%, which is based on the average of three 20-year municipal bond rates.

Report:

Attached is the GASB 75 Actuarial Valuation measured at June 30, 2018. GASB 75 continues the biennial valuation requirement but now also requires interim-year updates for changes in the bond indices or other significant changes. A major change to Dehesa's OPEB calculation was the negotiated agreement stating that employees hired on or after August 17, 2017 are not eligible for early retiree health benefits. Assumptions used in the valuation are the current employee census, health benefit premium rates, healthcare rate trends, and economic factors.

Financial Impact:

The calculated Total (Accrued) OPEB Liability as of June 30, 2018 is \$132,948. The Present Value of Employer Contributions, which is both current and future accruals is \$251,594. This is in contrast to the previous valuation on July 1, 2016, when the Unfunded Accrued Liability was calculated as \$458,469.

Student Impact:

NA

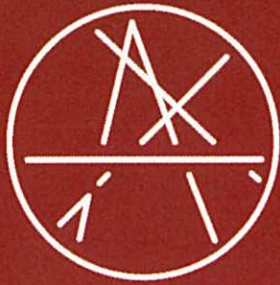
Recommendation:

It is recommended that the Board approve the attached GASB 75 Actuarial Valuation.

GASB No. 75 ACTUARIAL VALUATION

**Fiscal Year Ending June 30, 2018
(Measured at June 30, 2018)**

Dehesa School District



nyhart

Nyhart Actuary & Employee Benefits
530 B Street, Ste. 900, San Diego, CA 92101
(619) 239-0831 - www.nyhart.com

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Ms. Anna Buxbaum, Business Manager
Dehesa School District
4612 Dehesa Rd.
El Cajon, CA 92019

11/26/2018

This report summarizes the GASB actuarial valuation for the Dehesa School District's Other Post Employment Benefit (OPEB) for the fiscal year ending June 30, 2018 (measured at June 30, 2018). Nyhart prepared this report to meet employer financial accounting requirements under Governmental Accounting Standards Board (GASB) Statement No. 75 (Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions). To the best of our knowledge, the report presents a fair position of the funded status of the plan in accordance with GASB Statement No. 75.

The information presented herein is based on the actuarial assumptions and substantive plan provisions summarized in this report and participant information furnished to us by the Plan Sponsor. We have reviewed the employee census provided by the Plan Sponsor for reasonableness when compared to the prior information provided but have not audited the information at the source, and therefore do not accept responsibility for the accuracy or the completeness of the data on which the information is based. When relevant data may be missing, we may have made assumptions we feel are neutral or conservative to the purpose of the measurement. We are not aware of any significant issues with and have relied on the data provided.

The discount rate, other economic assumptions, and demographic assumptions have been selected by the Plan Sponsor with the concurrence of Nyhart. In our opinion, the actuarial assumptions are individually reasonable and in combination represent our estimate of anticipated experience of the Plan. All calculations have been made in accordance with generally accepted actuarial principles and practice.

Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements (such as the end of an amortization period and roll-forward techniques); and changes in plan provisions or applicable law.

We did not perform an analysis of the potential range of future measurements due to the limited scope of our engagement.

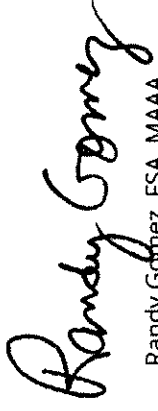
To our knowledge, there have been no significant events prior to the current year's measurement date or as of the date of this report that could materially affect the results contained herein.

Neither Nyhart nor any of its employees has any relationship with the plan or its sponsor that could impair or appear to impair the objectivity of this report. Our professional work is in full compliance with the American Academy of Actuaries "Code of Professional Conduct" Precept 7 regarding conflict of interest. The undersigned meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Should you have any questions please do not hesitate to contact us.



Luis Murillo, ASA, MAAA
Consulting Actuary



Randy Gomez, FSA, MAAA
Consulting Actuary

Retiree Health Plan
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Summary of Changes from GASB 45 to GASB 75

GASB 75 is the new accounting and disclosure standard for OPEB liabilities for fiscal years beginning after June 15, 2017. Prior to GASB 75, the District accounted and disclosed for its OPEB liability under GASB 45. Both GASB 45 and GASB 75 required measuring a present liability of OPEB benefits for employees and retirees called the Actuarial Accrued Liability (now called the Total OPEB Liability under GASB 75). Under GASB 45, the Actuarial Accrued Liability was disclosed on the financial statement footnotes with only a portion of the unfunded actuarial liability recognized as a balance sheet liability (this portion was referred to as the Net OPEB Obligation). GASB 75 eliminated the Net OPEB Obligation and replaced it with the full value of the unfunded Actuarial Accrued Liability (referred to as the Net OPEB Liability in GASB 75 terms).

Under GASB 45, many Plan Sponsors that funded an OPEB trust decided to use the GASB 45 Annual Required Contribution (ARC) as a target in their funding strategy. GASB 75 eliminated the ARC and did not provide an equivalent funding target to the ARC. GASB 75 made clear it applies to financial reporting and does not provide guidance on funding strategies. As a result, the actuary now provides the Plan Sponsor (those with funded plans) with a separate actuarially determined contribution (ADC) as their funding target. The ADC calculation may use different actuarial assumptions and methods than those required by GASB 75.

Another important change under GASB 75 was the selection of the discount rate. GASB 45 was vague in the selection of the discount rate, relying on the actuary's best estimate. GASB 75 removed a degree of professional judgment in selecting this key assumption and now there is more consistency in financial disclosures across different types of government entities. Unfunded and partially funded OPEB plans must select a discount rate assumption tied to a yield or index for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Lastly, GASB 75 continues the biennial valuation requirement for all entities regardless of their size but now also requires interim-year updates for changes in the bond indices and other significant changes. Under GASB 45, interim-year updates were not required unless there was a significant event and also smaller entities could perform triannual valuations.

Retiree Health Plan
CASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Valuation Results Summary

As of Valuation Date: June 30, 2018

Present Value of Employer Contributions

	Explicit	Implicit	Total
Actives	\$ 135,168	\$ 91,160	\$ 226,328
Retirees	15,514	9,752	25,266
Total	\$ 150,682	\$ 100,912	\$ 251,594

Total (Accrued) OPEB Liability

Actives	\$ 64,434	\$ 43,248	\$ 107,682
Retirees	15,514	9,752	25,266
Total	\$ 79,948	\$ 53,000	\$ 132,948

Projected Employer Contributions

	Explicit	Implicit	Total
2019	\$ 7,841	\$ 4,926	\$ 12,767
2020	8,220	5,170	13,390
2021	1,052	527	1,579
2022	3,634	2,811	6,445
2023	6,843	5,586	12,429
2024	10,908	7,346	18,254
2025	15,491	9,769	25,260
2026	19,370	12,222	31,592
2027	6,565	4,145	10,710
2028	403	254	657

Actuarial Assumptions as of Valuation Date

Inflation	2.75%
Salary increases	3.00%
Discount rate	3.50%

Plan Membership

Inactive plan members or beneficiaries currently receiving benefits	2
Inactive plan members entitled to but not yet receiving benefits	0
Active plan members	19
	<u>21</u>

Net OPEB Liability

The components of the Net OPEB Liability at June 30,

	2018
Total OPEB Liability	\$ 132,948
Plan fiduciary net position	0
Net OPEB Liability	\$ 132,948

Plan fiduciary net position as a % of the Total OPEB Liability

OPEB Expense at June 30,	\$ 14,371
--------------------------	-----------

Actuarial Assumptions

The Total OPEB Liability was determined using the following actuarial assumptions.

Inflation	2.75%
Salary increases	3.00%
Discount rate	3.50%

Plan Membership

The Total OPEB Liability was determined based on the plan membership as of June 30,

Inactive plan members or beneficiaries currently receiving benefits
 Inactive plan members entitled to but not yet receiving benefits
 Active plan members

	2018
Inactive plan members or beneficiaries currently receiving benefits	2
Inactive plan members entitled to but not yet receiving benefits	0
Active plan members	19
	21

Retiree Health Plan
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Statement of Changes in Fiduciary Net Position

	<u>June 30, 2018</u>
Additions	
Contributions:	
Employer	\$ 11,988
Member	0
Nonemployer Contributing Entity	0
Total contributions	\$ 11,988
Investment income:	
Net increase in fair value of investments	\$ 0
Interest and dividends	0
Less investment expense, other than from securities lending	0
Net income other than from securities lending	0
Securities lending income	0
Less securities lending expense	0
Net income from securities lending	0
Net investment income	0
Other	0
Total additions	\$ 11,988
Deductions	
Benefit payments	\$ 11,988
Administrative expense	0
Investment Fees	0
Total deductions	\$ 11,988
Net increase in net position	\$ 0
Net position restricted for OPEB	
Beginning of year	\$ 0
End of year	\$ 0

Note: The employer contributions include retiree benefit payments inclusive of subsidy not reimbursed from the trust.

Retiree Health Plan
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Schedule of Changes in Net OPEB Liability and Related Ratios

	<u>2018</u>
Total OPEB Liability	
Service cost	\$ 9,883
Interest	4,598
Changes of benefit terms	0
Differences between expected and actual experience	0
Changes of assumptions	(881)
Benefit payments, including refunds of member contributions	(11,988)
Net change in Total OPEB Liability	<u>1,612</u>
Total OPEB Liability - beginning	<u>131,336</u>
Total OPEB Liability - ending (a)	<u>\$ 132,948</u>
Plan fiduciary net position	
Contributions - employer	\$ 11,988
Contributions - member	0
Contributions - nonemployer contributing member	0
Net investment income	0
Benefit payments, including refunds of member contributions	(11,988)
Administrative expenses	0
Other	0
Net change in plan fiduciary net position	<u>\$ 0</u>
Plan fiduciary net position - beginning	<u>0</u>
Plan fiduciary net position - ending (b)	<u>\$ 0</u>
Net OPEB Liability - ending (a) - (b)	<u>\$ 132,948</u>
Plan fiduciary net position as a percentage of the total OPEB liability	0.0%
Covered - employee payroll	\$ 1,060,000
Net OPEB Liability as percentage of covered-employee payroll	12.5%

Retiree Health Plan
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
OPEB Expense

Service cost	\$ 9,883
Interest on Total OPEB Liability	4,598
Projected earnings on OPEB plan investments	0
Reduction for contributions from active employees	0
OPEB plan administrative expense	0
Changes of benefit terms	0
Other changes	0
Current period recognition of deferred outflows/(inflows) of resources	
Differences between Expected & Actual Experience	0
in measurement of the Total OPEB Liability	
Changes of assumptions	(110)
Differences between Projected & Actual Earnings on	
OPEB Plan Investments	0
Annual OPEB Expense	\$ 14,371

Retiree Health Plan
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

	Initial Balance	Amortization Period	Annual Recognition	06/30/2018 Balance
Differences between expected and actuarial experience in measurement of the Total OPEB Liability for the period ending:				
June 30, 2018	\$ 0	8	\$ 0	\$ 0
Total			\$ 0	\$ 0
Changes of assumptions for the period ending:				
June 30, 2018	\$ (881)	8	\$ (110)	\$ (771)
Total			\$ (110)	\$ (771)
Differences between projected and actual earnings on OPEB plan investments for the period ending:				
June 30, 2018	\$ 0	5	\$ 0	\$ 0
Total			\$ 0	\$ 0

The balances as of June 30, 2018 of the deferred outflows/(inflows) of resources will be recognized in OPEB expense for the measurement period ending June 30,

2019	\$ (110)
2020	\$ (110)
2021	\$ (110)
2022	\$ (110)
2023	\$ (110)
Thereafter	\$ (221)

Discount rate

The discount rate used to measure the Total OPEB Liability is 3.50%.

Sensitivity of the Net OPEB Liability to changes in the discount rate

The following presents the Net OPEB Liability, calculated using the discount rate of 3.50%, as well as what the Net OPEB Liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.50%) or 1-percentage-point higher (4.50%) than the current rate:

	1% Decrease (2.50%)	Current Discount Rate (3.50%)	1% Increase (4.50%)
Net OPEB Liability	\$ 142,159	\$ 132,948	\$ 124,588

Sensitivity of the Net OPEB Liability to changes in healthcare cost trend rates

	1% Decrease	Current Healthcare Cost Trend Rates	1% Increase
Net OPEB Liability	\$ 122,468	\$ 132,948	\$ 145,318
	(5.00%HMO/5.50%PPO decreasing to 4.00%HMO/4.00%PPO)	(6.00%HMO/6.50%PPO decreasing to 5.00%HMO/5.00%PPO)	(7.00%HMO/7.50%PPO decreasing to 6.00%HMO/6.00%PPO)

Retiree Health Plan
CASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Schedule of Contributions

This schedule is not required for unfunded OPEB plans.

**Retiree Health Benefits
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Valuation Data**

The valuation was based on the census furnished to us by the District. The following tables display the age distribution for retirees and the age/service distribution for active employees as of the Valuation Date.

Age Distribution of Eligible Retired Participants & Beneficiaries*

Age	Total
<55	0
55-59	0
60-64	2
65+	0
Total:	2
Average Age: 64.1	

*Excludes retirees over the age of 65

Age/Service Distribution of All Active Benefit Eligible Employees*

Age	Service										Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	
20-24	0										0
25-29	4	0									4
30-34	0	0	1								1
35-39	1	1	0								2
40-44	3	0	0	0							3
45-49	2	0	0	0	1						3
50-54	1	1	0	0	0	0					2
55-59	0	0	0	2	1	0	0				3
60-64	0	1	0	0	0	0	0	0			1
65+	0	0	0	0	0	0	0	0	0		0
Total:	11	3	1	2	2	0	0	0	0	0	19
Average Age: 43.3											
Average Service: 7.2											
Annual Payroll: \$1,060,000											

*Excludes 3 employees and 4 board members not eligible for District-paid retiree health benefits

**Retiree Health Benefits
 GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
 Benefit Plan Provisions**

This study analyzes the health and welfare benefit plans of the District which cover medical, prescription drugs, dental, and vision benefits. The retiree health plans provided to retirees prior to age 65 (Medicare eligibility) are basically a continuation of the health plans for active employees.

The District provides retiree health benefits (including prescription drug) to eligible retirees and their dependents. Eligibility for retiree health coverage requires retirement under PERS or STRS on or after age 60 with at least 15 consecutive years of benefit eligible District service. District-paid retiree health benefits end at Medicare eligibility or the retiree's attainment of age 65, whichever occurs first. The District pays 100% of the cost for medical, dental, and vision coverage for the retiree only. For eligible employees who were hired on or after January 1, 2016, the District contribution for medical coverage is limited to the "standard" Kaiser single rate. The retiree is responsible for any coverage elected for his/her eligible dependents. Dependent coverage (except COBRA continuation) ceases upon the death of the retiree.

Employees hired on or after August 17, 2017 are not eligible for retiree health benefits.

Premium Rates

The District participates in the California Schools VEBA for medical and vision coverage. In addition, the District receives dental coverage through the Fringe Benefits Consortium with the San Diego County Office of Education. Premium rates may vary by coverage tier and Medicare eligibility. The following tables summarize the current tenthly medical premiums paid by the District on behalf of retirees for the primary plans in which the retirees are enrolled.

2018 Rates (Single/2 Party)	
Kaiser HMO	\$ 721.00/\$1,427.00
UHC HMO Network 1	\$ 844.00/\$1,654.00
UHC HMO Network 2	\$1,142.00/\$2,243.00
UHC HMO Network 3	\$1,302.00/\$2,549.00
Delta Dental	\$ 35.45/\$ 75.65
Vision Service Plan	\$ 9.01/\$ 13.09

Retiree Health Benefits
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Actuarial Assumptions and Methods

The liabilities set forth in this report are based on the actuarial assumptions described in this section.

Fiscal Year: July 1st to June 30th

Valuation Date: June 30, 2018

Measurement Date: June 30, 2018 for FYE2018

Funding Policy: Pay-as-you-go funding

Discount Rate: 3.50% per annum. This discount rate is the average, rounded to 5 basis points, of the range of 3-20 year municipal bond rate indices: S&P Municipal Bond 20 Year High Grade Rate Index, Bond Buyer 20-Bond GO index, Fidelity GO AA 20 Year Bond Index.

[The discount rate as of the June 30, 2017 measurement date was 3.40%.]

Inflation: 2.75% per annum

Salary Increases: 3.0% per annum, in aggregate

Pre-retirement Turnover: Termination rates for Classified, Management and other employees are based on the recent rates used by CalPERS for the pension valuation. Sample rates are in the following tables:

CalPERS Service	Entry Age				
	20	30	40	50	55
0	17.30%	15.25%	13.19%	11.14%	
5	10.94%	8.70%	6.46%	1.07%	
10	8.01%	5.72%	0.74%	0.25%	
15	6.52%	4.18%	0.32%	0.02%	
20	4.93%	0.38%	0.02%	0.02%	
25	3.28%	0.10%	0.02%	0.02%	
30	0.15%	0.02%	0.02%	0.02%	

Retiree Health Benefits
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Actuarial Assumptions and Methods

Termination rates for Certificated employees and Management employees in STRS are based on the experience rates under the California State Teachers Retirement System (STRS) pension valuation. Sample rates for male and females are as follows:

Service	Male	Female
0	16.0%	15.0%
5	3.5%	3.0%
10	1.8%	1.8%
15	1.2%	1.2%
20	0.9%	0.9%
25	0.7%	0.7%
30	0.6%	0.6%

RPH 2014 mortality table with generational improvements using scale MP2017

Mortality Rates:

Retirement Rates:

Age	Percent Retiring*	
	Classic	PEPRA
55	25.0%	20.0%
56	10.0%	7.5%
57	10.0%	10.0%
58	10.0%	10.0%
59	15.0%	15.0%
60	15.0%	15.0%
61	20.0%	15.0%
62	35.0%	25.0%
63	35.0%	25.0%
64	35.0%	25.0%
65	45.0%	35.0%
66	35.0%	30.0%
67	30.0%	30.0%
68	30.0%	30.0%
69	30.0%	30.0%
70	100.0%	100.0%

* Of those having met eligibility to receive District paid OPEB benefits. The percentage refers to the probability that an active employee who has reached the stated age will retire within the following year.

Participation Rates:

100% of future active employees are assumed to elect retiree health coverage at retirement. Future retirees are assumed to elect medical plans based on current retiree elections.

Retiree Health Benefits
GASB 75 Report Fiscal Year Ending June 30, 2018 (Measured at June 30, 2018)
Actuarial Assumptions and Methods

Spouse Coverage: 30% of future retirees are assumed to elect coverage for their spouse. Male spouses are assumed to be 3 years older than female spouses. Actual spouse coverage and spouse ages are used for current retirees.

Claim Cost Development: The valuation claim costs are based on the premiums paid for medical insurance coverage. The District participates in California Schools VEBA for health coverage, which is a community rated plan. An implicit rate subsidy can exist when the non-Medicare rates for retirees are the same as for active employees. Since non-Medicare eligible retirees are typically much older than active employees, their actual medical costs are typically higher than for active employees. The current valuation contains an estimate of the implicit rate subsidy.

Healthcare Trend Rates:

Year	HMO	PPO
2019	6.0%	6.5%
2020	5.5%	6.0%
2021	5.0%	5.5%
2022+	5.0%	5.0%

Actuarial Cost Method: The actuarial cost method used to determine the allocation of the retiree health actuarial liability to the past (accrued), current and future periods is the Entry Age Normal (EAN) cost method. The EAN cost method is a projected benefit cost method which means the “cost” is based on the projected benefit expected to be paid at retirement.

The EAN normal cost equals the level annual amount of contribution from the employee’s date of hire (entry date) to their retirement date that is sufficient to fund the projected benefit. As required by GASB 75, the normal cost is calculated to remain level as a percentage of pay. The EAN actuarial accrued liability equals the present value of all future benefits for retired and current employees and their beneficiaries less the portion expected to be funded by future normal costs.

All employees eligible as of the Valuation Date in accordance with the provisions of the Plan listed in the data provided by the District were included in the valuation.

Market Value of Assets: As of the valuation date, there were no reported GASB eligible assets.

CASB 75 defines several unique terms not commonly employed in the funding of pension and retiree health plans. The definitions of the terms used in the GASB actuarial valuations are noted below.

1. **Actuarial Assumptions** – Assumptions as to the occurrence of future events affecting health care costs, such as: mortality, withdrawal, disablement and retirement; changes in compensation and Government provided health care benefits; rates of investment earnings and asset appreciation or depreciation; procedures used to determine the Actuarial Value of Assets; characteristics of future entrants for Open Group Actuarial Cost Methods; and other relevant items.
2. **Actuarial Cost Method** – A procedure for determining the Actuarial Present Value of Future Benefits and expenses and for developing an actuarially equivalent allocation of such value to time periods, usually in the form of a Service Cost and a Total OPEB Liability.
3. **Actuarially Determined Contribution** - A target or recommended contribution to a defined benefit OPEB plan for the reporting period, determined in accordance with the parameters and in conformity with Actuarial Standards of Practice.
4. **Actuarial Present Value** – The value of an amount or series of amounts payable or receivable at various times, determined as of a given date by the application of a particular set of Actuarial Assumptions. For purposes of this standard, each such amount or series of amounts is:
 - a. adjusted for the probable financial effect of certain intervening events (such as changes in compensation levels, Social Security, marital status, etc.);
 - b. multiplied by the probability of the occurrence of an event (such as survival, death, disability, termination of employment, etc.) on which the payment is conditioned; and
 - c. discounted according to an assumed rate (or rates) of return to reflect the time value of money.
5. **Deferred Outflow / (Inflow) of Resources** – represents the following items that have not been recognized in the OPEB Expense:
 - a. Differences between expected and actual experience of the OPEB plan
 - b. Changes in assumptions
 - c. Differences between projected and actual earnings in OPEB plan investments (for funded plans only)
6. **Explicit Subsidy** – The difference between (a) the amounts required to be contributed by the retirees based on the premium rates and (b) actual cash contribution made by the employer.
7. **Funded Ratio** – The actuarial value of assets expressed as a percentage of the Total OPEB Liability.

8. **Healthcare Cost Trend Rate** – The rate of change in the per capita health claims costs over time as a result of factors such as medical inflation, utilization of healthcare services, plan design, and technological developments.
9. **Implicit Subsidy** – In an experience-rated healthcare plan that includes both active employees and retirees with blended premium rates for all plan members, the difference between (a) the age-adjusted premiums approximating claim costs for retirees in the group (which, because of the effect of age on claim costs, generally will be higher than the blended premium rates for all group members) and (b) the amounts required to be contributed by the retirees.
10. **OPEB** – Benefits (such as death benefits, life insurance, disability, and long-term care) that are paid in the period after employment and that are provided separately from a pension plan, as well as healthcare benefits paid in the period after employment, regardless of the manner in which they are provided. OPEB does not include termination benefits or termination payments for sick leave.
11. **OPEB Expense** – Changes in the Net OPEB Liability in the current reporting period, which includes Service Cost, interest cost, changes of benefit terms, expected earnings on OPEB Plan investments, reduction of active employees' contributions, OPEB plan administrative expenses, and current period recognition of Deferred Outflows / (Inflows) of Resources.
12. **Pay-as-you-go** – A method of financing a benefit plan under which the contributions to the plan are generally made at about the same time and in about the same amount as benefit payments and expenses becoming due.
13. **Per Capita Costs** – The current cost of providing postretirement health care benefits for one year at each age from the youngest age to the oldest age at which plan participants are expected to receive benefits under the plan.
14. **Present Value of Future Benefits** – Total projected benefits include all benefits estimated to be payable to plan members (retirees and beneficiaries, terminated employees entitled to benefits but not yet receiving them, and current active members) as a result of their service through the valuation date and their expected future service. The actuarial present value of total projected benefits as of the valuation date is the present value of the cost to finance benefits payable in the future, discounted to reflect the expected effects of the time value (present value) of money and the probabilities of payment. Expressed another way, it is the amount that would have to be invested on the valuation date so that the amount invested plus investment earnings will provide sufficient assets to pay total projected benefits when due.
15. **Real Rate of Return** – the rate of return on an investment after adjustment to eliminate inflation.

16. **Select and Ultimate Rates** – Actuarial assumptions that contemplate different rates for successive years. Instead of a single assumed rate with respect to, for example, the investment return assumption, the actuary may apply different rates for the early years of a projection and a single rate for all subsequent years. For example, if an actuary applies an assumed investment return of 8% for year 20W0, then 7.5% for 20W1, and 7% for 20W2 and thereafter, then 8% and 7.5% are the select rates, and 7% is the ultimate rate.
17. **Service Cost** – The portion of the Actuarial Present Value of projected benefit payments that is attributed to a valuation year by the Actuarial Cost Method.
18. **Substantive Plan** – The terms of an OPEB plan as understood by the employer(s) and plan members.
19. **Total OPEB Liability** – That portion, as determined by a particular Actuarial Cost Method, of the Actuarial Present Value of Future Benefits, which is attributed to past periods of employee service (or not provided for by the future Service Costs).

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: **Anna Buxbaum**

Subject: Approval of Contract for
Fascia Repair

Meeting Date: December 13, 2018

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

Background:

Improvements necessary at Dehesa School District include the replacement of fascia in two buildings as required by the most recent Williams Facility Inspection.

Report:

Deterioration of fascia at buildings B and H require replacement and repairs. The most recent Williams Facility Inspection confirms the necessity for these campus repairs. Work is to be performed during the Winter Break.

A proposal from West Coast Air is attached for your review.

Financial Impact:

Cost of \$21,950.00 will be paid from Routine Restricted Maintenance funded by the Special Resource Fund (Fund 17-42).

Student Impact:

NA

Recommendation:

It is recommended the Board approve the contract with West Coast Air for fascia repairs.

Agenda Item #: VIII.C.5

**Dehesa School District
Fascia Repair Project 2018**

Estimated Square Foot Area: 1,700 Square Feet

Lowest Responsive Bid: West Coast Air \$21,860

Informal Bids Received			
Contractor	Amount	Responsive	Cost/SF
West Coast Air	\$21,950	Yes	\$12.91
Gem Industrial	\$23,860	Yes	\$14.04
Fordyce Construction	\$46,880	No: Excludes plywood under roof overhang	\$27.58

west coast Air

Conditioning Co., Inc.

November 7, 2015

Tom Silva
Tom Silva Consulting
4254 View Place
San Diego, CA 92115

Reference: Dehesa School
Wood fascia replacement
Classroom and relocatable classroom buildings

Tom:

West Coast Air Conditioning Co., Inc. proposes the following fascia repair work at Dehesa School:

- 1.) Demo 24" high fascia at North, South and West of one Classroom Building
- 2.) Demo 24" high fascia at North side of five modular Classroom Buildings
- 3.) Demo fascia on five - forty foot runs for the length of the Modular Buildings
- 4.) Salvage sheet metal gutter from Classroom Building
- 5.) Salvage three light fixtures from the fascia of the buildings and one speaker
- 6.) Install new ½" AC plywood fascia with 1x3 trim (felt behind ½" AC plywood)
- 7.) Reinstall sheet metal gutter
- 8.) Reinstall (3) light fixtures on new supports, reinstall one speaker
- 9.) Prime and paint all new wood, no repainting of existing included

The cost proposal to for the above work \$21,950.

Work to be accomplished over the holiday break in mid to late December.

Please respond with any questions

Sincerely,



John Krueger, Vice President

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Approval of Contract for
Landscape Architect

Meeting Date: December 13, 2018

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

Background:

Improvements necessary at Dehesa School District include the installation of an irrigation system and drought tolerant landscaping along the eastern side of campus, behind the two-story building, and along the western front façade of campus.

Report:

Expertise of a landscape architect has been requested to provide a plan for irrigation and landscape design. The plan will include the front façade of campus that begins at the school office and spans along the front of school to beyond the end of the Multi-Purpose Room. Previously, there has been flooding along the eastern side of campus, therefore, landscaping to mitigate is necessary. Requests made by the district include plans for irrigation, planting, concept drawings, assistance with bid preparation, and construction administration and observation.

Proposals from three landscape architects were submitted. Based on cost and portfolio considerations it is recommended that Dehesa contract Environs Landscape Architecture. Quotes and portfolios are attached for your review.

Financial Impact:

Cost of \$12,750.00 plus reimbursables will be paid from the Special Resource Fund (Fund 17-42)

Student Impact:

NA

Recommendation:

It is recommended the Board approve the contract with Environs Landscape Architecture.

Agenda Item #: VIII.C.6

**Dehesa School District
Fascia Repair Project 2018**

Informal Bids Received

Contractor	Amount	Construction Administration	Total	Reimbursables
Environs Landscape Architecture	\$12,750	Included	\$12,750.00	Cost + 10%
George Mercer Associates, Inc	\$10,400	\$3,920.00	\$14,320.00	Cost + 15%
KTUA Planning + Landscape Architecture	\$24,810	\$4,495.00	\$29,305.00	Cost + 15%

E N V I R O N S
LANDSCAPE ARCHITECTURE

11.14.2018

Dehesa School District
4612 Dehesa Road
El Cajon, CA 92012

Attn: Mr. Tom Silva

**RE: Proposal for Landscape Architectural Services:
DEHESA SCHOOL – SITE LANDSCAPING PROJECTS
VARIOUS LOCATIONS**

Env No. 18.033

Dear Tom:

As per your request for proposal, we are pleased to submit this proposal for Professional Services in connection with the project referenced above for your review and consideration.

This agreement is by and between ENVIRONS Landscape Architecture, Inc. (ENV), a (California corporation), and the Dehesa School District (Client), in El Cajon, CA. ENV shall provide professional services on the project referenced above, a proposed renovation to several slopes on site for landscape and irrigation improvements at the School property.

The project scope is to provide design services to address the removal and re-design / installation of a new landscape and irrigation for the existing project slopes that are along the street frontage adjacent to the parking lot, the garden area around the office area, and the long slope that is behind the new classroom building and above the grass field and asphalt area(s) as discussed at our site walk through . The landscape potentially can showcase different plant 'communities', providing demonstration installations for the teachers / staff to use as learning opportunities.

Available hard copies and electronic files of the project site are to be provided by Client to ENV for use in this process. The site survey will be utilized to verify and dimension all existing on site improvements to update the base sheet to accurately indicate all existing site features and improvements (including irrigation), vegetation and topography. The updated base sheet will be used by Environs for use in the design and plan preparations. If no electronic files exist or are available, then ENV can draft a new file based on scans of hard copy paper plans and verify at the site that the project is as per plan. If required, these services will be provided on an hourly basis.

When authorized, ENV will move forward with the analysis and design work and all related processes and improvements. ENV understands that the timeline for designing and implementing this project is limited and we are confident that we can get this project done efficiently and in short order.

RLA 3010

1909 State Street
San Diego, CA 92101
619.232.7007 ext. 101
619.232.7008 (fax)
www.environs.us

EXHIBIT 'A'

SCOPE OF SERVICES/PROCEDURE

1.0 PRELIMINARY LANDSCAPE PLAN PHASE

ENV shall review the previously prepared Site and Architecture Plans with evaluations and recommendations to be developed for consideration. A Preliminary Landscape Plan will be prepared for the project to present to the Client for approval. The Preliminary Landscape Design Phase process will verify the existing adjacent conditions and initial design proposals to be prepared and forwarded to the Client for review and shall include:

1.1 Concept Landscape Planning

- ENV shall reference the latest site and building plans prepared by the Architect, the Civil Engineer / Site Survey plan, as a basis of initiation to identify and develop an understanding of site issues. Meet with the Superintendent and Staff to confirm the desired site program + intent, elements and features, ENV will then proceed with the concept analysis.
- Visit the site to inventory the current / existing conditions and landscape and confirm accuracy of the plans. Review the plans to understand the site opportunities and constraints – Entry, views and adjacent uses, etc. Review the site survey plan to understand the existing landform/grading and drainage design and what can be done to incorporate 'sustainability' concepts.
- Preparation of the Landscape Concept Plan for initial consideration by the Client. This plan shall be prepared in a "tissue graphic" style and will be the communication tool of the landscape concepts for the project.

The Landscape Concept Plan will be prepared using the Architectural Site Plan. The design concepts will be communicated to the Client through graphics prepared in a "tissue graphic" style—one (1) at 1" – 10' scale.

ENV shall present the Landscape Concept Plan to the Client for review and their input. Revisions shall be made, if required, as a result of this meeting.

- Landscape Concept Plan – one at 1" – 10' scale

The approved Landscape Concept Plan will serve as the basis for the Construction Document Plans.

- Landscape Cost Estimate – Initial Cost Estimate to gauge scope + cost of the project as proposed.

1.2 Meetings

- ENV shall attend at least two (2) meetings to present the Board for approval and / or comments to be incorporated into the project design.

2.0 CONSTRUCTION DOCUMENT PHASE

- ##### 2.1
- ENV shall prepare one set of construction documents for the subject property when authorized by the Client.

2.2 Elements of Work

One (1) complete set of Landscape Improvement Plans will be prepared at one time for the proposed landscape improvements. Plans will be prepared in Auto CAD 2016.

2.3 Site Demolition Plan

The Site Demolition Plan will specifically identify the work to be done relating to the protection of plants to remain, plants for removal and what the final condition of the site is to be upon completion of the demolition phase of work. Any on site items other than plant material will also be identified and what actions are required to address those items.

2.4 Landscape Construction Plan

The Landscape Construction Plan will specifically layout, dimension, and detail the proposed site features such as the patio paving, walls, fences, water features, outdoor kitchen, etc. All required wall engineering to be provided by the Civil or Structural Engineer. Proposed grading, drainage and utilities will be conceptualized by ENV in sketch drawing fashion and either coordinated with the Grading Contractor or with the Project Civil Engineer if wall +/- or grading plans are required by the City of San Diego for permitting.

2.5 Landscape Irrigation Plan

The Irrigation Plan will diagrammatically depict all landscape irrigation piping, valves, control equipment, sprinkler heads and related irrigation equipment (including sizes and types) for the automatic irrigation of planting areas. All necessary details required to install the irrigation system will be included.

2.6 Planting Plan

The Planting Plan will graphically locate and identify all plant materials to be used including a Plant Material Legend that will list the specific quantities, sizes and varieties, and will include necessary planting details for the installation of plant materials.

2.7 Specifications

The Specifications will be in short form as a part of the construction documents, will identify the types, manufacturers and/or qualities of materials to be used or incorporated into the work, will outline methods of installation, and will establish the quality of workmanship for the completed work.

2.8 Meetings

ENV will attend four (4) working meetings during the Construction Document phase. (2) additional Cost Estimates to be prepared for review and approval. Additional meetings will be provided on an hourly basis at the rates defined in Exhibit 'C'.

3.0 CONSTRUCTION ADMINISTRATION/OBSERVATION PHASE

3.1 ENV recommends that at a minimum we visit the site at the following stages of construction when authorized by the Client or his authorized representative. These services will be provided on an hourly basis at the rates defined in Exhibit 'C'.

- Preconstruction Conference
- Irrigation Pressure and Coverage Tests
- Soil Amending
- Plant Material Selection/Tagging
- Plant Spotting
- Pre Maintenance
- Final Maintenance

3.2 Meetings

ENV will attend meetings as requested during the Construction Administration phase. All meetings will be provided on an hourly basis at the rates defined in Exhibit 'C'.

4.0 ADDITIONAL SERVICES

Additional services outside the scope of this proposal, which are requested and authorized by the Client will be billed at the hourly rate as outlined in Exhibit "C".

OPTIONAL SERVICES / SCOPE OF SERVICES EXCLUDES

1. Changes in the scope of the Project or services. Changes not initiated by ENV. Changes that are inconsistent with written approvals or instructions previously given or are required by the enactment or revision of codes, laws, or regulations subsequent to the preparation of such documents. Changes due to other causes not solely within the control of ENV.
2. Preparation, manipulation, modification, and/or revisions to the provided hard copy and/or electronic media for use in developing base sheets for the project. Staff time will be billed hourly at the staff rates indicated.
3. Perspective drawings, renderings, scale models, mock-ups, samples, photography or written text.
4. Presentations at hearings or community groups.
5. Acting as an expert witness.
6. Preparation of forms and/or written documents for development permit, environmental mitigation, or grading permit. The submission of partially completed documents – plans are to be completed for submittal.
7. Plan processing and/or obtaining approvals by governing agencies. Costs of permits and fees.
8. Survey to establish existing conditions.
9. Soils analysis and/or testing.
10. Labor and/or materials take offs and/or cost estimates beyond the 'opinion of probable costs' prepared in the Concept Phase of work.
11. Engineering, design or selection of utility, mechanical and structural systems for walls, paving, lighting, recreational facilities, play courts, eating facilities, water features or pools, pumps, architectural planters, atriums, subterranean structure protection, drainage devices, sculpture, signage, and interior landscape improvements.
12. Phasing of the construction documents, and/or site observations. Fee proposal is based on implementing the project one time upon direction and authorization to proceed by the Client.
13. Bid forms and documents (excluding plans and specifications).
14. Selection of plant materials at nurseries.
15. Contract administration.
16. Drawings of record.
17. Providing any other services not otherwise included in this Agreement. These services may, however, be available as additional services.
18. The contribution of ENV to the project under Scope Items 1.0, and 2.0 shall be limited to areas of design and aesthetics and ENV does not assume responsibility for the work of others in the production of their respective construction documents or the sufficiency thereof necessary to the execution of the work.

EXHIBIT 'B'

FEES AND TERMS

Services described above shall be provided on an Hourly basis of \$12,750.00 in accordance with the terms and conditions in Exhibit 'C' attached hereto and which is incorporated and made a part of this Agreement by reference. We estimate the following fee breakdown by phase:

• Site Plan Preparation	Hourly – Not to Exceed \$1,500.00
• Preliminary Landscape Plan Phase	\$3,750.00
• Construction Document Plan Phase	\$5,500.00
• Construction Administration Phase	Hourly - \$2,000.00 estimated
• Additional Services	<u>Hourly - As Requested</u>
Fee Total	\$12,750.00

I am looking forward to working with you to design and secure the necessary approvals for the project. Should you have any questions, please do not hesitate to call.

If this proposal merits your approval, please sign and return a copy for my records.

Sincerely,



Martin F. Schmidt, ASLA Principal
RLA 3010

ACCEPTED: (Dehesa School District) _____

Date: _____

EXHIBIT 'C'

HOURLY RATES AND ADDITIONAL SERVICES

ADDITIONAL SERVICES:

A. Additional services and site observation shall be based on the following hourly rates:

Principal	\$150.00
Landscape Architect/Project Manager	\$100.00
Landscape Designer	\$ 80.00

Time for services performed outside the office starts and ends upon leaving and returning to the office.

In the event the scope of services changes to a degree that will alter the fee, the Client shall be notified in writing and a revised fee will be established. Requests for additional services will be documented and a completion time and compensation amount will be submitted for approval. These rates are current as of 11.14.2018 and Client will be notified in the event of billing rate increases.

REIMBURSIBLE EXPENSES

The following reimbursible expenses will be invoiced to the Client at cost plus 10% and are not included in the Fee for Professional Services:

1. Costs for photographic, xerographic, dry mounting, and delivery services.
2. Outside consultants as authorized by Client.
3. Express mailing, delivery, and/or shipping costs outside the County of San Diego.
4. Mileage to and from the project site and project related travel at \$0.585 per mile.
5. Plotting services in house at current rates determined by Environs.

FEES FOR PROFESSIONAL SERVICES:

Services outlined under the Scope of Services shall be provided for the hourly rate stipulated in the agreement for Professional Services.

STATEMENTS

Fees for Professional Services shall be billed monthly for progress payment based hours expended. Reimbursible costs shall be billed with fee invoices.

ACCOUNTS

Accounts are payable net 30 days from date of invoice to our office in San Diego, CA.

RIGHT TO SUSPEND SERVICES

ENV shall have the right to suspend services on this project if the parties have not executed a written contract for ENV's services and unpaid invoices have been rendered beyond the 30 day period from date of invoice.

AUTHORIZATION TO PROCEED

If ENV is authorized to commence and/or continue providing its services on the project, either orally or in writing, prior to execution of a written contract, such authorization shall be deemed an acceptance of this proposal and all such services shall be provided and compensated for in accordance with the terms and conditions contained herein as though this proposal were fully executed by the Client.

EXPRESS WARRANTIES

The standard of care for all professional services performed or furnished by Consultant under this Agreement will be the skill and care used by members of Consultant's profession practicing under similar circumstances at the same time and in same locality. Consultant makes no warranties, express or implied, under this Agreement or otherwise, in connection with Consultant's services.

OWNERSHIP OF DOCUMENTS

All documents produced by ENV under this agreement shall remain the property of ENV and may not be used by the Client for any other endeavor without the written consent of ENV.

ACCESS TO THE SITE FOR PHOTOGRAPHIC/DOCUMENTATION OF FINISHED INSTALLATION

ENV will be allowed access to the site during the implementation process, and after completion of the installation for the purpose of documentation photography and imagery for use by ENV in marketing purposes.

CREDITS/ACKNOWLEDGEMENTS

ENV shall be given proper credit and acknowledgements for all services rendered including, but not limited to Landscape Architecture and implementation. Proper credit shall be defined as being named by Client (or their agent/client) in project identification boards, published articles, promotional brochures, and similar communications.

LIABILITY

ENV shall use reasonable care and diligence in the performance of services. Should ENV be found responsible for an error, omission or negligent act (both passive and active, the maximum liability of ENV shall be limited to the net service fee). This paragraph applies to any party to which this agreement may be assigned.

ATTORNEY'S FEES

If either party becomes involved in litigation, mediation, or arbitration (binding or non-binding, judicial or non-judicial) arising out of this Agreement, or the performance thereof, the court in such litigation, or in separate suit, shall award reasonable costs and expenses, including Attorney's fees to the prevailing party. In awarding Attorney's fees, the court will not be bound by any court fee schedule, but shall, if it is in the interest of the judgment to do so, award the full amount of costs, expenses, and Attorney's fees paid or incurred in good faith.

ARBITRATION

Any controversy or claim arising out of or relating to the formation, interpretation, application, enforceability, or breach of this Agreement, including disputes as to which persons or entities may be liable hereunder, shall be settled by arbitration at San Diego, California in accordance with the rules of the American Arbitration Association, and judgment upon any award rendered by the arbitrator's may be entered in any court having jurisdiction thereof. The prevailing party in any such arbitration shall be entitled to recover arbitration costs and reasonable attorney's fees, as determined by the arbitrator(s), in addition to any other relief available.

TERMINATION

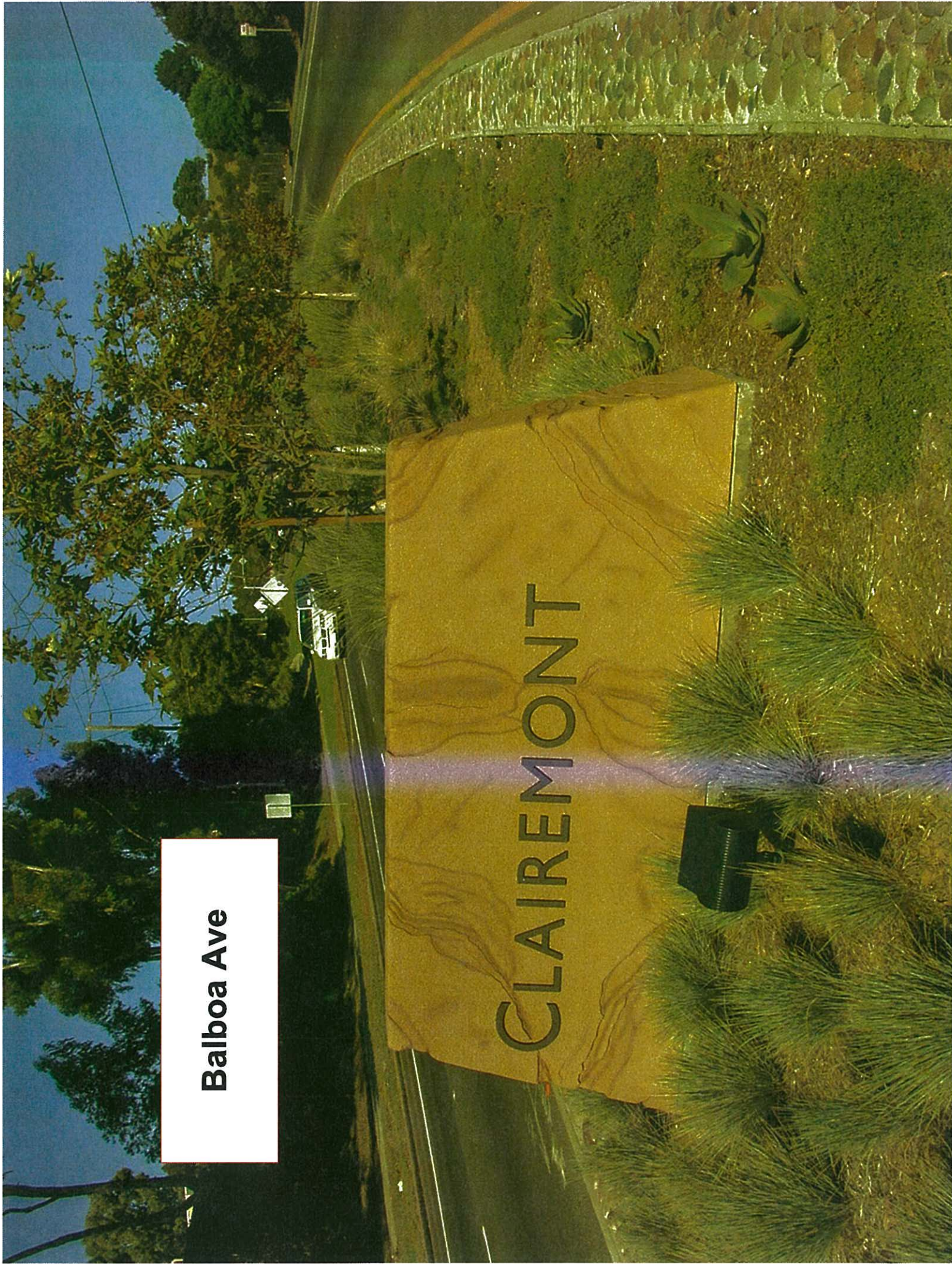
It is understood that these services may be terminated upon 10 days written notice for good reason by either party. In this event, ENV shall be compensated for all work performed prior to date of termination at the rate set forth.

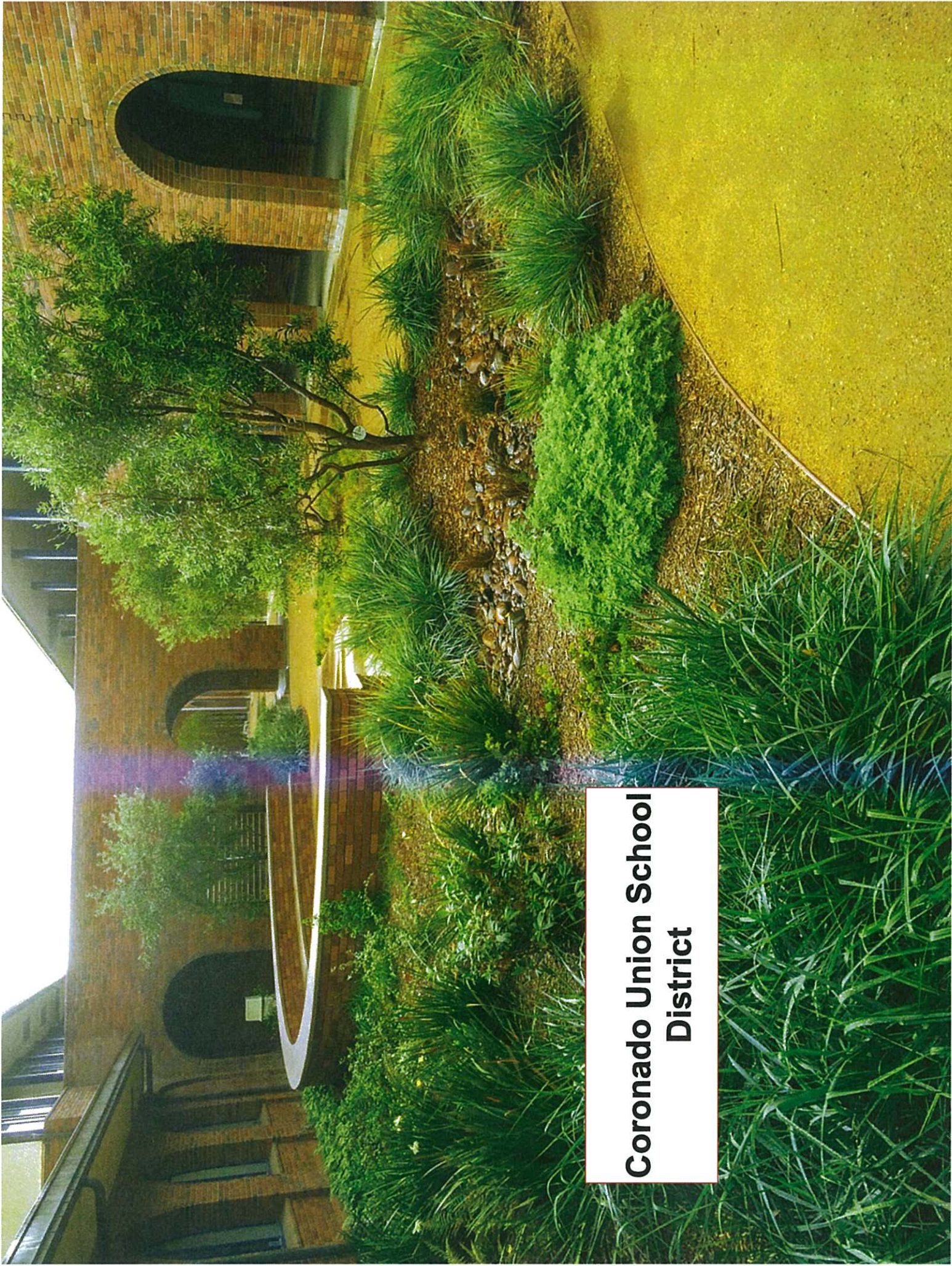
REVOCATION

This proposal shall be considered revoked if acceptance is not received within 30 days of the date hereof.

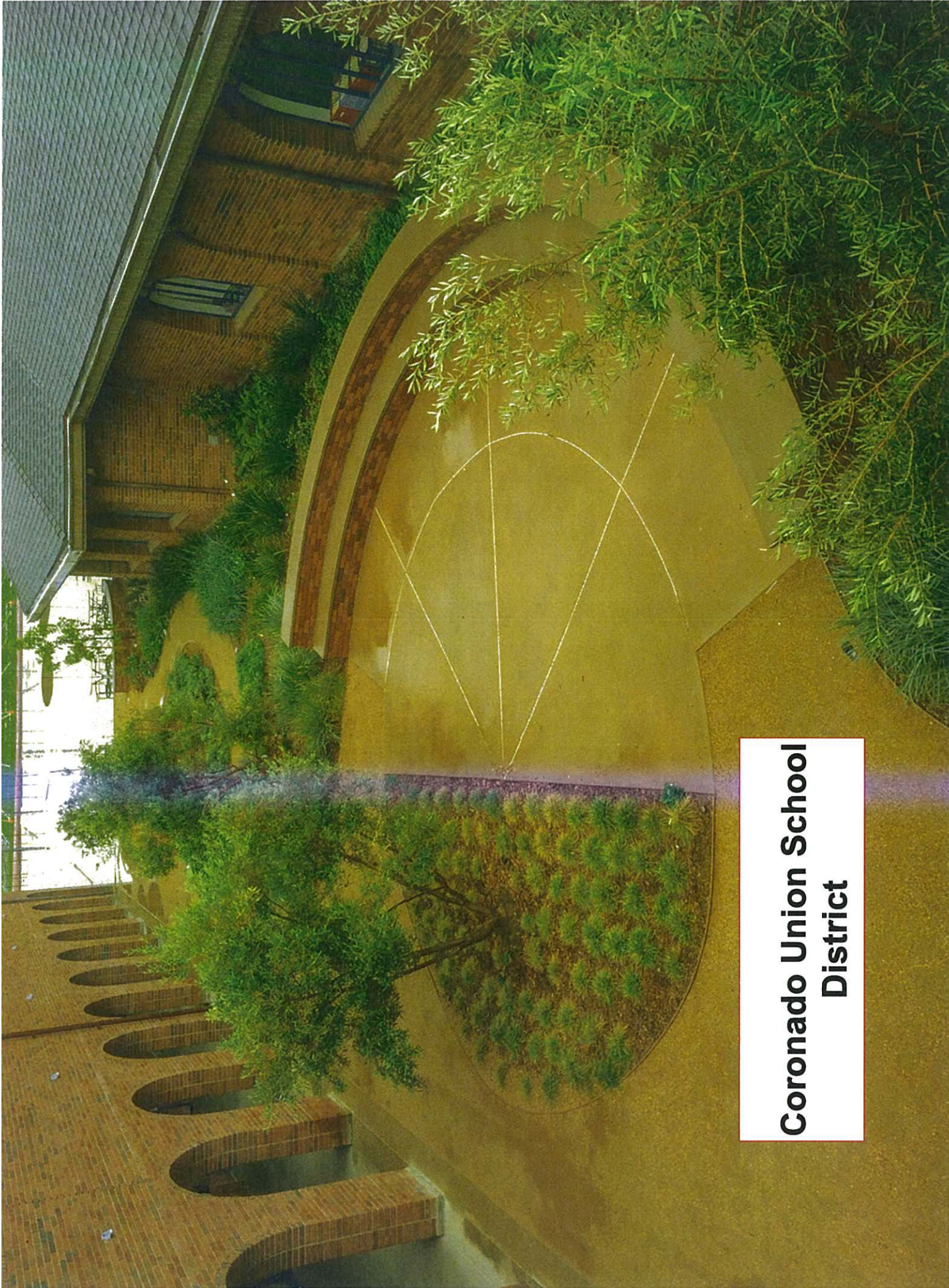
Balboa Ave

CLAIREMONT





**Coronado Union School
District**

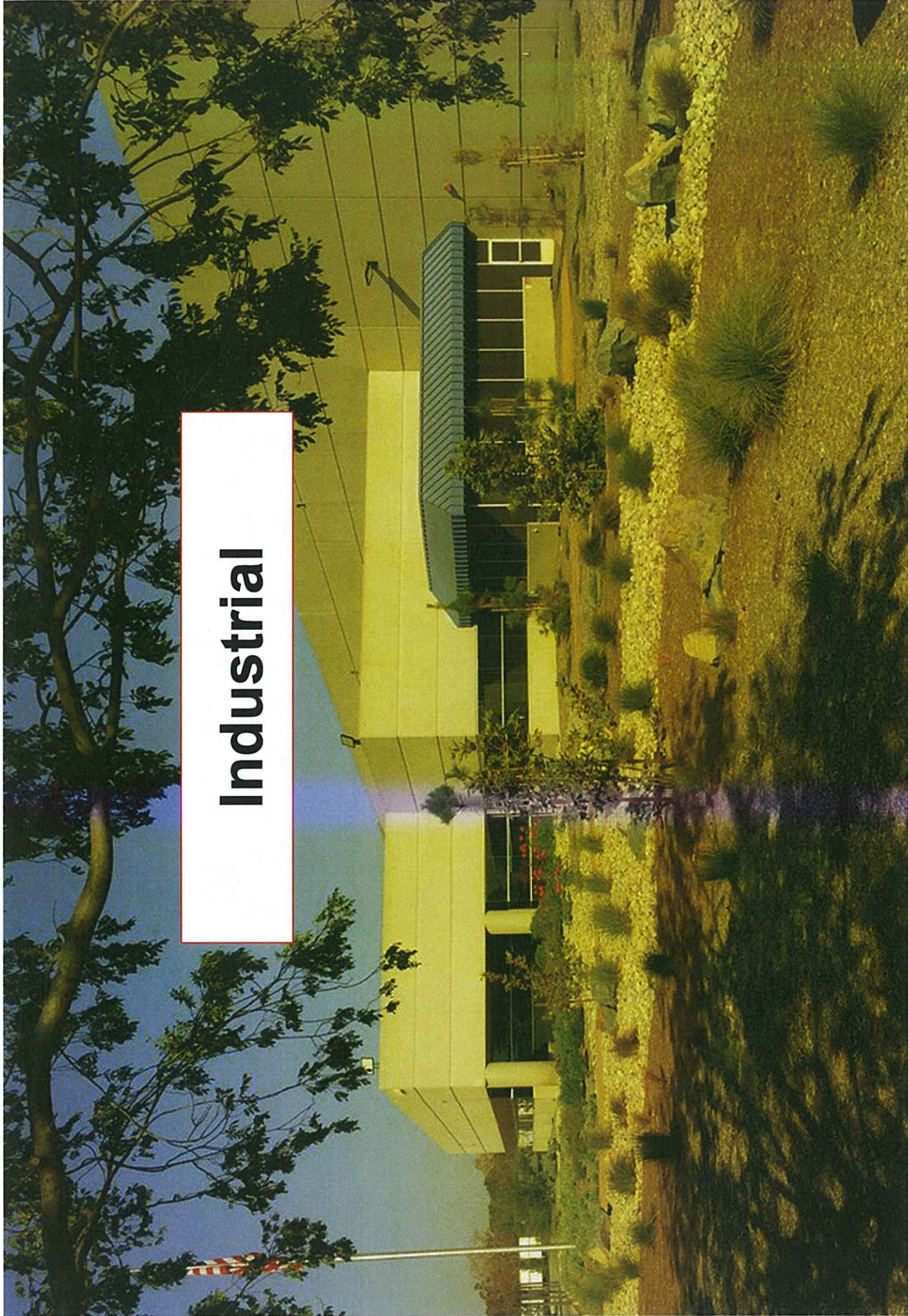


**Coronado Union School
District**

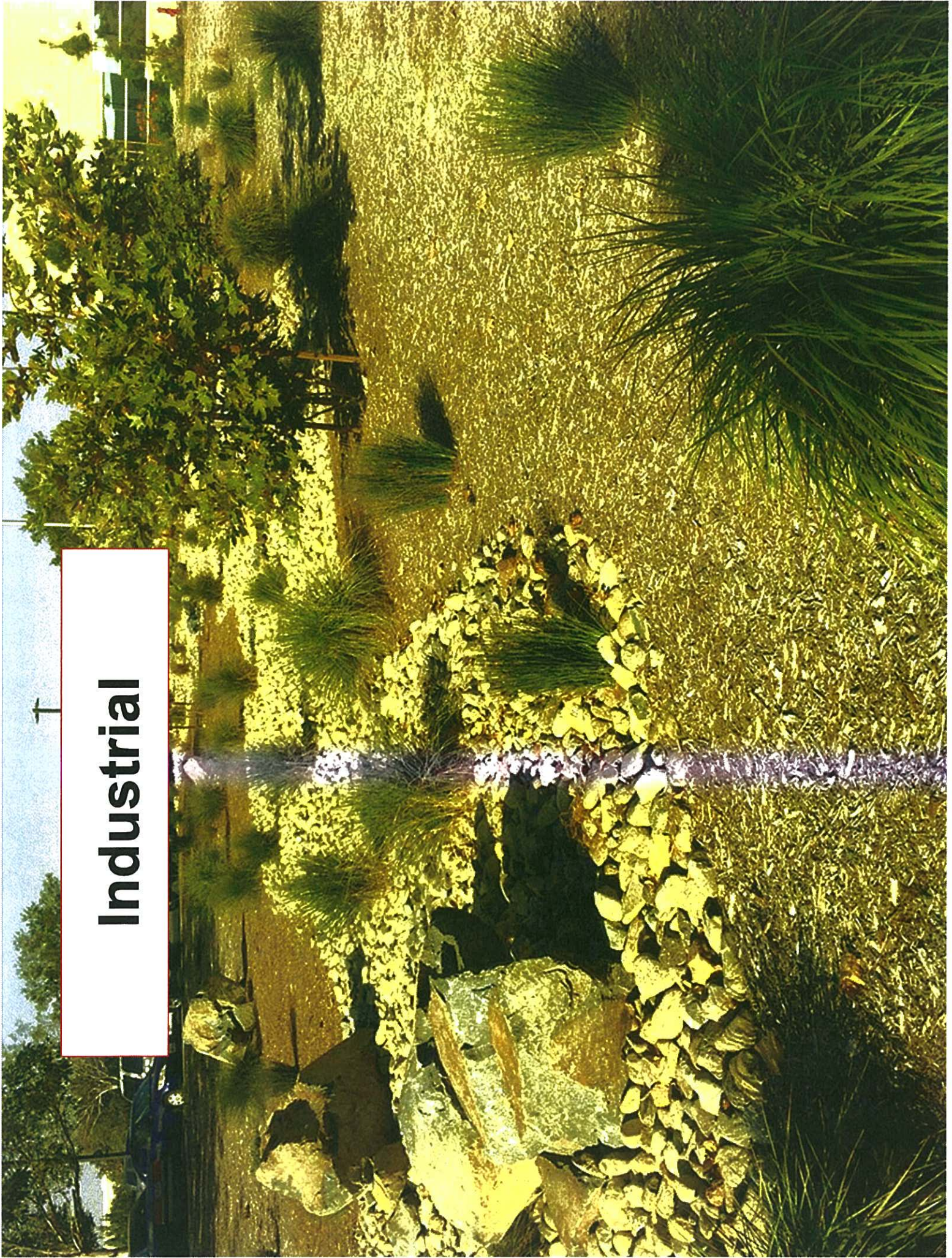


**Coronado Union School
District**

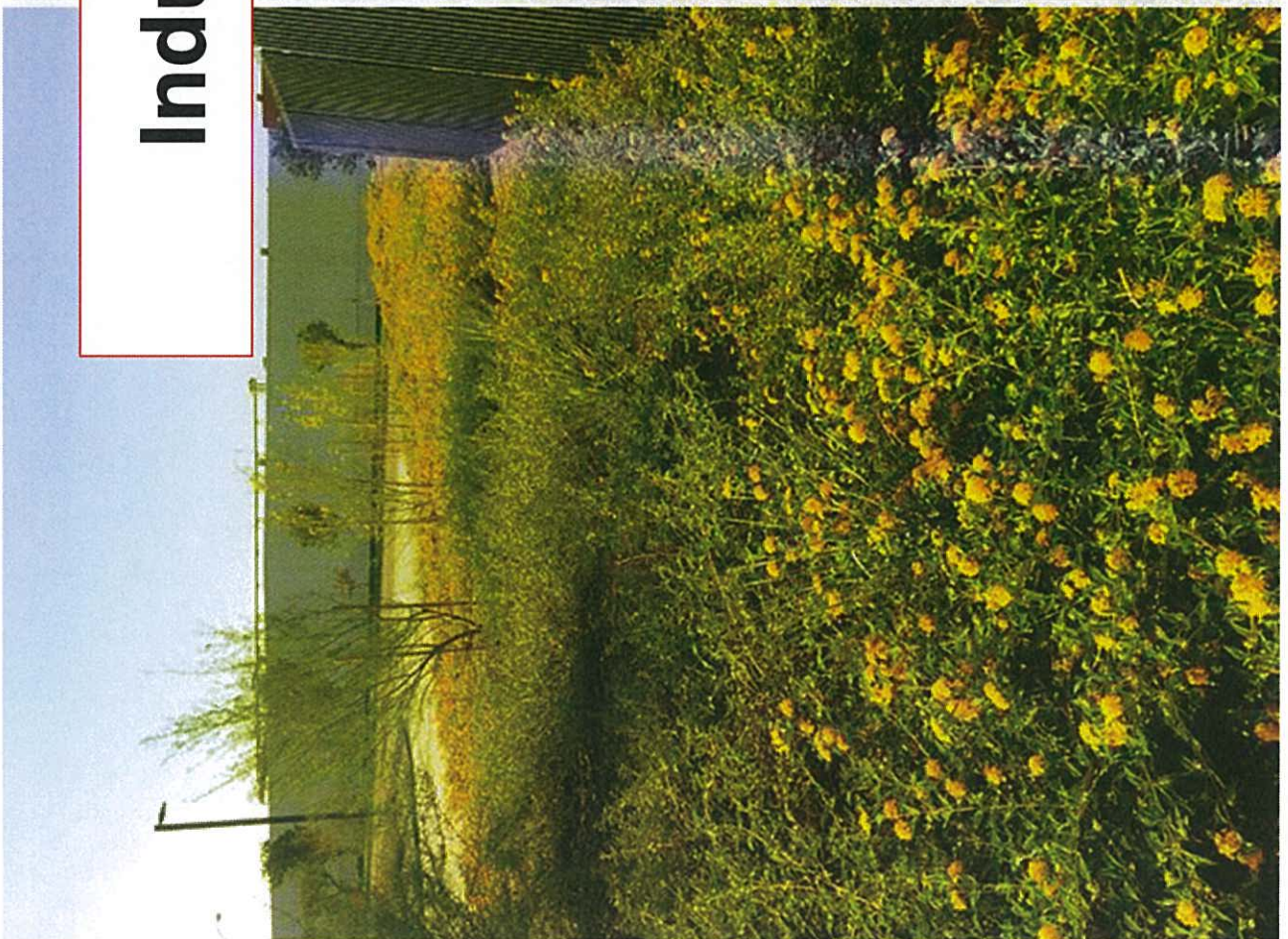
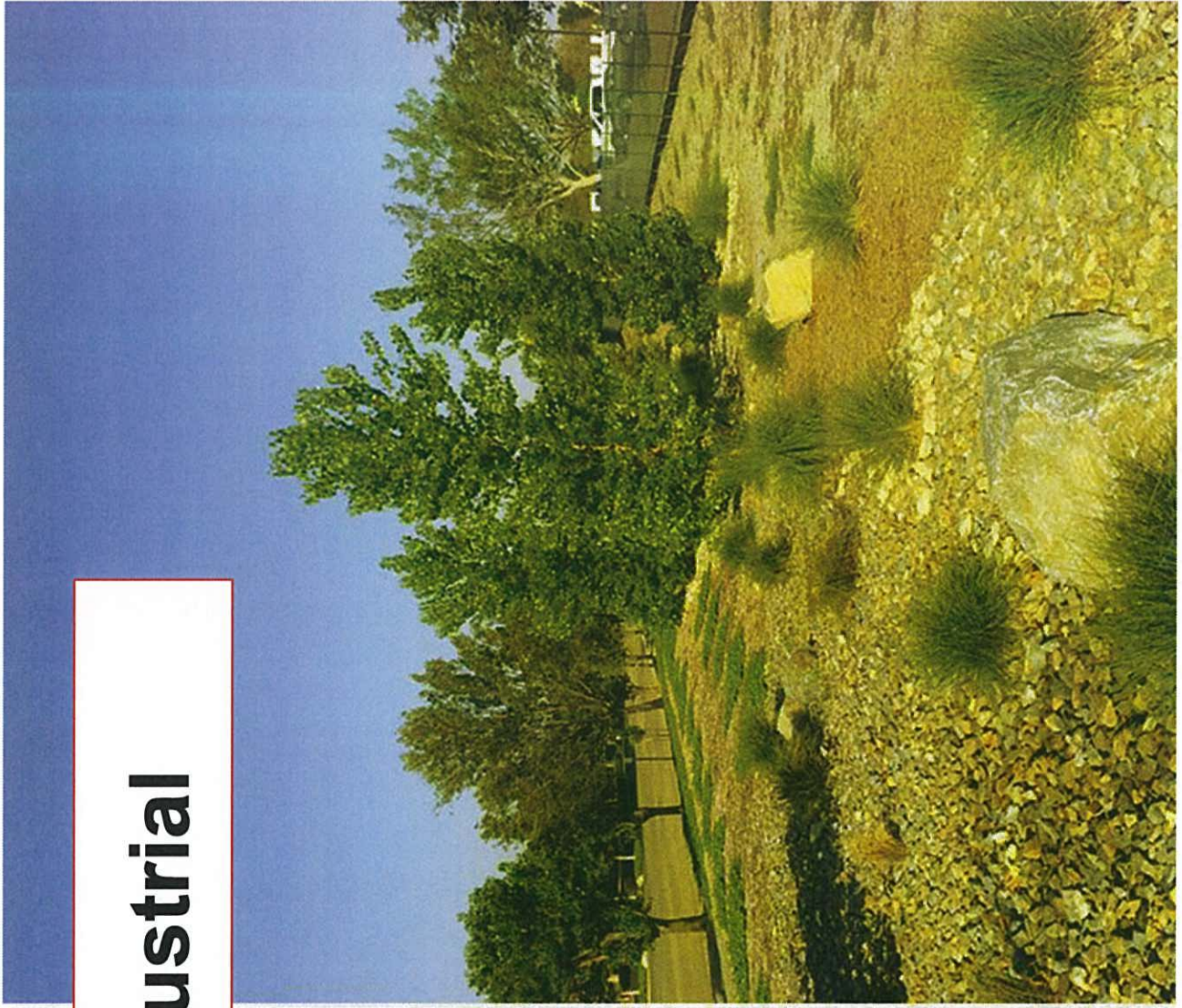
Industrial



Industrial

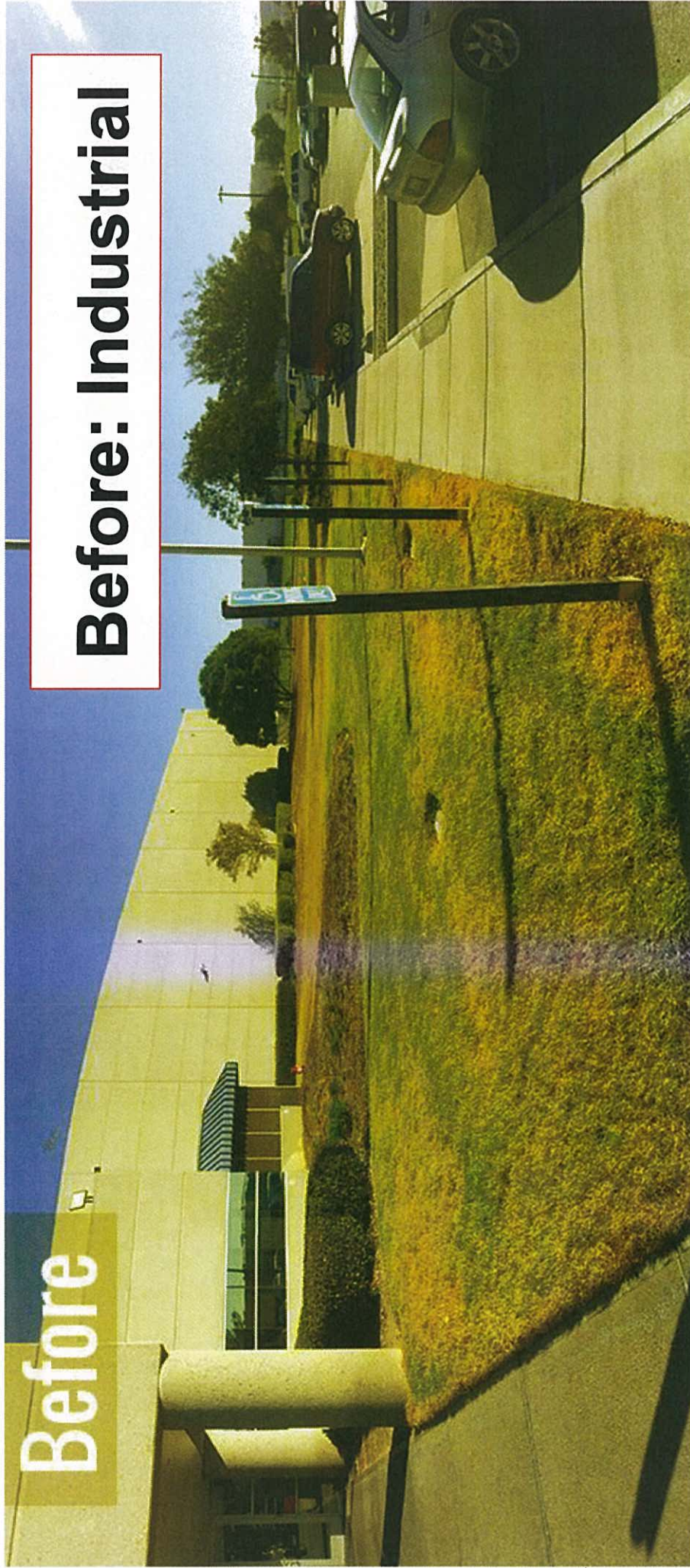


Industrial

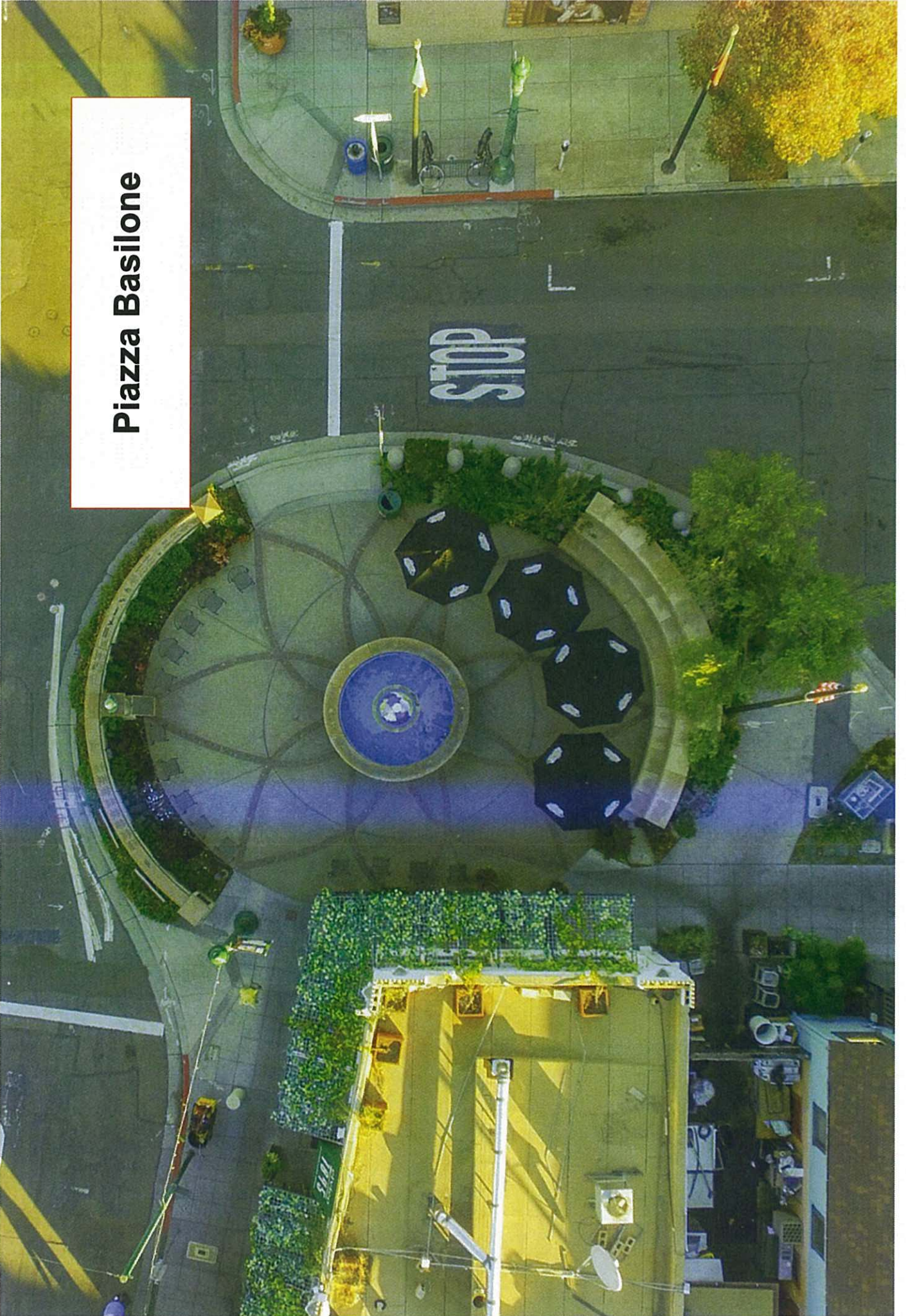


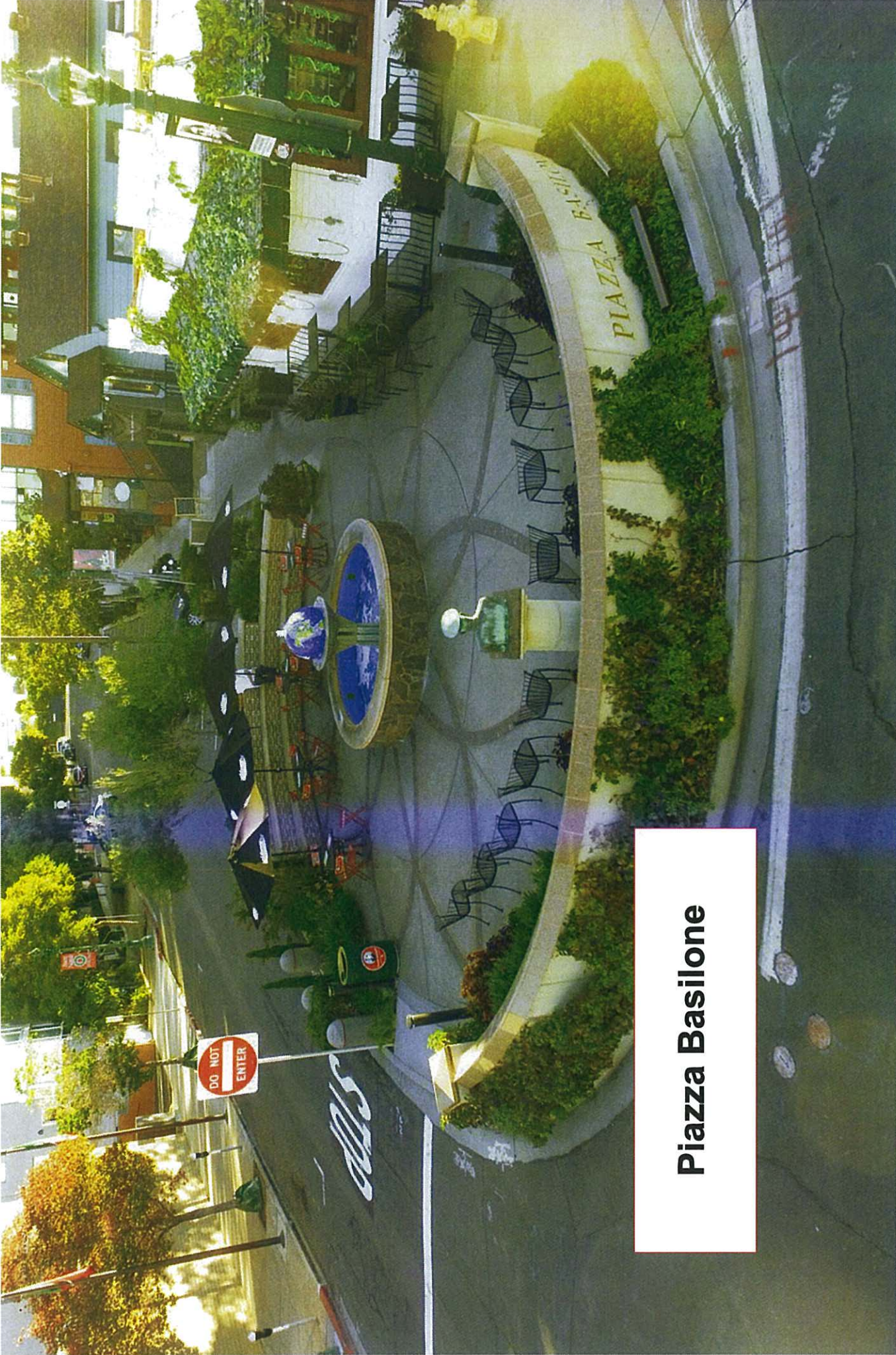
Before

Before: Industrial

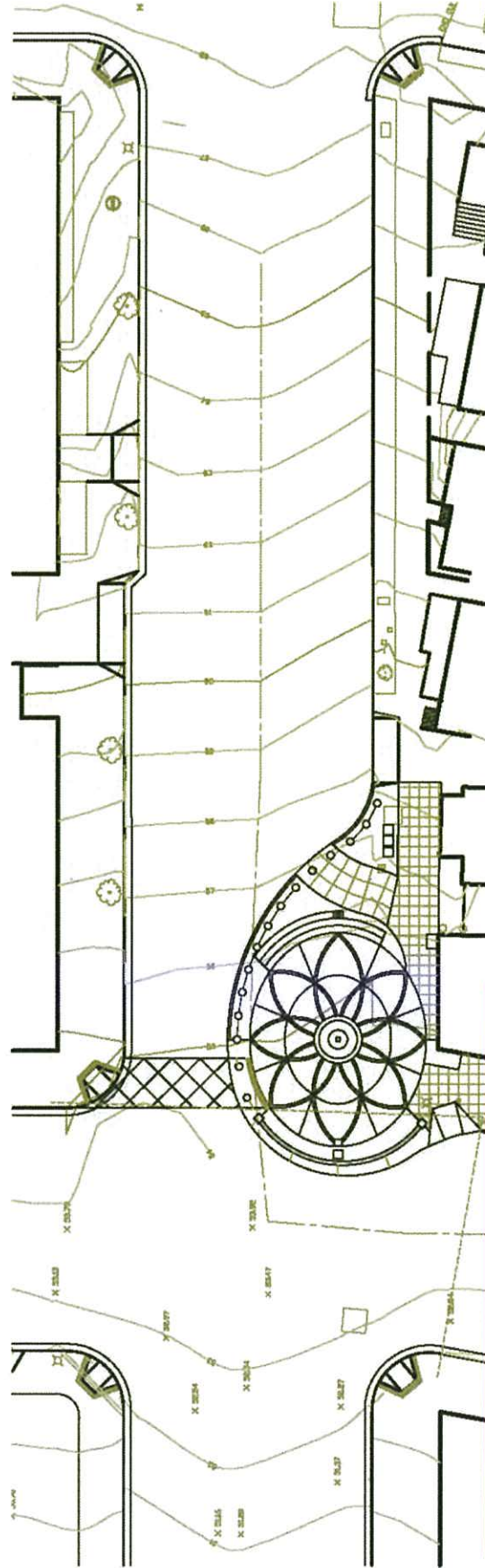


Piazza Basilone





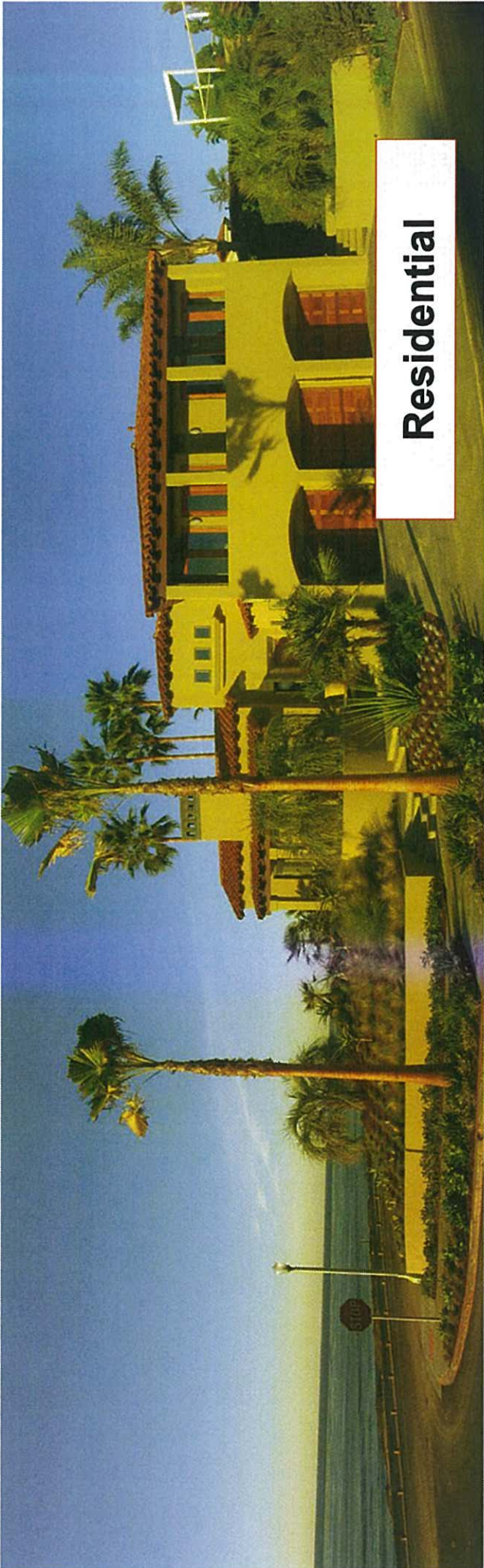
Piazza Basilone



Piazza Basilone



Qualcomm



Residential

November 28, 2018.

18-072

AGREEMENT FOR LANDSCAPE ARCHITECTURAL SERVICES

Between landscape architecture firm George Mercer Associates, Inc. (a California corporation), hereinafter referred to as Architect, and Dehesa School District, hereinafter referred to as Client.

Whereas it is the desire of the Client that the Architect perform certain professional services, as more particularly set forth in this Agreement, the Client and the Architect hereby agree to the following:

1. PROJECT DESCRIPTION

Landscape improvements for the Dehesa School, located at 4612 Dehesa Rd, El Cajon, CA 92019. See attached Exhibit 'A' showing areas proposed for improvement.

Project will be handled in two parts:

Part A - Planting and Irrigation for landscape areas adjacent to the recently completed classroom building.

Part B - Landscape Master Plan for landscape areas adjacent to parking area at front of school.

2. GENERAL SCOPE OF SERVICES

Landscape architectural design and consulting services as more specifically described below.

3. DESCRIPTION OF SERVICES

1. Schematic Phase to include:

Services for this phase will be provided on a lump sum basis.

1.1. Site Investigation

Site Investigation and research will consist of a visual review of the project sites, a review of site conditions, and a review of available plans.

1.2. Schematic Landscape Master Plans

The Schematic Landscape Master Plans will be schematic layouts, in plan form, graphically depicting the general landscape arrangement, materials and character for the project areas. Existing trees and shrub masses to remain will be indicated. Plans will suggest choices for trees, shrubs and ground covers.

1.3. Meetings

The Architect will attend up to two meetings with the Client to review the plans and discuss revisions. Plans for part A and B will be reviewed at the same time.

1.4 Design Development

The Architect will make up to two sets of revisions to the Schematic Landscape Master Plans if desired by the Client. All further Client requested revisions to the plan, unless minor, shall constitute additional services.

1.5. Assumptions

1. The Schematic Landscape Master Plans will be in color, provided at a scale of $1/16" = 1'$ or $1" = 10'$.

2. Construction Documents and Services to Include:

Services for this phase will be provided on a lump sum basis and will begin upon acceptance of the Schematic Landscape Master Plan for Part A, prepared by Architect. Changes to the Construction Documents resulting from Client requested changes to the site layout after the acceptance of the Landscape Master Plans will constitute Additional Services, unless minor.

2.1. Irrigation Plan

The Irrigation Plan will diagrammatically depict all landscape irrigation piping, valves, control equipment, sprinkler heads and related irrigation equipment (including sizes and types) for the automatic irrigation of planting areas. All necessary details required to install the irrigation system will be included.

2.2. Planting Plan

The Planting Plan will graphically locate and identify all plant materials to be used including specific quantities, sizes and varieties, and will include necessary planting details for the installation of plant materials.

2.3. Specifications

The Specifications will be provided will be on the plans, in short form, and will identify the types, manufacturers and/or qualities of materials to be used or incorporated into the work, will outline methods of installation, and will establish the quality of workmanship for the completed work.

2.4. Assumptions

1. Plans will be based upon Engineering and Architectural plans, prepared by others.
2. Planting and Irrigation will be for Part A area only (See Exhibit 'A').
3. DSA submittal is not required.

3. Construction Administration and Observation Phase – Part A

3.1. If requested, the architect will assist in the construction administration aspects of the project which may include:

- Selection of bidders
- Meetings
- Addenda and clarifications
- Change orders
- Research
- Value engineering

3.2. The Architect shall make periodic visits to the site at the following stages of construction when authorized and requested by the Client or his agent:

- Pre-construction Conference
- Irrigation pressure and coverage test
- Plant spotting
- Pre Maintenance
- Final Maintenance

The Architect will, at that time, become generally familiar with the progress and quality of work and determine, where possible, if the work is proceeding in accordance with the plans and specifications. The Architect shall not be required, however, to make exhaustive or continuous on-site inspections to check the quality or quantity of work.

On the basis of such on-site observations, the Architect shall keep the Client informed of the progress and quality of work and shall endeavor to guard the Client against defects and deficiencies in work.

3.3. The Architect shall not have control or be in charge and shall not be responsible for construction means, methods, techniques, sequences, procedures, or for safety precautions and programs in connection with the work, for the acts or omissions of any contractor(s) or subcontractors(s) or any other persons performing any of the work, or for the failure of any of them to carry out the work in accordance with the plans and specifications.

3.4. Interpretations and decisions by the Architect shall be consistent with the intent of this document and shall be in written or graphic form. The Architect's decision in matters relating to artistic effects shall, with the Client's approval, be final if consistent with the intent of the plans.

4. RECORD DRAWINGS

Record Drawings ("As Builts") shall be prepared by the installing contractor, who shall be responsible for the accuracy thereof.

4. SCOPE OF SERVICES EXCLUDES

1. Changes in the scope of the Project or services. Changes not initiated by the Architect. Changes that are inconsistent with written approvals or instructions previously given or are required by the enactment or revision of codes, laws, or regulations subsequent to the preparation of such documents. Changes due to other causes not solely within the control of the Architect.
2. Perspective drawings, renderings, scale models, mock-ups, samples, photography or written text.
3. Presentations at hearings, community groups, adjacent property owners, or review committees.
4. Soils analysis and/or testing.
5. Preparation of documents for erosion control or environmental mitigation.
6. Plan processing (walking plans through the approving agencies and/or groups).
7. Estimates of probable construction costs.

8. Engineering/design for pump systems.
9. Providing any other services not otherwise included in this Agreement. These services may, however, be available as additional services.

5. **LANDSCAPE BUDGET AND COST ESTIMATE**

The budget for the Project, excluding the design fee, shall be provided, defined, and/or authorized by the Client prior to the construction drawing phase.

The Architect makes no representation concerning any cost figures made in connection with drawings, plans, or specifications other than the fact that all cost figures are only estimated probable costs and that the Architect shall not be responsible for fluctuations and cost adjustments.

Since the Architect has no control over the cost of labor, materials or equipment; or over the contractor's method of determining prices; or over competitive bidding or market conditions; his opinions of probable construction cost provided for herein are to be made on the basis of his experience and qualifications. These opinions represent his best judgment as a design professional familiar with the construction industry. However, the Architect cannot and does not guarantee that proposals, bids or the construction cost will not vary from opinions of probable cost prepared by him. If precise budgeting is critical and the Client wish greater assurance as to the construction cost, the Client shall employ an independent professional cost estimator.

6. **TIME FOR PERFORMANCE**

The Architect will prepare his drawings and specifications in a timely manner, but it is agreed that the Architect cannot be responsible for delays caused by factors beyond his control, nor by factors which could not have been reasonably foreseen at the time this Agreement was prepared and executed. The date for the completion of the services described herein is estimated to be as follows:

Preliminary Services_____	Four weeks from the date a signed copy of this agreement is received by the Architect
Construction Document Phase_____	Four weeks from the date that the Preliminary Plan is approved by the Client
Construction Observation Phase_____	To be determined

7. DESCRIPTION OF PAYMENTS AND SERVICE FEE

1.	Master Plan Phases 1 and 2 (lump sum)	\$5,600
2.	Construction Document Phase 1 only (lump sum) Irrigation and Planting Plans	\$4,800
	TOTAL SERVICE FEE (Excluding Construction Administration and Observation Allocation, and Reimbursable Expenses)	<hr/> \$10,400
3.	Construction Support Phase Allocation	
	a. Construction administration (Billed hourly)	\$720
	b. Construction observation (Billed hourly)	\$3,200
4.	Estimated reimbursable expense allowance	\$500

8. HOURLY RATES AND ADDITIONAL SERVICES

Fees for services described herein and any additional services shall be based on the following hourly rates:

Landscape Architect	\$160.00
Clerical	\$50.00

In the event the scope of work changes to a degree that will alter the fee, the Client shall be notified in writing and a revised fee will be established. Requests for Additional Services will be documented and a completion time and compensation amount will be submitted for approval.

The Client agrees that if the Client requests the Architect to assist the Client on other matters, those services will be performed under the terms of this Agreement. The Client further agrees that this Agreement shall apply to all such other matters without the need for re-executing this Agreement.

The Architect will have no obligation to perform services until the Client signs and return this original Agreement. This Agreement shall be retroactive to the date that requested services were first performed.

9. REIMBURSABLE EXPENSES

The following costs will be billed to the Client as a reimbursable expense.

1. Costs for plan printing, photographic, xerographic, diazo, and delivery services.*

2. In-house plots of additional presentation plans and reproducibles (vellums), at a cost of \$2.50 per square foot. Plots onto mylar at \$3.50/sq. ft.
3. Horticultural soils analysis with written report (approx. \$140)*.
4. Outside consultants as authorized by the Client*.
5. Submittal fees*.

*These costs shall be billed at 15% more than the cost to this office.

10. **PAYMENT**

Fees, including Reimbursable Expenses, are due and payable in full within 30 days of receipt. The Architect reserves the right to charge an annual service fee of 12% (1% per month) on all accounts not paid within thirty days of presentation and until said account is paid in full.

11. **CLIENT'S RESPONSIBILITIES**

The Client shall provide (at the Client's own expense), the following:

1. Full information regarding the Project site including but not limited to: grades, property lines, easements, utilities, restrictions, encroachments, zoning, and requirements of governing agencies, design guidelines and CC&R's.
2. Services requiring engineers, agronomists, or special consultants when such services are deemed necessary by the Architect.
3. Budgets, and the approval thereof, for the construction of all improvements within the Architect's scope of services.
4. Prompt written notice to the Architect when aware of changes, faults, or defects in the Project and/or Project documents, or nonconformance with the contract documents.
5. Information and approvals as expeditiously as possible for the orderly progress of the work.

12. **ESCALATION DUE TO RESUMPTION OF SERVICES**

If services are not initiated for at least six (6) months following the date this Agreement was signed by the Architect, or if services are suspended for at least six (6) months and later resumed, the Architect, at his option, may increase the hourly rates and fee for remaining services by an amount equal to the cost of living increase for that time period.

13. OWNERSHIP OF AND CHANGES TO DOCUMENTS

Drawings and Specifications, as instruments of service, are and shall be the property of the Landscape Architect whether the project for which they are prepared is executed or not. The Client shall be permitted to retain copies, including reproducible copies, of drawings and specifications for information and reference. The drawings and specifications shall not be used by the Client on other projects, for additions to the project for which they were prepared, or for completion of the project by others, except by agreement in writing and with appropriate compensation to the Landscape Architect.

The Client agrees to hold harmless and indemnify the Architect against all damages, claims, and losses arising out of any re-use of the plans and specifications without the written authorization of the Architect.

The Client agrees not to make, or cause to make, changes to the Architect's instruments of services without prior written consent of the Architect.

14. RISK ALLOCATION

Client understands and acknowledges that the design and construction process for this project poses certain risks to both the Architect and Client. Client further understands and acknowledges that the amount of risk that Architect can accept is tied, in part, to the amount of compensation received for services rendered. Architect's fee for the services offered is based on Client's agreement to limit Architect's liability as described below. Client further acknowledges that were it not for this promise to limit Architect's liability, Architect's compensation would need to increase to address the risks posed by this project.

Client, therefore, acknowledging its right to discuss this provision with legal counsel experienced in the design and construction process, as well as other design professionals, voluntarily agrees that, to the fullest extent permitted by law, Architect's total liability to Client for any and all injuries, claims, liabilities, losses, costs, expenses or damages whatsoever arising out of or in any way related to the project or this Agreement from any cause or causes including, but not limited to, Architect's negligence, errors, omissions or breach of contract, shall not exceed \$30,000.

This limitation of liability shall apply to Client's claims for damages as well as Client's claims for contribution and indemnity with respect to third party claims.

15. NON-WARRANTY

The Architect will prepare plans and specifications in accordance with generally accepted professional practices for the intended use of the Project, however, the Architect makes no warranty for the same, either expressed or implied.

16. **DISCLAIMER**

Although the Architect must rely on the work and information furnished by others, and may need to incorporate their work and information into his plans and designs, the Architect does not guarantee the completion or quality of performance of any work provided by any other consultants, contractors or third parties, nor is the Architect responsible for the acts or omissions of any other consultants, contractors or third parties. The Architect makes no representations concerning soil conditions unless specifically included in writing in this Agreement and the Architect is not responsible for any liability that may arise out of the making or failure to make soil surveys, or sub-surface soil tests or general soil testing.

17. **LIABILITY**

The Landscape Architect shall not be liable for any property damage, or personal or bodily injury caused by changes in the work whether such changes occur during or after construction, which do not conform to the requirements of the Construction Contract Documents. The Landscape Architect shall not be liable for the demise of any landscaping material caused by or contributed to by a failure of proper maintenance, disease, or exposure to natural or artificial processes or conditions.

The Architect shall not have control or be in charge and shall not be responsible for construction means, methods, techniques, sequences, procedures, or for safety precautions and programs in connection with the work, for the acts or omissions of any contractor(s) or subcontractors(s) or any other persons performing any of the work, or for the failure of any of them to carry out the work in accordance with the plans and specifications.

18. **WAIVER**

One or more waivers of any term, condition, or covenant by the Architect shall not be construed by the Client as a waiver of a subsequent breach of the same or any other term, conditions, or covenant.

19. **ARBITRATION OF DISPUTES**

Claims or disputes arising out of or related to this Agreement shall, at the Architect's option, be referred to mediation. If mediation fails, these same claims or disputes shall, at the Architect's option, be referred to binding arbitration under the Construction Industry Arbitration Rules of the American Arbitration Association. In the event any claims or disputes are settled in the local, state or federal courts, the prevailing party shall be entitled to reasonable attorney's fees, witness fees, arbitration fees, and other costs associated with the arbitration proceeding, judicial or otherwise brought to settle any dispute between parties.

Prior to Client litigation against the Architect arising out of alleged professional negligence, the Client agrees to secure a Certificate of Merit from a California Landscape Architect who will review the Professional Agreement, articles of service, project history and project site conditions to determine if litigation against the Architect would be reasonable and meritorious.

20. **SEVERABILITY**

In the event any provision of this Agreement shall be held to be invalid and unenforceable, the other provisions of this Agreement shall be valid and binding on the parties.

21. **APPLICABLE LAW**

The Agreement shall be governed by the law of the principal place of business of the Architect.

22. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with the Agreement terms through no fault of the other party. In this event, the Architect shall be paid his compensation for services performed to termination date including Reimbursable Expenses then due.

23. **EXTENT OF AGREEMENT**

This shall constitute the terms and conditions of the Agreement. There are no other understandings or agreements except as expressly stated herein. Any amendments or changes to these terms and conditions shall be made in writing and approved by both signatories. It is not the intent of the parties to this agreement to form a partnership or joint venture.

If this agreement correctly reflects our understanding, please sign and date the originals where indicated below and return one copy to my attention. The second copy of this Agreement is for your files.

The Architect will have no obligation to perform services until the Client signs and return this original Agreement. However, the Client agrees to pay for all services rendered and costs incurred prior to the execution of this Agreement. This Agreement shall be retroactive to the date that services were first performed.

The undersigned hereby certify that we have read the foregoing Agreement and approve and agree to its contents.



11/28/18

By: _____

George Mercer, President
Landscape Architect #4055

(Date)

George Mercer Associates, Inc
A California Corporation
990 Seacoast Drive, #20
Imperial Beach, CA 91932

By: _____

Signature

Date

By: _____

Print Name

Authorized Agent for Dehesa School District

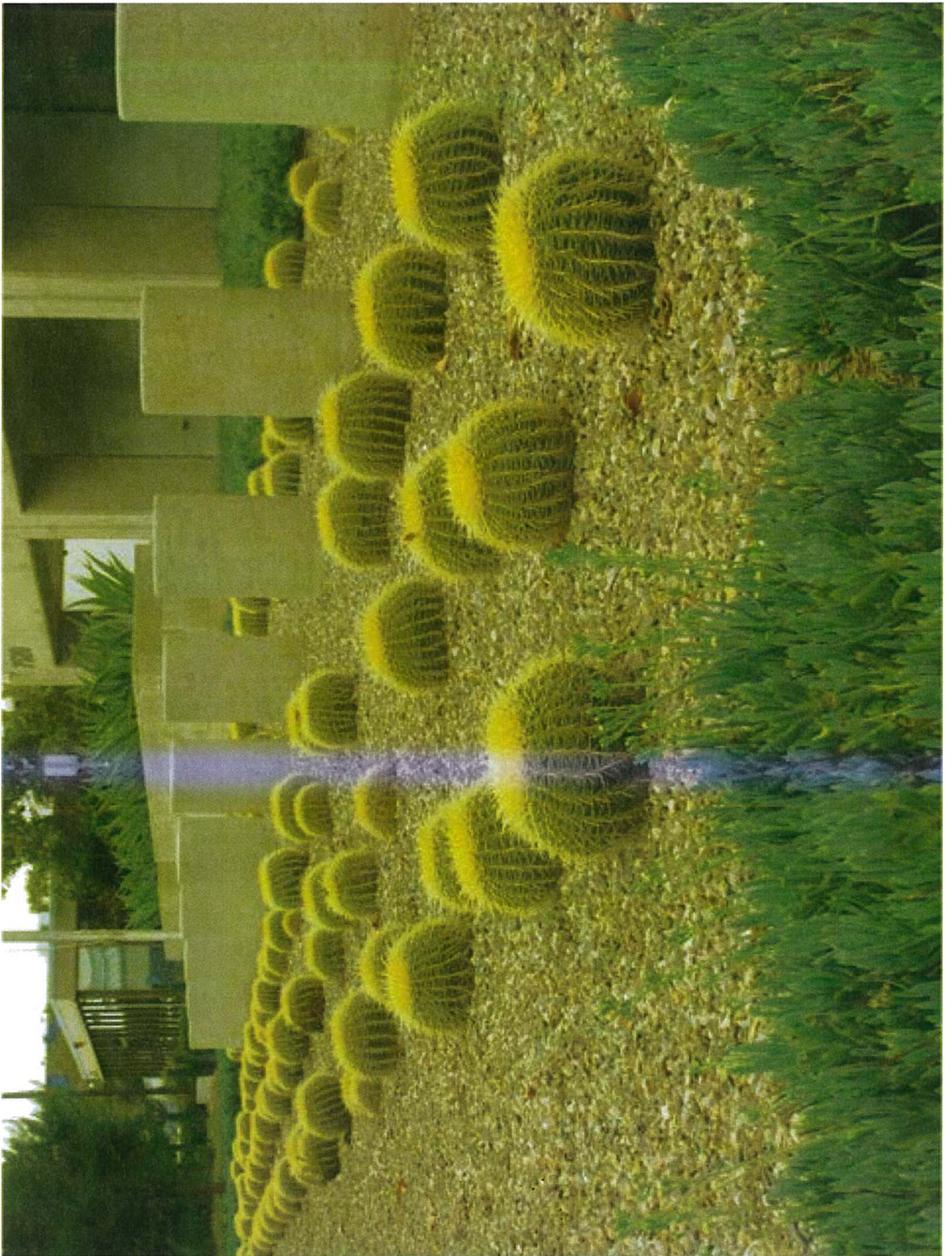
Title

NOTES: This proposal is valid for six months from the date signed or e-mailed by the Architect.

Landscape Architects are regulated by the State of California. Any questions concerning a Landscape Architect may be referred to the Landscape Architects Technical Committee at:

**Landscape Architects Technical Committee
2420 Del Paso Road, Suite 105
Sacramento, CA 95834 (916) 575-7230**

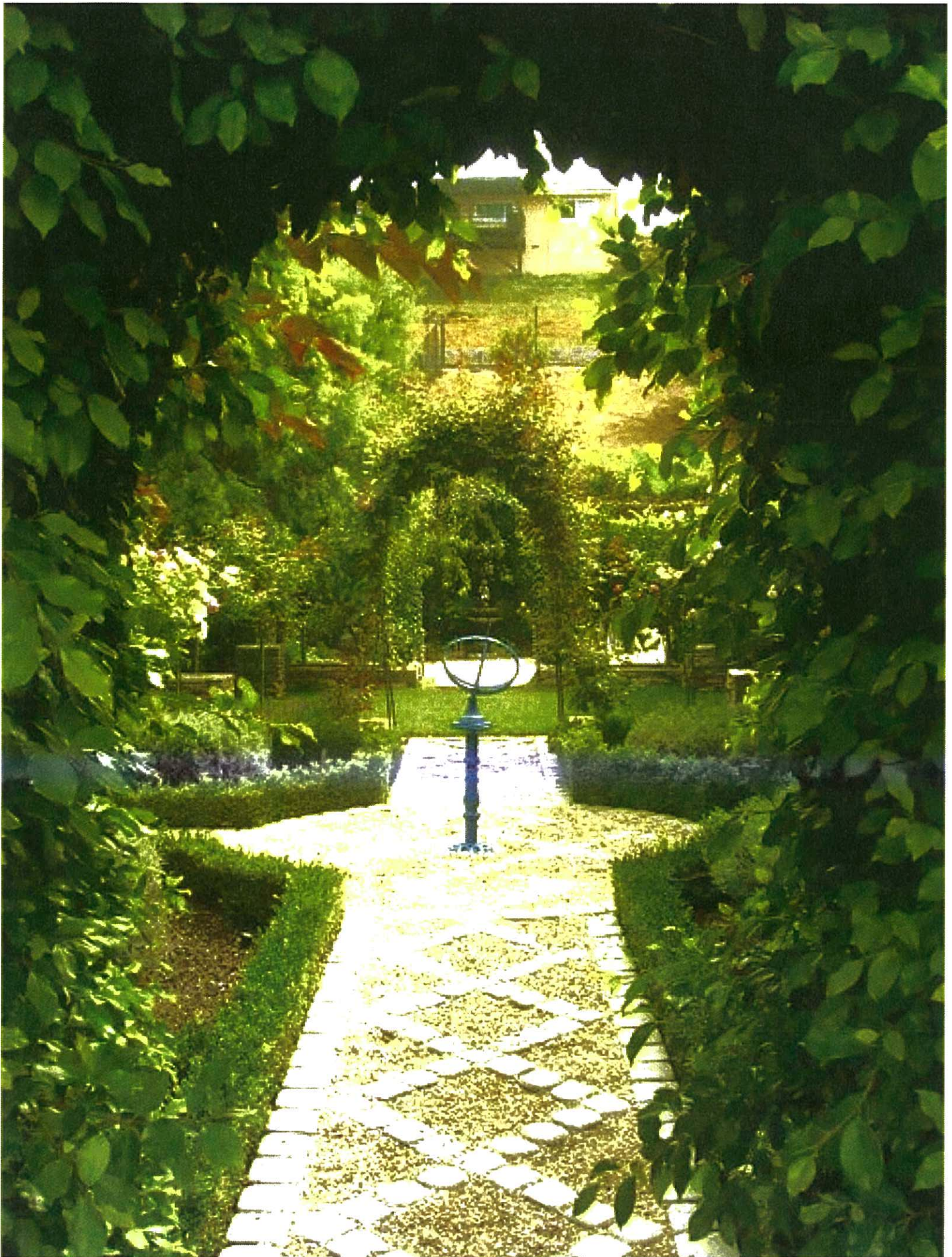


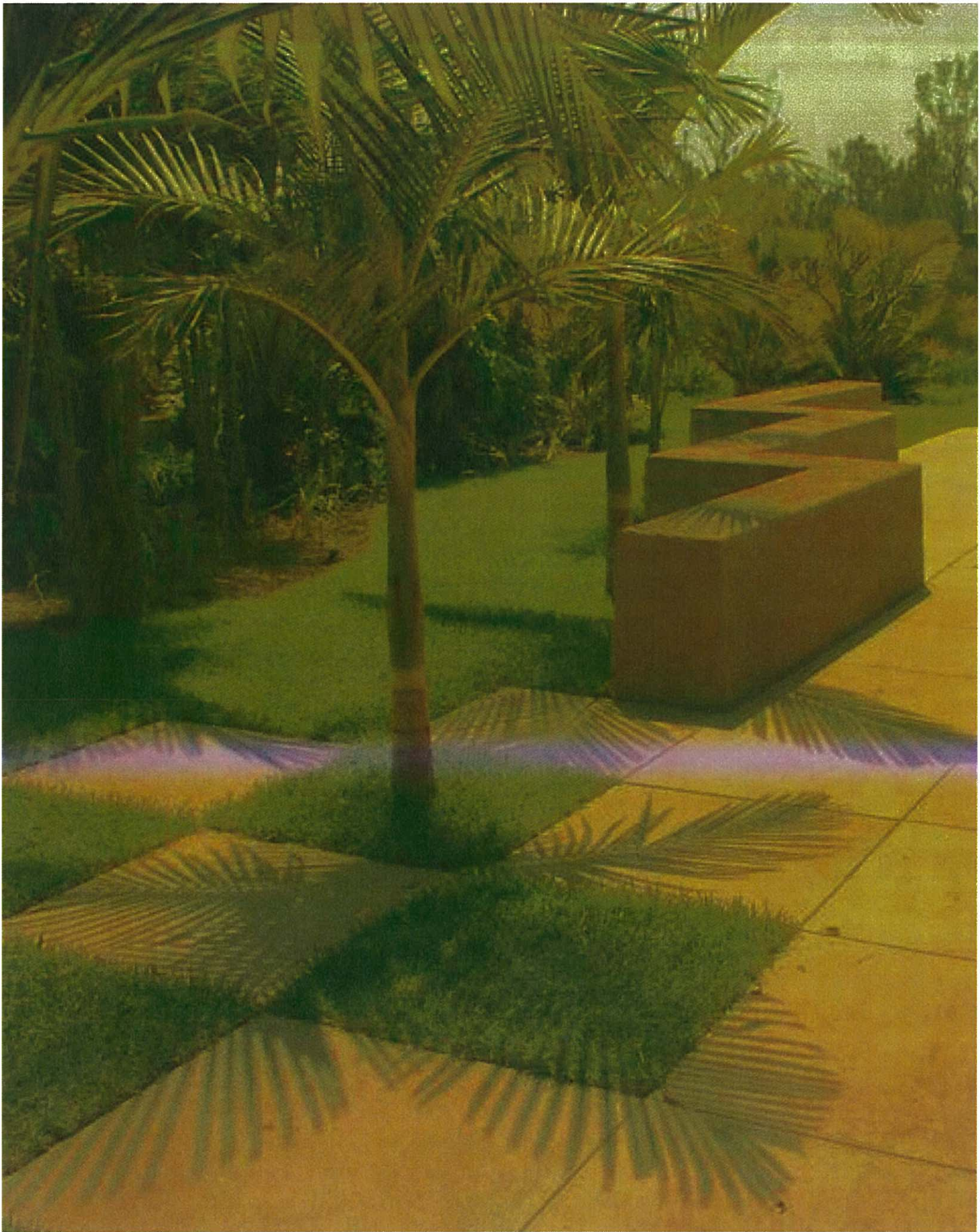




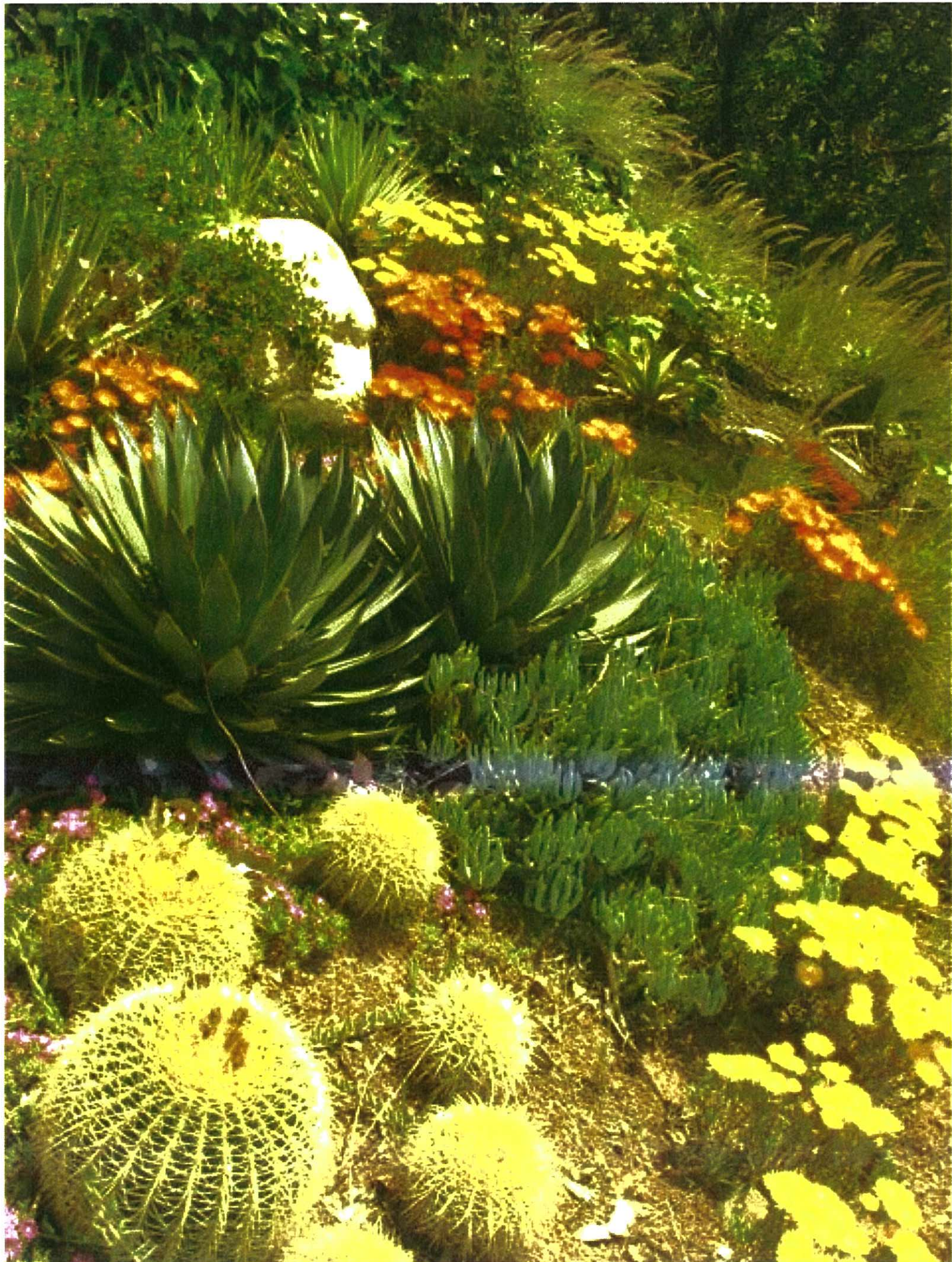


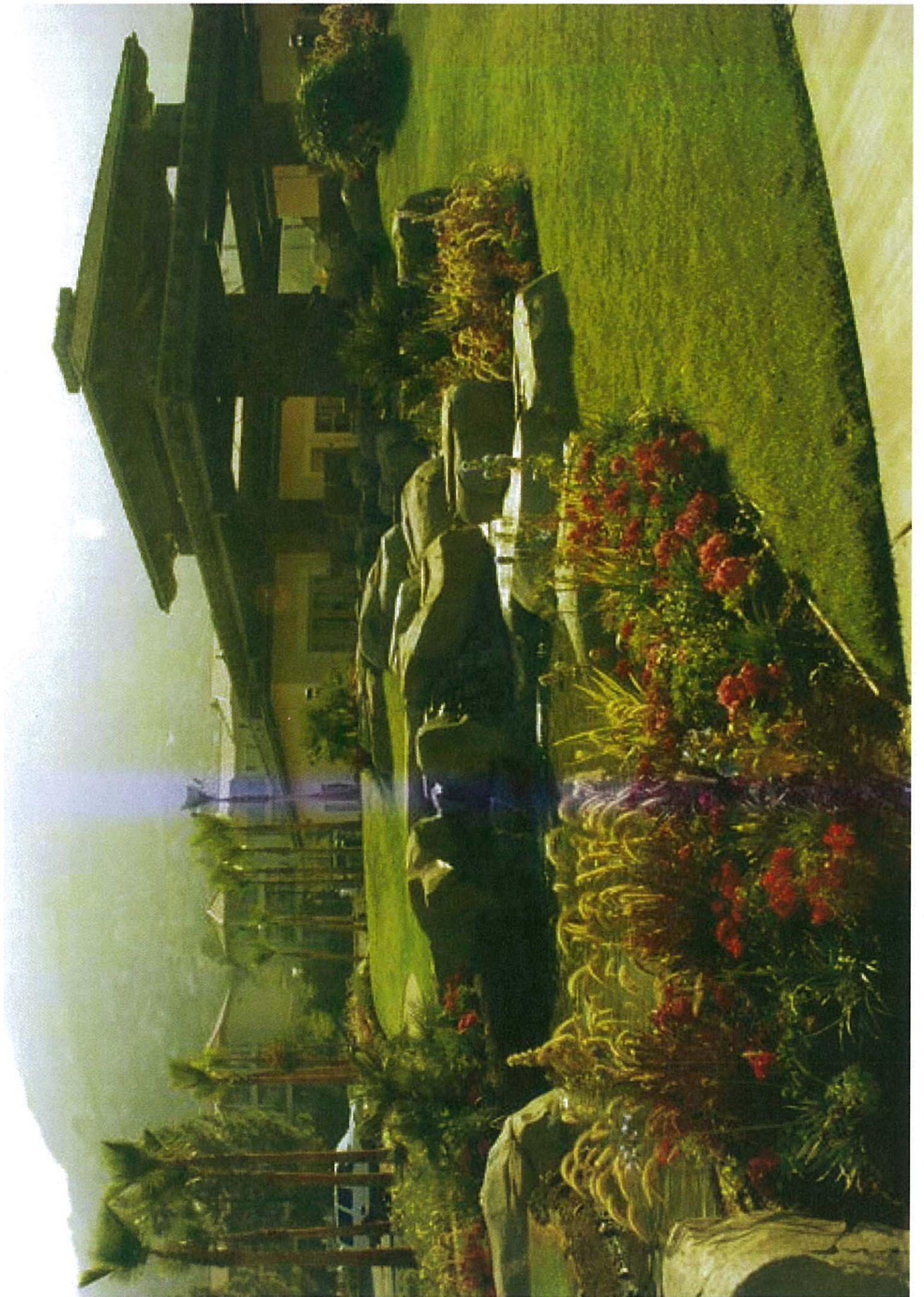


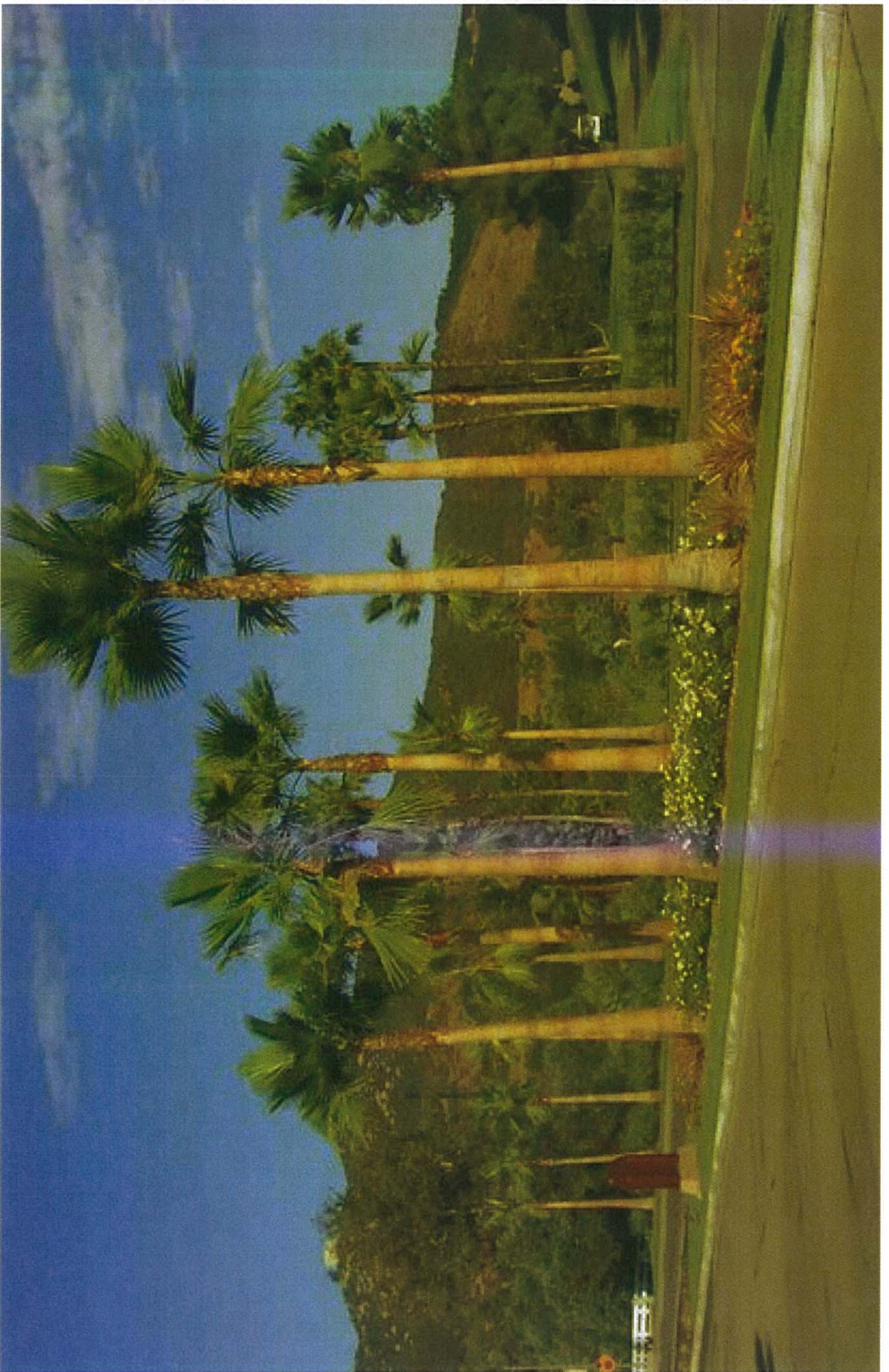














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San Diego, CA 92103
619.294.4477
www.ktua.com
PLA 2342 | 2386 |
2500 | 3734

November 28, 2018

Dehesa School
4612 Dehesa Road
Dehesa, CA

Attention: Mr. Tom Silva

Subject: Landscape Architecture Services

Project: Dehesa School Landscape Project
4612 Dehesa Road
Dehesa, CA

Dear Tom,

KTUA would like to thank you for this opportunity to be considered your Landscape Architectural consultant and to submit our professional Landscape Architectural services and fees for the Dehesa School Landscape project. This proposal shall correspond to the scope of work request and exhibits per the RFP, and associated information we discussed with you at the site walk.

PROJECT BACKGROUND:

Provide a landscape plan for the slopes on the north, east and a portion of the west sides of the existing 2-story building. The area under consideration is approximately 5,000 square feet. In addition to a landscape plan the District would like the architect to prepare detailed planting and irrigation plans and specifications suitable for bidding this project area; provide project administration during construction and provide project close out.

PROJECT APPROACH:

KTUA's goal is to produce a complete and thorough landscape design with a solid set of landscape construction plans for Dehesa school. KTUA focuses on a collaborative approach that is realistic and all-inclusive. As your Landscape Architectural consultant representative for the school, we are available to provide all the necessary tools to facilitate the project's landscape goals, that directs a strategy for client input, planning, design, construction documents and implementation. This will help accomplish meeting budget, sustainable goals and facility; and a successful operation of long-term maintenance and stewardship. Our proposed scope is as follows:

I. SCOPE OF SERVICES:

The following details our approach and scope of work:

Task 1 – Schematic Design Phase

- A. Kick-off/Planning Meetings - KTUA will participate in three (3) meetings with client (school staff members) to discuss requirements of the project, strategies and confirm needs. The

goal will be to establish a clear and concise direction for the project, refine and review project schedule and discuss role throughout the project. Included will be a review and analysis of the project program, anticipated budget, and input of desired project program elements (\$400/mtg).

- B. Site Research - Research shall consist of a visual review and analysis of all project site, review of existing documents and basic research of site conditions, including general location of any existing improvements and features, general soil and climatic conditions, and the project site relationship to adjacent properties.
- C. Base Data Review/Create CAD File - Review records for all previous work performed to date in the project vicinity that impacts the design of the improvements including, but not limited to:
 - Existing improvement plans/engineering reports of record
 - Right-of-way mapping, easement records, title reports
 - Preliminary engineering for this project
 - City/utility agency engineering design standards, codes and plan processing procedures

See item 7) below

- D. Review Previous Studies and Projects – All existing relevant plans, policies, reports, and other available data will be reviewed to familiarize KTUA with the previous planning and design efforts. KTUA will require any available maps from the client, utility companies and other agencies to identify what information is missing or needs updating.
- E. Programming Meetings. KTUA will attend at least three (3) planning/ programming meetings with school staff with the purpose of gathering input from the Superintendent, Principal, Business Manager and possibly a teacher or small group of students. The intent of the planning and programming meetings is to include elements in the design that meet the District's educational program as well as allow for a final design that is reflective of the District. The governing board, or its designee, will have the final approval of the plan.
- F. Conceptual Master Landscape Plan - KTUA will collaborate with the school staff to develop an initial overall conceptual landscape plan. Upon client review of conceptual plan, KTUA will make modifications as required to the conceptual landscape plan. The final conceptual landscape plan will be a graphic presentation in plan form and prepared using the latest AutoCAD base prepared by your firm (see client responsibilities) with current plan on disk, suitable for submittal at appropriate scale specifically showing the overall project site. The plan shall be in conformance with the school districts landscape regulations and guidelines including: general features, buildings, parking lots, designated landscape areas, planting masses, hardscape areas, special landscape features and focal points. The final exhibit boards will be prepared in color along with renderings and character photos, which will illustrate a composition describing the design intentions and areas as required. KTUA will maintain close coordination with Client and design team to resolve questions and key issues so that the project can proceed as scheduled. Also, includes in-house team management and administration.

In summary:

- 1) Work with school staff to develop concepts concerning landscape design;
- 2) Develop conceptual character of the landscape, demonstrating materials through benchmark images and renderings;

- 3) Provide preliminary cost estimate to determine project costs and budget constraints.
 - 4) Work with Architect and Civil engineer to develop concepts concerning storm water management;
 - 5) Develop schematic planting design showing basic plant types for site with a list of proposed plant materials with attention to native species for sustainable practices;
 - 6) District will need to coordinate with their civil consultant on whether the final landscape design is satisfactorily addressing Stormwater run-off and not overload the existing storm drain system.
 - 7) Optional CAD base development. If topographical survey and CAD base plan is not available, KTUA can provide fee to develop CAD base plan (approx. \$650).
- G. Processing & Approvals - This phase includes amendments to the concept plans for permit if required. This phase will include normal plan check corrections to the plans as required (not major site plan revisions due to value engineering). KTU+A will attend meetings with the client to process project through approvals with various groups as follows:
- H. Meetings. KTU+A may interact through governing board meetings and/or presentations with local governing agencies to advance the permit process. Three (3) meetings maximum have been estimated for budgeting purposes. Effort beyond this allocation may be provided on an hourly basis (approx. \$400/mtg).

Task 2 - Design Development (30% drawings)

- A. Design Development (30% Dwgs). This phase shall also consist of the design development of the planting and irrigation areas, the irrigation and planting design intentions, landscape calcs, plant palette with a probable cost of construction. These preliminary layouts, including proposed materials, layouts, and colors, will be reviewed and selected along with outline specifications. This phase includes photo boards of plant materials, irrigation equipment, special landscape details, to assist in describing approved design areas as required. KTUA will maintain close coordination with Client, to resolve questions & key issues so that the project can proceed as scheduled. Also, includes in-house team management & administration.
- In summary:
- 1) Develop further, all items listed under Schematic Design;
 - 2) Develop irrigation design integration with existing. Irrigation plans shall coordinate as needed, water source configuration, meter and backflow locations, main line loop, controller locations and pressure requirements;
 - 3) Finalize selection of specific plant material;
 - 4) Prepare Design Documents Package and Outline Specifications for interim review and pricing.
- B. All work will be coordinated with Client (and other sub consultants as required) and prepared using AutoCAD and most current plan on disk from the client (see client responsibilities).
- C. Meetings. One (1) meeting for review of drawings have been estimated for budgeting purposes. Effort beyond this allocation may be provided on an hourly basis.

Task 3 - Construction Documentation Phase

- A. Construction Documents. KTU+A will prepare the landscape construction document packages with specifications in both hard copy and electronic form; and includes electronic submittals for review and coordination (at 60%, and 100%/Final submittals). All work will be coordinated with Client and prepared using AutoCAD and most current plan on disk from the Architect (see client responsibilities).

In summary:

- 1) Provide site plans indicating all irrigation, and landscape plans;
 - 2) Provide detailing as needed for improvements (softscape), with specifications as required for proper construction, installation or finishing of all landscape components;
 - 3) Provide planting plans including all tree, shrub, vine and groundcover selections for all locations;
 - 4) Provide irrigation plans and required details including specifications, identification, location and sizing of irrigation system and its components;
 - 5) Provide specifications in current Standard CSI Format Master Format numbering system, including Special Conditions;
 - 6) Provide coordination with client and school staff members;
 - 7) Submit plans to the local design review jurisdiction having authority (as needed).
- B. Meetings. Two (2) meetings for review of drawings at submittal phases have been estimated for budgeting purposes. Effort beyond this allocation may be provided on an hourly basis
- C. The landscape documents included are:
- 1) Irrigation Plans & Details. This plan will diagrammatically lay out landscape irrigation piping, valves, control equipment, sprinkler heads and related irrigation equipment for the irrigation of planting areas, at 20' scale, specifically calling out all pipe and equipment sizing and types; and will include details required to install the irrigation system. Coordination with Civil and Electrical subs as required. A Water Efficient Landscape Worksheet shall be provided inclusive of the Hydrozone information table and Water budget calculations (MAWA, ETWU) as required by City development services.
 - 2) Planting Plans & Details. This plan will graphically locate and identify planting materials to be at 20' scale, including specific quantities, sizes and varieties, and will include details and planting legend to install plant materials.
 - 3) Landscape Specifications. The specifications (CSI format) will identify the types, manufacturer and/or qualities of materials to be used or incorporated into the work, setting forth methods of installation and establishing the quality and workmanship of the finished work; and will be organized to separate those portions of the work which may logically be executed by different trades or separate contractors.
 - 4) Review analytical test for agricultural suitability of soil samples and planting amendment recommendations prepared by a licensed soil testing laboratory.

D. Permitting and Approval Services

- 1) Agency Permitting. KTU+A may be required to interact with the School governing agency to advance the permit process. This phase will include normal plan check corrections to the drawings as required (does not include major site plan revisions due to value engineering). Includes two (2) meetings with school district. In summary:
 - Finalize construction documents and provide to school for permit submission;
 - Address any agency review comments.

Task 4 – Construction Administrative Support

- A. Bidding Administration – If required, KTU+A can attend Pre-Bid meeting and respond to R.F.I. (Request for Information), advice on qualified landscape contractors, and be available to comment on bid analysis in our area of expertise. Includes preparation of landscape bid documents as required.
- B. Site Observations and Reports - KTU+A will review landscape submittals and provide field clarification in our area of expertise for the site landscape. KTU+A will provide site observation visits/reports for the landscape construction and will attend site meetings relative to landscape construction only, during the period when the landscape construction is actively being installed (Approx. 3-4 meetings). KTU+A will attend one (1) pre-maintenance, one (1) pre-final walk-through and one (1) final walk-through, which have been estimated for budgeting purposes. Effort beyond this allocation may be provided on an hourly basis.

In summary:

- 1) Conduct periodic visits to the site to observe the progress of landscape and site related construction (define extent of anticipated visitations);
- 2) Prepare and distribute field reports on a regular basis;
- 3) Respond to Requests for Information;
- 4) Review submittals for conformance with design drawings;
- 5) Coordinate final site walks at conclusion of the construction phase and provide a punch list to Contractor to complete the Project.

Task 5 - Record Drawing Services

- A. KTU+A will review, and draft final set of As-Built drawings as redlined by contractor at completion of the project provided by contractor (irrigation plans). This shall be done prior to the contractor making a reduced colored set for irrigation controllers. Drawings will reflect significant changes made during construction, based on approved and adequate marked-up prints and record drawings furnished by contractor to architect. This does not include field verification of contractor's redlined irrigation record drawings. All record drawings shall be prepared using AutoCAD 2018 drafting software and the original irrigation drawings as a base (No manual drafted record drawings are acceptable). The Contractor may obtain digital base files from the Architect or Owner's authorized representative. If the Contractor is unable to provide the AutoCAD drafting

necessary for the record drawings, KTU+A can provide record drawing drafting as a separate service on an hourly basis.

Task 6 – Project Timeline

▪ Schematic Design Phase	45 days
▪ Design Development (30% drawings)	30 days
▪ Construction Documentation Phase	45 days
▪ Construction Administrative Support	60 days
▪ Record Drawing Services	2 weeks

II. PROFESSIONAL FEES:

See exhibit "A" for scope and fee. All time shall be on an hourly basis.

III. ADDITIONAL SERVICES:

Revisions, program adjustments, and/or any additional services requested, above and beyond those specified above or over and above those provided for. These shall be paid for by the Client on an hourly basis at the following hourly rates or a negotiated fee:

Clerical/Administrative	\$85.00/hour
Designer/Planner	\$105.00/hour
Senior Designer	\$115.00/hour
Associate	\$125.00/hour
Senior Associate	\$145.00/hour
Principal	\$175.00/hour

- i. All hourly rates for services required and/or performed for this project after December of each year are subject to a maximum increase of five percent (5%) per annum for cost of doing business increase. Proposal prices are good for six (6) months prior to acceptance.
- ii. Fee payment request for time and material work, additional services, and other reimbursable costs will be due and payable at the first of each month for items furnished and work completed.
- iii. It is hereby agreed that failure by the Client to pay promptly all amounts due hereunder this Agreement to the Landscape Architect, as and when the same becomes due, will excuse further performance by the Landscape Architect until all such payments have been made; and under such circumstances the Landscape Architect may, at his option, add interest to accounts thirty (30) days past due at the rate of one percent (1%) per month on the unpaid balance of the account due and assessed until such overdue balance has been paid in full. The Client shall pay for all legal costs and attorney's fees resulting from any legal action required to collect those fees, which remain unpaid for a period in excess on ninety (90) days.
- iv. Additional requirements and services listed in other agreements with the Client are specifically excluded from this proposal unless specifically agreed to in writing.
- v. Services not included: Additional sub-consultants (Arborist, Electrical, Structural, etc...), revisions due to adjustments in program or budget, attendance of any public hearings and/or additional meetings and make presentations to review committees over more than indicated in this proposal. Site plan changes, sculpture or coordinate placement in landscape, demolition plans, hardscape plans and details, finished grading/drainage

plans, water proof systems on structures, additional photo board exhibits-renderings or construction changes by client, water-sewer or major drainage facilities. Agency Fees, storm water management plans (by civil or contractor), BIM software, BIM Modeling & conversion, traffic control plans, separate submittal for erosion control or public improvement plans, BMP's or storm water pollution prevention plans, water features, dry utility upgrades, geotechnical observation and testing during grading contractor contract documents, Final mapping and revisions to engineering plans and supporting documents due to changes in site plan.

- vi. KTU+A does not have in-house BIM modelling capabilities but does all drawings in Auto Cad format version 2018. KTU+A can (if requested as an add service) have a subconsultant prepare, coordinate and deliver the project landscape design and documentation drawings in the current Autodesk Revit.

IV. REIMBURSABLE EXPENSES:

Reimbursable expenses listed below are to be covered by the Client and will be billed on an as used basis. The following are reimbursable items:

- A. It is understood that majority of our files shall be emailed or digitally transferred to architect. Review/print sets, Mylars, and Bid sets with deliveries are not included in this fee. Architect can provide print vendor if required.
- B. Blueprint or plotting costs - at cost plus 15%.
- C. Special Delivery Costs – at cost plus 15%.
- D. All meetings are listed, additional meetings shall be on an hourly basis or negotiated lump sum fee; all out of town travel and/or lodging expenses (out of San Diego County), are at cost. Via air-travel or car rental at current rates, or private automobile at \$.57 cents/mile.
- E. Major site plan revisions to drawings or modifications to the plans after approvals - Hourly plus expenses.
- F. All outside/consultant services, BIM software & Modeling, at cost plus 15%
- G. Travel to local nurseries for selection and/or review of selected plant materials by contractor per proposed Landscape Plans - Hourly plus expenses (plus auto if out of town).
- H. All plan-processing fees are to be paid by client before plan submittal.

V. CLIENT RESPONSIBILITIES:

The Client shall be responsible and agree to provide or cause to be provided to the Landscape Architect, at no cost to the Landscape Architect, (if available) the following:

- A. Electronic base plan set up in Auto Cad format version 2018 min., DXF, DWG or EXE. CAD files shall accompany by file per settings, names of files, reference files, named views, (indicate if in paper space or model space). Description of CAD file layers (name & indicate on, off, frozen, etc.); showing exact locations, elevations, and sizes of proposed structures and improvements. Certified land survey of the site, giving grades and lines of streets, pavements and adjoining properties, rights-of-ways, restrictions, easements, zoning, deed restrictions and contours of the site; locations, dimensions and complete data pertaining to existing improvements, plantings, and available services and utilities both public and private. Prints denoting accurate to scale plans and drawings (and on disk).

- B. Site grading plans of proposed topography of project site; locations and elevations proposed utility lines and facilities, including source(s) of water and static water pressure(s), and locations for electrical connections available for irrigation system(s).
- C. Complete soil bearing and agronomic reports, including necessary test pits, borings, and other operations for determining soil and subsoil conditions relative to landscape work.
- D. All Engineering for electrical plans, civil engineering grading and drainage plans, utilities and horizontal controls, and architectural plans prepared by Client's consultants.
- E. Providing promptly full information regarding the requirements for the project.
- F. Designating a representative to act in its behalf with respect to the project. A Client representative shall examine documents submitted by Landscape Architect and shall render decisions pertaining thereto promptly to avoid unreasonable delay in the progress of Landscape Architect's services.
- G. In case of a civil suit, the Client agrees that prior to filing suit against the Landscape Architect; the Client will engage another Landscape Architect to verify and certify (after reviewing this Agreement) the contract documents, project files and site conditions, that there is justifiable cause for the suit.
- H. Certifications - Guarantees and Warrantees: The firm shall not be required to execute any document that would result in its certifying, guaranteeing or warranting the existence of conditions whose existence the firm cannot ascertain

VI. TERMS AND CONDITIONS:

- A. Code Compliance - The firm shall put forth reasonable professional efforts to comply with applicable laws, codes, and regulations in effect at the time of the execution of this agreement. Design changes made necessary by newly enacted laws, codes and regulations put into effect after the date of this agreement shall entitle the firm to a reasonable adjustment in the schedule and additional compensation in accordance with the additional services agreement provision of this agreement.
- B. Construction Observation - The firm shall visit the site at intervals appropriate to the stage of construction, or as otherwise agreed to in writing by the Client and the firm, to observe the progress and quality of the Work completed by the Contractor. Such visits and observation are not intended to be an exhaustive check or a detailed inspection of the Contractor's work but rather are to allow the firm, as an experienced professional, to become generally familiar with the Work in progress and to determine, in general, if the Work is proceeding in accordance with the Contract Documents. Based on this general observation, the firm shall keep the Client informed about the progress of the Work and shall endeavor to guard the Client against deficiencies in the Work. If the Client desires more extensive project observation or fulltime project representation, the Client shall request that such services be provided as Additional Services in accordance with the terms of this Agreement. The firm shall not supervise, direct or have control over the Contractor's work nor have any responsibility for the construction means, methods, techniques, sequences or procedures selected neither by the Contractor nor for the Contractor's safety precautions or programs about the Work. These rights and responsibilities are solely those of the Contractor in accordance with the Contract Documents.
- C. The firm shall not be responsible for any acts or omissions of the Contractor, subcontractor, any entity performing any portions of the Work, or any agents or employees of any of them. The firm does not guarantee the performance of the Contractor and shall not be responsible for the Contractor's failure to perform its Work in accordance with the Contract Documents or any applicable laws, codes, rules or regulations.

- D. If Client requires an indemnity clause in the agreement, it will be a reciprocal indemnity clause in the agreement.
- E. Limitation of Liability - Any use or reuse of altered files by the Client or others, without written verification or CADD adaptations by the consultant for the specific purpose intended, will be at the Client's risk and full legal responsibility. Furthermore, the Client will, fully permitted by law, indemnify and hold the consultant harmless from all claims, suits, liability, demands, judgments, costs and attorney fees arising out of or resulting there from. Any verification of such adaptation by the Client will entitle the consultant to additional compensation at current rates. When there is a conflict between the drawings and the electronic files, the sealed drawings will govern.
- F. The Client agrees, to the fullest extent permitted by law, to limit the liability of the Design Professional and his or her sub-consultants to the Client, and to all construction contractors and subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever, or claims expenses from any cause or causes, so that the total aggregate liability of the Design Professional, and his or her sub-consultants to all those named, shall not exceed the Design Professional's total fee for services rendered on this project. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.
- G. Risk Allocation - The Client and KTU+A recognize the relative risks, rewards, and benefits of the project to the Owner. Allocation of the risks are such that the Client agrees that fully permitted by law, KTU+A, total liability to the Owner for all injuries, claims, losses, expenses, damages, or claim expense arising out of this agreement from any cause or causes shall not exceed the total amount of compensation received under this agreement. Such causes include but are not limited to negligence, errors, omissions, strict liability, and breach of contract or breach of warranty. Corporate Protection - It is intended by the parties to this Agreement that the Consultant's services about the Project shall not subject the Consultant's individual employees, officers or directors to any personal legal exposure for the risks associated with this Project. Therefore, and notwithstanding anything to the contrary contained herein, the Client agrees that as the Client's sole and exclusive remedy, any claim, demand or suit shall be directed and/or asserted only against the Consultant, a California State corporation, and not against any of the Consultant's individual employees, officers or directors.
- H. Delays - The client agrees that the firm is not responsible for damages arising or indirectly from the delays for causes beyond the firm's control. For purposes of this agreement, such causes include, but are not limited to weather disruptions or other natural disasters, fires, or other acts of god, failure of any governmental agency to act in a timely manner, or discovery of any hazardous substances or differing site conditions.
- I. Dispute Resolution. - Any claims or disputes made during design, construction or post-construction between the client and firm shall be submitted to non-binding mediation. Client and firm agree that mediation will serve as the primary method for dispute resolution and each party agrees to bear their own costs for mediation.
- J. Information Provided by Others - The client shall furnish all information, requirements, reports, data, survey and instructions required by this agreement. The firm may use such information, requirements, reports, data surveys and instructions in performing its services and is entitled to rely upon the accuracy and completeness thereof.
- K. Indemnification - The firm agrees, fully permitted by law, to indemnify and hold harmless the client against damages, liabilities, and costs arising from the negligent acts of the consultant in the performance of professional services under this agreement, to the extent that the consultant is responsible for such damages, liabilities and costs on a comparative

basis of fault and responsibility between the firm and the client. The firm shall not be obligated to indemnify the client for the client's own negligence.

- L. Ownership of Documents - All documents produced by the firm under this agreement shall remain the property of the firm and may not be used by the client for any other endeavor without the written consent of the firm.
- M. Survivability - The provisions of this agreement shall survive the completion of services and the scope of services.
- N. Termination of Services - This agreement may be terminated by the client or the firm for convenience and without cause upon giving the other party not less than ten (10) calendar days' written notice. In the event of termination, the client shall pay the firm for all services rendered to the date of termination, all reimbursable expenses, and reimbursable termination expenses.

Tom, we are excited about this project and look forward to this opportunity to work with you. Please review our agreement and call if you have any questions. Thank you very much!

Sincerely,



Kurt W. Carlson, ASLA
Principal
CA LLA 2342, AZ LLA 54111

KWC: ms

CLIENT APPROVED
Dehesa School Representative

Authorized Signature

Date

Print or type name

Title

KTUA - Planning + Landscape Architecture

EXHIBIT "A"

11/29/2018

Dehesa Landscape Project Landscape Documents		Principal	Sr. Assoc.	Assoc.	Sr. Designer	Clerical	Reimbursables	KTUA Totals
		\$175.00	\$145.00	\$125.00	\$115.00	\$80.00		
Schematic Design Phase								
Task 1	Schematic Design Documents							
1	Attend (3) planning meetings, Review desired program, issues and requirements, strategies and schedule.	3		9				\$1,650.00
2	Site Research			4				\$500.00
3	Base Preparation/ Create CAD file			4				\$500.00
4	City Programming Meetings w School staff (3 max)			9				\$1,125.00
5	Prepare Schematic Design/ Render	1		6	9			\$1,960.00
6	In-House QA/QC			1				\$125.00
7	Corrections/Submit Plans			1	2			\$355.00
8	Take-offs / Landscape estimate			4				\$500.00
9	Attend (3) governing Board meetings with Client to review, present and discuss Schematic Design drawings and changes.			9				\$1,125.00
10	Add client/district comments from mtgs to final Schematic Design Plans			2	2			\$480.00
11	Project Management / Coordination	1		3	2			\$780.00
12	Reimbursables						1	\$100.00
Hours Summary		5	0	52	15	0		
Consultant Subtotal		\$875.00	\$0.00	\$6,500.00	\$1,725.00	\$0.00	\$100.00	\$9,200.00
								<i>check</i> \$9,200.00

Design Development Document Phase								
Task 2	Design Development Documents							
1	Attend (1) team mtg (Ph conf) / notes			2				\$250.00
2	Prepare Design Development Irrigation Plans & Details		2	1	5			\$990.00
3	Prepare Design Development Planting Plan & Details	1		5				\$800.00
4	Take-offs / Landscape estimate			3				\$375.00
5	Outline Specifications		1	2				\$395.00
6	QAQC	1		1				\$300.00
7	Corrections/Submit Plans			2				\$250.00
8	Project Management / Coordination	1		2	1			\$540.00
9	Reimbursables						1	\$100.00
Hours Summary		3	3	18	6	0		
Consultant Subtotal		\$525.00	\$435.00	\$2,250.00	\$690.00	\$0.00	\$100.00	\$4,000.00
								<i>check</i> \$4,000.00

Construction Document Phase								
Task 3	60% Construction Documents							
1	Prepare Planting Plan & Details (60%)			1	10			\$1,275.00
2	Prepare Irrigation Plan & Details (60%)		3		14			\$2,045.00
3	Prepare Specifications (60%)		3	3		1		\$890.00
4	Attend (1) meeting with Client to review, present and discuss CD drawings			3				\$375.00
5	QA/QC	1	1	1				\$445.00
6	Corrections/Submit Plans			1	1			\$240.00
7	Take-offs / refine Landscape estimate			2				\$250.00
8	Project Management			2	2			\$480.00
9	Reimbursables						1	\$100.00
Hours Summary		1	7	13	27	1		

KTUA - Planning + Landscape Architecture

EXHIBIT "A"

11/29/2018

Dehesa Landscape Project Landscape Documents	Principal	Sr. Assoc.	Assoc.	Sr. Designer	Clerical	Reimbursables	KTUA Totals
	\$175.00	\$145.00	\$125.00	\$115.00	\$80.00		
Consultant Subtotal	\$175.00	\$1,015.00	\$1,625.00	\$3,105.00	\$80.00	\$100.00	\$6,100.00
						<i>check</i>	<i>\$6,100.00</i>

Task 4	100% /Final Construction Documents							
1	Prepare Planting Plan & Details (100%)			1	3			\$470.00
2	Prepare Irrigation Plan & Details (100%)		1		6			\$835.00
3	Prepare Specifications (100%)		2	2				\$540.00
4	In-House QA/QC	2	1	1				\$620.00
5	Corrections/Submit Plans			1	1			\$240.00
6	Attend (1) meeting with Client to review, present and discuss CD drawings			3				\$375.00
7	MAWA Calcs, Hydrolyic calculations		2		1			\$405.00
8	Take-offs / refine landscape estimate				1			\$115.00
9	Permitting/ Approvals			5				\$625.00
10	Project Management	1	1	2	1			\$685.00
11	Reimbursables						1	\$100.00
	Hours Summary	3	7	15	13	0		
	Consultant Subtotal	\$525.00	\$1,015.00	\$1,875.00	\$1,495.00	\$0.00	\$100.00	\$5,010.00
							<i>check</i>	<i>\$5,010.00</i>
Subtotal 90% - 100%/Final Construction Documents								\$11,110.00

Construction Administration Phase

KTUA - Planning + Landscape Architecture

EXHIBIT "A"

11/29/2018

Dehesa Landscape Project Landscape Documents		Principal	Sr. Assoc.	Assoc.	Sr. Designer	Clerical	Reimbursables	KTUA Totals	
		\$175.00	\$145.00	\$125.00	\$115.00	\$80.00			
Task 5 Bid Support									
1	Attend (1) conf call			1				\$125.00	
2	Assist w/review and analysis of bid results			1				\$125.00	
3	RFI's, Addendums, Clarifications			2				\$250.00	
4	Reimbursables							\$0.00	
Hours Summary		0	0	4	0	0			
Consultant Subtotal		\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
								<i>check</i>	\$500.00
Task 6 Construction Observation & Reports									
1	Attend site construction meetings (4)			12				\$1,500.00	
2	Submittals/change orders		1	2				\$395.00	
3	Pre-maintenance walk-through (1 mtg)			3				\$375.00	
4	Final site observation walk-through/Finalize project (2 mtgs-Pre final/final)			6				\$750.00	
5	Prepare site ob. reports and punch lists			3				\$375.00	
6	Project management/coordination			3				\$375.00	
7	Reimbursables						1	\$100.00	
Hours Summary		0	1	29	0	0			
Consultant Subtotal (w/o Direct Costs)		\$0.00	\$145.00	\$3,625.00	\$0.00	\$0.00	\$100.00	\$3,870.00	
								<i>check</i>	\$3,870.00
Task 7 Record Drawings									
7.01	Project management/coordination			1				\$125.00	
7.02	Review As-built Irrigation drawings			4				\$500.00	
Reimbursables								\$0.00	
Hours Summary		0	0	5	0	0			
Consultant Subtotal		\$0.00	\$0.00	\$625.00	\$0.00	\$0.00	\$0.00	\$625.00	
								<i>check</i>	\$625.00
Subtotal for Bid/Construction Admin Phase									\$4,995.00

Project Summary									
Total Hours		12	18	136	61	1		228	
Grand Total Fee		\$2,100.00	\$2,610.00	\$17,000.00	\$7,015.00	\$80.00	\$500.00	\$29,305.00	
								<i>check</i>	\$29,305.00

Assumptions:

1. All anticipated reimbursables (reproduction, deliveries, etc.) are indicated in direct costs with a "notification limit". Client shall be responsible for printing, submittals, mylars, etc...
2. Fee proposal is valid for a period of 120 days from the date of submittal.
3. Includes one round of comments after each of the submittals shown (100%, Final) from Client prior to final drawings.
4. Only those tasks listed above will be accomplished under this fixed fee contract. No other effort is implied.
5. No public meetings or presentations are assumed in these numbers.

Healthy Placemaking



ktua

Planning and
Landscape Architecture

SERVICES

LANDSCAPE ARCHITECTURE

- Civic and Public Works
- Parks and Recreation
- Healthcare
- Education
- Housing
- Hospitality
- Office and Commercial

PLANNING

- Land Use Planning
- Transportation Planning
- Active Transportation Planning
- Natural Resources
- Federal Planning

SUPPORT SERVICES

- Public Outreach
- GIS
- 3D Modeling and Simulations
- Sustainable Design
- Water Management
- Grant Writing

As planners and landscape architects, KTUA is focused on the principles of healthy placemaking – a collaborative process for reshaping the public realm of our neighborhoods, communities and regions. The link between our natural and built environments and the health of individuals, families and communities is real. Well designed streets, parks, open spaces, public places and buildings facilitate human connectivity and improve people's mental, physical and social health. In our vision and our actions, KTUA collaborates with our community leaders, public agencies, private developers, allied professionals, neighbors and families to develop implementable plans that address social, physical, environmental and economic goals that shape healthy places. By building support for these plans and projects from the ground up, we provide opportunities for civic engagement and transformative ideas.

OUR PLANNING AND DESIGN PROCESS INCLUDES

- Listening to the community so that we fully understand their needs and desires;
- Creating places that are attractive, convenient, safe and healthy;
- Designing to encourage social, civic and physical engagement;
- Protecting, enhancing and restoring the environment;
- Contributing towards economic growth of the region and the residents;
- Improving the daily lives of people of all ages and abilities by providing options for housing, transportation, education and social interaction; and
- Maximizing enjoyment and economic benefit while minimizing risk, liability and injury.

VALUE TO OUR CLIENTS

- The diversity and background of our staff, a collaboration of planners, landscape architects, GIS analysts, facilitators and graphic artists, allows us to fully understand the larger perspective and implement the fine-grained details that contribute to project success.
- All of our staff members, from the principals to the designers, are hands-on. The team that is working on your project will stay in place from start to finish, ensuring that transitions from one phase of a project to another will be seamless and efficient.

OUR PASSION FOR HEALTHY PLACEMAKING

- KTUA staff members are involved in their communities, from community planning groups and advisory boards to philanthropic groups and student mentoring programs, with the goal of effecting positive change in our neighborhoods.
- KTUA staff members are frequent speakers at the local, regional and state level on the benefits of forward-thinking planning and design on people, the community and the environment.
- KTUA's efforts to promote planning and design projects that focus on healthy placemaking have been recognized by our professional organizations such as ASLA, APA, ULI, APWA and SAME.



3916 Normal Street
San Diego, CA 92103
619-294-4477

www.ktua.com



UCSD Scripps Institution of Oceanography Coastal Meander

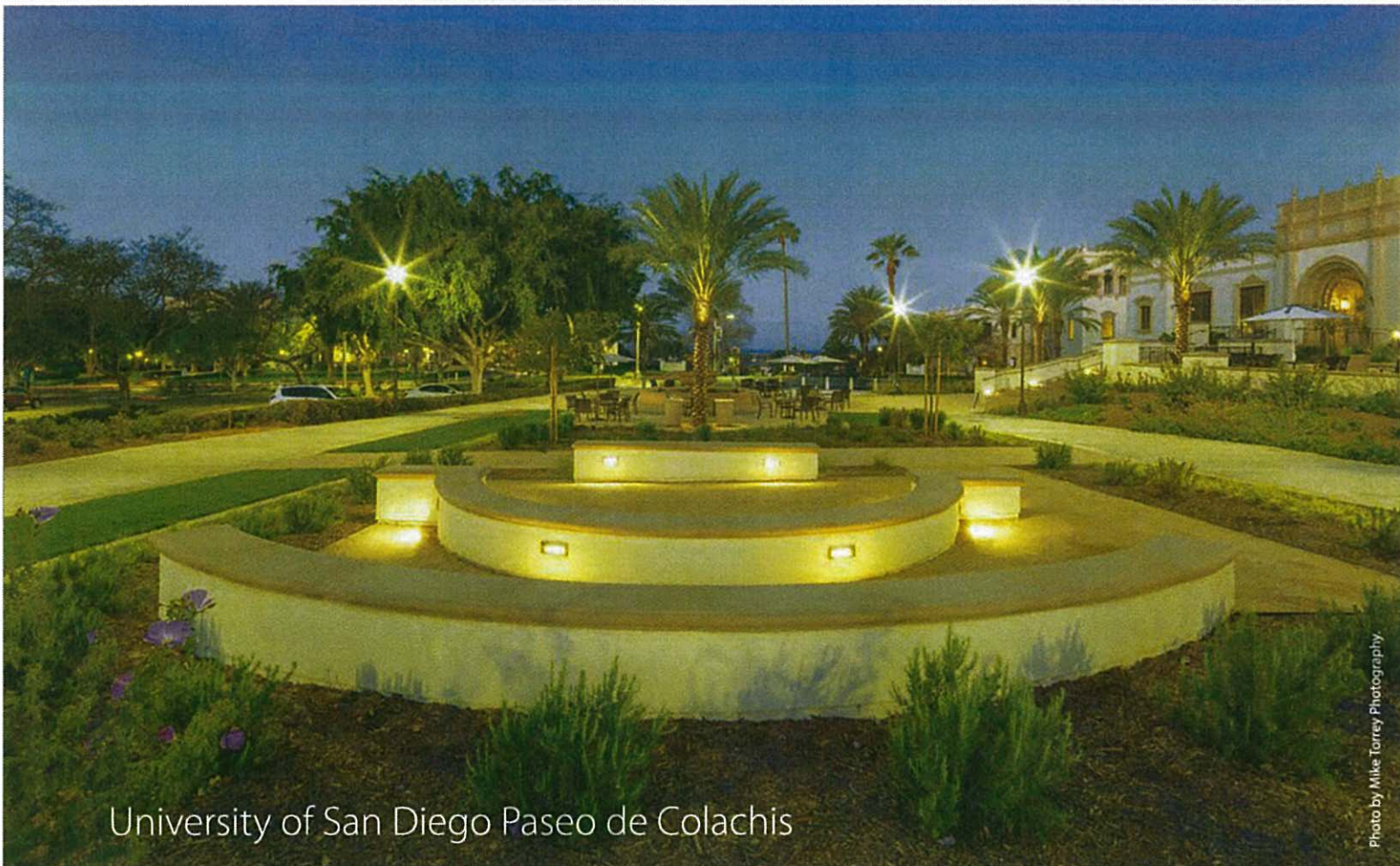


Photo by Mike Torrey Photography

University of San Diego Paseo de Colachis

The new Paseo de Colachis expands the central pedestrian promenade at the University of San Diego by closing down an existing two way vehicular street with a median and continues the outdoor plaza and pedestrian mall to serve as an inviting gathering and activity place for students and staff. Vehicular drop-offs are integrated into the design of the plaza at both the west and east ends of the site to accommodate the University's tram service which allows students, staff and visitors access to the rest of campus.

Sitting on a hillside with expansive views out to the Pacific Ocean, a large decorative tile and stone fountain identify the entry to the plaza. This fountain and pedestrian plaza surrounding it forms the gateway into campus. The site is arranged in three distinct landscape spaces: the lawn, the garden, and the plaza, and includes formal gathering plazas with casual furnishings, outdoor classroom spaces, a large lawn for free play and community events, an overlook area, and a native demonstration garden. Accessible paths to every building were accommodated with integrated terraces, formal ramps and stairs to account for the significant grade changes across the entire plaza.

“ As the prime consultant, it was critical for the project to deliver on time. We worked with subconsultants to complete concept designs, construction documents, and process improvement and building plans at the city in just eleven months for the plaza and just five months for the library expansion. ”

– BROOKE WHALEN,
SR. LANDSCAPE ARCHITECT

Services: Campus Urban Design, Irrigation Design, Landscape Architecture | Completed: 2017
Awards: 2018 APWA San Diego, Project of the Year (\$6-\$25M category)

HIGHER EDUCATION: UNIVERSITIES

PUBLIC UNIVERSITIES

San Diego State University

- Aquaplex
- Aztec Field - Aztec Green
- Campus Bicycle and Skateboard Study
- Chemistry Building
- Confucius Institute
- Destination SDSU
- Engineering Building
- Lot W Sports Fields
- Love Library Addition
- Open Air Theater
- Softball/Tennis Facility
- Student Services and Classrooms
- Tony Gwynn Stadium
- University Tower Addition

Cal State San Marcos

- Athletic Complex Master Plan and Cost Estimating
- Baseball and Softball Fields
- Campus View Drive Extension, Parking Structure 1, Phase 1
- Campus ADA and Wayfinding Study

University of California San Diego

- Bicycle and Pedestrian Master Plan
- Central Research Services Facility
- Coastal Meander Trail
- East Campus Recreation Area
- Faculty Club
- Gilman Drive Bridge
- Gilman Drive Transit Center
- International Relations and Pacific Studies Building
- NOAA Revegetation
- North Campus Mall
- North Campus Recreation Area
- Preuss School Soccer Field
- Ropes Course
- Scripps Institution of Oceanography Dry Weather Flow Elimination and Pollutant Source Control Program
- SIO Eckart Coral Garden
- Social Sciences Building
- Visual Arts Building

University of California San Diego Hillcrest Campus

- Utility Bridge and infrastructure

University of San Diego

- Alumni Center
- Arthur & Marjorie Hughes Center
- Fowler Field and Cunningham Stadium
- Immaculata
- Jenny Craig Pavilion
- Law Library
- Maher Memorial Garden
- Maher Pedestrian Mall
- Master Plan Revisions for Athletics, Recreation, Intramural and Clubs
- Paseo de Colachis/Copley Library
- Philip Hahn School of Nursing
- West Hill Parking Structure

PRIVATE UNIVERSITIES

Point Loma Nazarene University

- Cooper Music Center
- Nicholson Student Commons
- Ryan Library Expansion

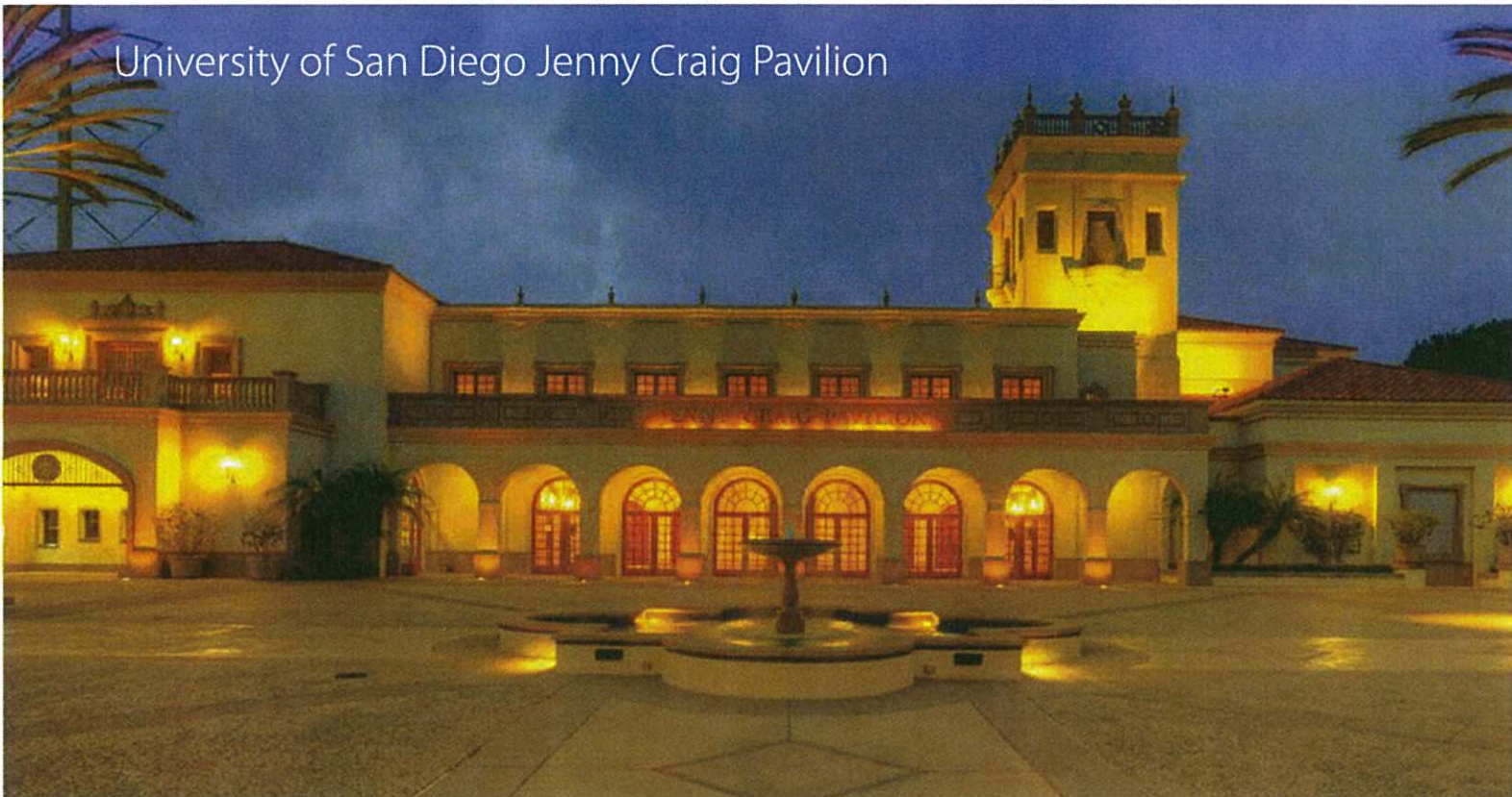
William Jessup University

- Landscape Master Plan

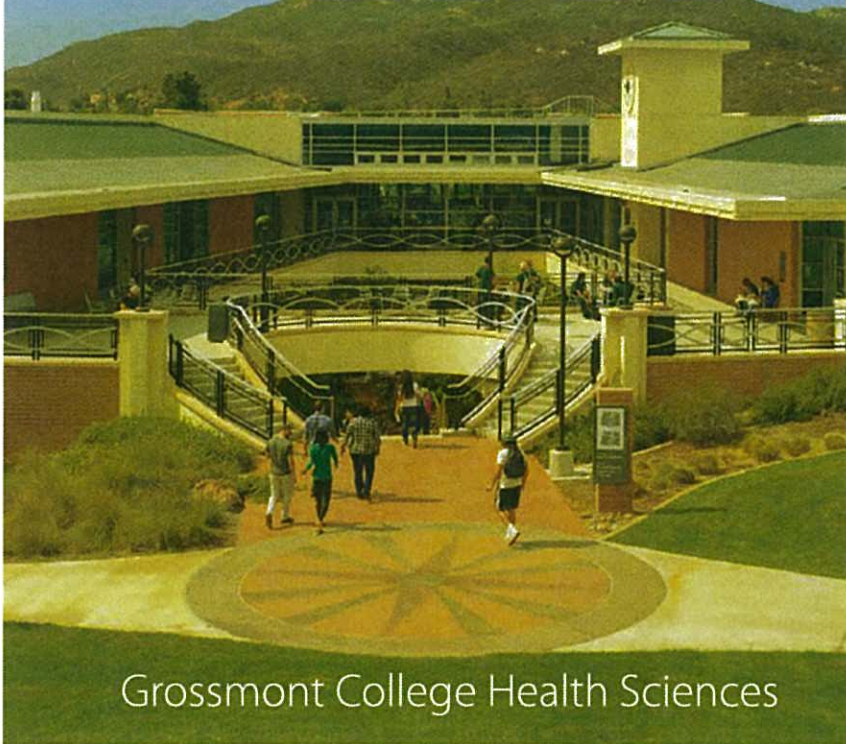
EF International

- Point Loma Campus

University of San Diego Jenny Craig Pavilion



HIGHER EDUCATION: COMMUNITY COLLEGES



Grossmont College Health Sciences

The two-story, 54,200 sq. ft., Grossmont College Health Science building is set into a hillside and allows grade level access to both levels. The building is split into a laboratory and a classroom/office wing with a courtyard and lobby space between the two wings. The courtyard and lobby bring students together for classroom access and provides opportunity for interaction, group study and outdoor science labs. The scope included the use of a native and drought tolerant landscape, irrigation systems and design assistance on the outdoor open-air plaza and seating areas. Schematic design plans, preliminary construction estimates and construction documents were prepared. **Services: Landscape Architecture, Water Conservation | Construction Completed 2011**

COMMUNITY COLLEGES

Cuyamaca College

- Physical Education Facility

Grossmont College

- Child Development Center
- Digital Arts and Sculpture Building
- Health/Sciences Complex
- Landscape Standards
- Landscape Trail Master Plan
- Native and Meditation Gardens
- Parking Structure
- Student Services/Griffin Center

Palomar College

- Campus Arboretum
- Howard Brubeck Theater Renovation

Mesa College

- Irrigation Mainline Loop and Parking Lot

Mira Costa College

- Art and Music Storage Building
- Dance Studio
- San Elijo Campus Building 600 Outdoor Classroom

Orange Coast College

- Campus Bike/Skateboard Master Plan

San Diego City College

- Child Development Center

Southwestern College

- Horticulture and Landscape Nursery Technology



Moreno Valley College Landscape



Grossmont College Native Gardens

KTUA was commissioned by Grossmont Community College to design an outdoor educational setting and promote a campus wide water conservation effort by introducing native plants and eliminating excessive turf throughout the central campus. KTUA worked closely with the College Steering Committee consisting of the facilities department, campus maintenance engineer, biology department and a consulting native plant consultant. KTUA developed eight different native plant communities such as: Coastal Sage Scrub, Oak Woodland, Mixed Chaparral, Chamise Chaparral, Riparian, Maritime Succulent, Desert Succulent and a whimsical native Butterfly/Hummingbird garden.

One of the initial design challenges was transforming a traditional campus setting into a natural native habitat for display, educational and sustainability purposes. Each of the native communities have their own unique characteristics with a site-specific plant palette. The plant composition closely matches the characteristics of each native habitat while taking into consideration aesthetic form, function and maintenance criteria established by the Steering Committee. Special observation areas feature pervious paving, artistic styled benches, interpretive signage and recycled materials to create outdoor classroom settings and promote sustainable educational environments. Once all of the designs were completed, KTUA prepared a preliminary construction budget for each plant community.

**Services: Landscape Architecture, Water Conservation
| Construction Completed 2013**

NATIVE GARDENS

- Grossmont College Native & Meditation Gardens
- UC San Diego Eckart Coral Garden
- Moreno Valley College Landscape Renovation
- Palomar College Arboretum
- Living Coast Discovery Center Pollinator Garden

“ The new drought-tolerant landscaping is part of Grossmont College’s outdoor education zone. The sustainability project transformed campus landscaping with drought-tolerant native plants, creating outdoor learning labs for Biology and Earth Science courses, while conserving water and campus resources.
– GROSSMONT COLLEGE ”

HIGHER EDUCATION: CAMPUS HOUSING



EF International

UC San Diego Rita Atkinson Graduate Student Housing



The KTUA landscape concept plan for the UCSD 226,000-square foot, 225-bed Rita Atkinson Residences project emphasizes the functionality of sustainable landscape combined with aesthetic expression designed to provide a healthy and pleasing environment for graduate students while achieving a LEED Gold rating.

The \$43 million design-build project minimized site disturbance, recycled existing on-site materials, utilized low water-use planting, rapidly renewable plant materials and permeable pavements, maximized open space, and created strong pedestrian and bicycle connections to the University campus. With KTUA's assistance, the 2-acre site was graded and balanced to avoid off-site export, minimize site walls, and limit disturbance of existing landscape and habitat. Working with the design-build team, KTUA provided an early analysis of applicable points to achieve the LEED rating, particularly in the areas of Sustainable Sites and Water Efficiency.

**Services: Landscape Architecture, LEED Analysis,
Green Roof Design | Completed 2010**

CAMPUS HOUSING

- Cal Poly San Luis Obispo South Campus Student Housing
- EF International Student Residence
- SDSU Cuicacalli Residential Suites and Dining Complex
- SDSU East Campus Housing
- SDSU Tenochca Hall Additions
- UC Merced Gardenview Suites
- UC San Diego Rita Atkinson Graduate Student Housing
- UC San Diego Matthews Student Housing
- UC San Diego East Campus Apartments
- USD Alcalá/Mission Apartments
- 5030 College (off-campus housing)

EDUCATION: K-12 & CHILD DEVELOPMENT CENTERS

PRIVATE SCHOOLS

- Horizon Prep School
- La Jolla Country Day School

K-12

San Diego City Schools

- Alcott Elementary School Irrigation
- Bayview Elementary School Administration Building and Parking Lot
- Bell Middle School Modernization
- Bird Rock Elementary School Library
- Birney Elementary School Irrigation
- Brooklyn Elementary School Lunch Shelters
- Carson Elementary School Library
- Carver Elementary School Library
- Cesar Chavez Elementary School Classrooms, Admin. Building, Fields/Playgrounds
- Challenger Junior High School
- Clairemont High School Library
- Crown Point Elementary School Library
- Dingeman Elementary School
- Emerson Bandini Elementary School
- Florence Griffith Joyner Elementary School
- Freese Elementary School Irrigation
- Garfield High School
- Gompers Middle School Irrigation
- Hearst Elementary School Library
- Ibarra Elementary School Bridging Documents
- King Elementary School Library
- Kroc Creative, Performing and Media Arts School
- Laura Rodriguez Elementary School
- Lewis Middle School
- Lincoln High School
- McKinley Elementary School Master Plan
- Miramar Ranch Elementary School Irrigation Upgrades
- Mira Mesa High School
- Mission Bay High School Library
- Morse High School Athletic Fields, Culinary Arts Center, Child Development Center, Campus Modernization
- Muirlands Middle School Library
- Normal Heights Elementary School
- Patrick Henry High School Library and Media Center
- Scripps Ranch High School Modernization and New Classroom
- Scripps Ranch Middle School Bridging Documents

Sweetwater Union High School District

- Eastlake Middle School
- Olympic High School
- Otay Ranch High School
- Rancho Del Rey Middle School
- San Ysidro High School

Grossmont High School District

- El Capitan High School Agricultural Complex
- Santana High School Plaza
- Valhalla High School Master Plan
- Viking Hall, Valhalla High School

Solana Beach Elementary School District

- Pacific Highlands Ranch School Master Plan
- Solana Highlands Elementary School
- Solana Ranch Elementary School

Del Mar Union School District

- Ashley Falls Elementary School
- Torrey Pines High School

Escondido Union High School District

- Orange Glen High School Modernization

CHILD DEVELOPMENT CENTERS

- Grossmont College Child Development Center
- Morse High School Child Development Center
- San Diego City College Child Development Center
- SDSU Child Development Center
- USD Manchester Child Care Center



Morse High School Child Development Center. Design included drought tolerant, low maintenance plant materials and one of the San Diego Union School Districts first drip irrigation systems.

Orange Glen Elementary School Modernization



“ We have some very old schools, and this was a perfect opportunity for us to modernize.

— MICHAEL TAYLOR, ESCONDIDO ASSISTANT SUPERINTENDENT FOR BUSINESS SERVICES ”

KTUA provided landscape architectural services for campus upgrades as part of their Series A bond funding. This phase of the campus master plan included the renovation of an existing outdoor courtyard/assembly area; decorative seat walls, concrete planters, stairs, amphitheater, native drought tolerant plantings and an efficient irrigation system. KTUA prepared schematic design plans, preliminary construction estimates and construction documents.

Services: Landscape Architecture, Construction Documents, Schematic Design Plans, Irrigation Design | Completed: 2017



HEALTHCARE: HOSPITALS & MEDICAL OFFICE BUILDINGS

HOSPITALS

- Children's Hospital, San Diego
- El Centro Medical Center Landscape Master Plan
- Kaiser Permanente, Otay Mesa
- Kaiser Permanente Women's Center, La Mesa
- Mercy Hospital Entry Park, San Diego
- Modesto City Hospital Renovation
- Naval Hospital Camp Pendleton Site Planning and Bridging Documents
- Psychiatric Institute of America, Azusa, Long Beach, Rancho Cucamonga, Chula Vista, Bakersfield, San Jose, Redding, Palm Springs, and Stockton
- Rancho Springs Medical Center, Murrieta
- Rancho Springs Women's Health Center, Temecula
- Palmdale Regional Medical Center
- San Geronio Hospital
- Scripps Chula Vista Hospital
- Scripps La Jolla Hospital
- Temecula Valley Hospital
- UCSD Medical Center Tower Modernization

HEALING GARDENS

- Sharp Chula Vista Healing Garden

MEDICAL OFFICE BUILDINGS

- Canyon Springs Hospital Medical Office Building, Cathedral City
- Children's Hospital Medical Office Building, San Diego
- Grossmont Medical Office Building, La Mesa
- Kern Health Center, Kern County
- Maple Street Medical Office Building, San Diego
- Palmdale Medical Office Building
- Pediatrics Specialty Medical Office Building, San Diego
- San Ysidro Health Center
- Scripps Oceanside Medical Office Building
- St. Joseph Medical Office Building Parking Structure, Santa Ana
- XIMed Medical Office Building, La Jolla



Naval Hospital Camp Pendleton

Naval Hospital Camp Pendleton



**Services: Landscape Architecture, Site Planning
and Bridging Documents | Completed 2014**

Photo by La Casse Photography

KTUA was selected by NAVFAC Southwest to prepare site plan alternatives for the proposed Replacement Hospital at MCB Camp Pendleton. This effort included identifying program requirements, site constraints and opportunities that affected the hospital location options. The alternatives took into account the access, infrastructure, views from and of the site, biological constraints, drainage requirements and other safety issues. A total of four site plans were developed working with major stakeholders. The preferred alternative plan resulted in a more detailed site plan including utility points of connection, probable utility realignments and undergrounding options.

The landscape architectural plans provide design treatments arranged to express qualities of order, integrity, and sustainability to create a timeless building and landscape throughout the 50+ acre site. A hierarchy of roadways, spaces, materials, planting,

and entrances provide the visitor with a coherent way-finding system; landscaped courtyards and plazas provide areas for relaxation, family togetherness, and experience of nature. Exterior materials are linked to elements of the architecture and create a cohesive design of indoor and outdoor spaces, as well as contributing to Silver LEED certification. The project features parking lots designed with bio-swales, permeable paving, and photovoltaic systems; axial access ways leading employees and visitors through landscaped allees to the hospital, entry bridge, auto plaza, dining courtyards, a Memorial Plaza, and interior healing garden. The hospital and utility buildings feature a variety of green roof treatments that contribute to sustainability and the healing environment. KTUA also contributed design treatments for exterior lighting, site furnishings, service emblems, and custom design for the memorialization of winners of The Medal of Honor.

HEALTHCARE: ASSISTED LIVING FACILITIES



Rendering by Vargas + Tejada Arquitectos

ASSISTED LIVING FACILITIES

- Americare Silvergate, San Diego
- Casa de las Campanas, San Diego
- Edgemoor Skilled Nursing Facility, Santee
- Southern California Veterans Home, Barstow
- Southern California Veterans Home, Chula Vista
- Sea Crest Village, Carlsbad
- The Glen at Scripps Ranch, San Diego
- Wesley Palms, San Diego

The Edgemoor Skilled Nursing Facility a 150,000 square foot, 192 bed facility, contains six nursing units with 32 beds in each unit. KTUA began the design process with a series of programming and visioning sessions held with nurses, staff, administration, and the architectural team.

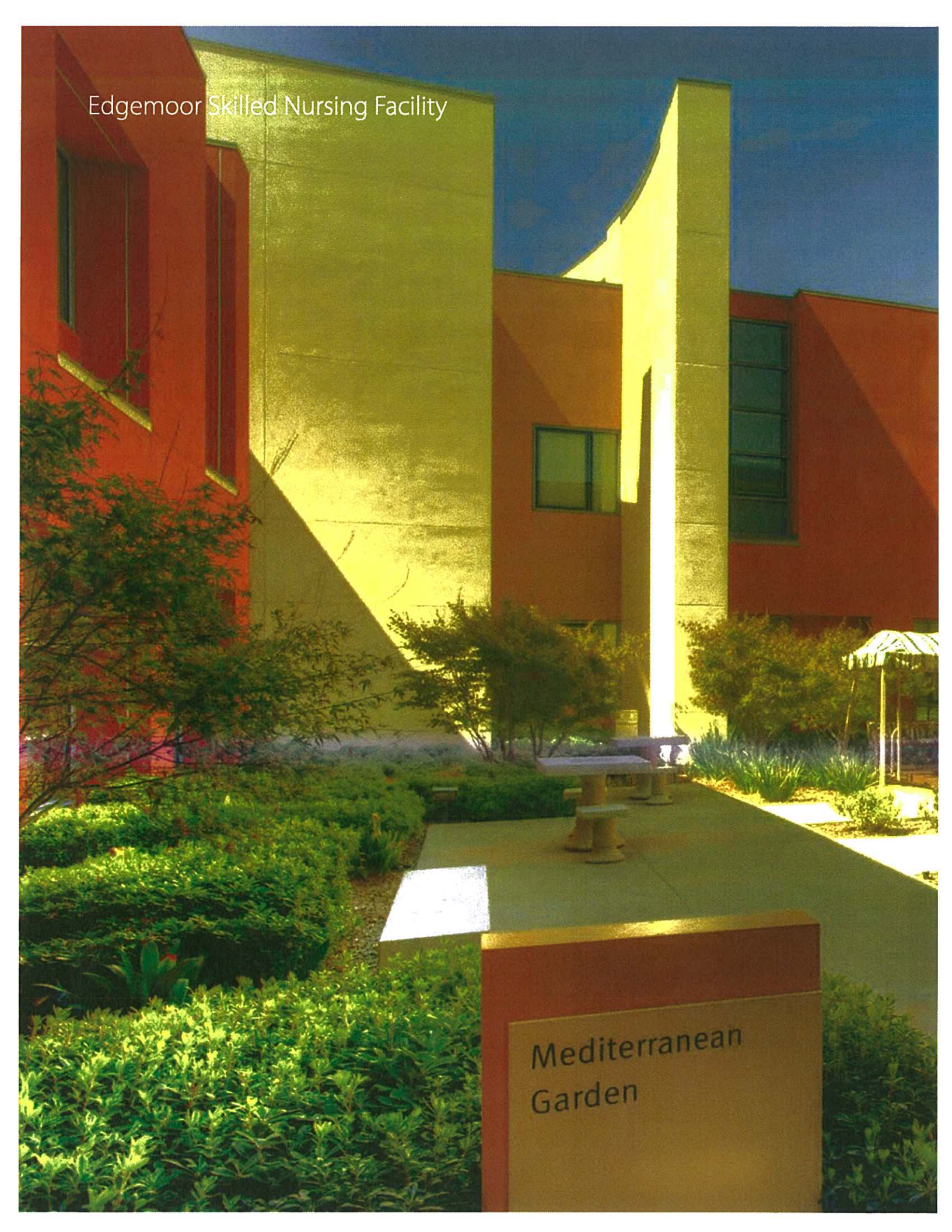
The patients are the primary focus of the hospital, and the landscape spaces were designed as a series of neighborhoods, courtyards and common areas. The outdoor areas were designed to promote patient interaction, revival, independence, way finding, healing and well-being. The surrounding landscape context also plays a role in defining a sense of enclosure and harmony with the existing landscape, and serves as an amenity to the hospital staff.

The site features a meditation garden, and a rich landscape palette of drought tolerant native California trees and grasses that are indigenous to the area. The perimeter landscape buffers the facility from noise, and maximizes views to existing natural elements. Special consideration has been given to blending the proposed development with the existing wetlands.

Services: Landscape Architecture | Completed: 2008

Edgemoor Skilled Nursing Facility

Mediterranean Garden



OFFICE & COMMERCIAL

SCIENCE AND TECHNOLOGY

- Dura Pharmaceuticals, Sorrento Valley
- Gilead Sciences, La Verne
- La Jolla Institute for Allergy & Immunology, La Jolla
- Ligand Pharmaceuticals, La Jolla
- Neurocrine Biosciences, Del Mar
- Nexus Science Center, La Jolla
- Salk Institute Expansion, La Jolla
- Torrey Pines Science, Center, La Jolla

RETAIL DISTRICTS

- Gaslamp Quarter, San Diego
- Old Ferry Landing, Coronado
- Park Boulevard/Adams Avenue, San Diego

SHOPPING CENTERS

- Bay View Plaza, San Diego
- Delano Grapevine Center
- Garrett Ranch, Hemet
- Los Coches Center, Carlsbad
- Santee Trolley Square

OFFICE BUILDINGS

- Allred Collins Corporate Center, San Diego
- AME, La Jolla
- Braille Institute, San Diego
- Centerside Towers, San Diego
- Cornerstone Corporate Center, Carlsbad
- KTUA Office
- NBC Building Renovation, San Diego
- One America Plaza Reinvestment, San Diego
- Pacific Center, San Diego
- Plaza Del Mar, San Diego
- Regents Park, La Jolla
- SAIC Campus Point, La Jolla
- San Diego Corporate Center, Del Mar
- San Marcos Civic Corporate Plaza
- State Compensation Fund, Fresno
- Sunroad Corporate Center, La Jolla
- Sunroad Centrum, San Diego
- Torrey Reserve, Del Mar
- University Center, La Jolla
- Viasat Building 11, Carlsbad
- Wells Fargo/401 B Street Renovation, San Diego

BUSINESS PARKS

OFFICE COMPLEXES

- Carlsbad Research Center
- Bridge Point Office Park
- Eastgate Technology Park Reinvestment, San Diego
- Governor Business Park, San Diego
- Parkway Business Center, Poway
- Manchester Pacific Gateway
- Sabre Springs Business Park, San Diego
- Solana Beach Corporate Center
- Stonecrest Business Park
- Union Tribune Site Redevelopment, Mission Valley

RESTAURANTS

- Coasterra, Harbor Island





Gilead Sciences

Gilead Sciences is one of the largest biopharmaceutical companies in the world focused on investigational drugs. Their need for expansion led them to develop a new 23-acre manufacturing plant in La Verne, California. KTUA worked closely with their architect in developing several conceptual landscape site plans that provided a phased master plan to accommodate future development and support the relocation and expansion of their existing San Dimas facilities.

Because of the intensity of the work and the desire for a high level of employee recruitment and retention, it was important that Gilead provide its employees with enhanced outdoor amenities such as outdoor break areas, plazas, walking paths, seating and enhanced landscape gardens. The main plaza is enclosed on three sides by two and three story buildings that function as a relaxing space and can accommodate user overflow from the adjacent interior cafe. Tables, chairs and umbrellas provide a place for breaks and outside dining, complete with a barbecue area, a shade canopy and large plaza trees. The plaza functions as a visual connection to the outdoors where it is adjacent to the glassed walls of their administrative offices. A walking path encircles the entire site.

In anticipation of executives and clientele visiting the site, the entrance to the building was enhanced with meandering colored concrete walkways, well-placed groupings of trees and inspired vegetation, and hints of the Gilead company logo. Landscape spaces were designed to accommodate future building phases. Security was critical to the site and a security fence was aesthetically incorporated to surround the entire perimeter. Integrated stormwater treatment was also critical to the site and all stormwater from the buildings and parking is captured and treated in vegetated retention basins.

With the development of the site, KTUA was also responsible for the improvement plans along Wheeler Avenue that included medians and a parkway. A concept that integrated low-water use plants, decorative concrete and cobble was presented to the city as a solution to reduce the use of potable water in the medians.

Services: Landscape Architecture | Completed 2015

DESIGN-BUILD

San Diego Airport Rental Car Center

The 25.5-acre San Diego International Airport Rental Car Center (RCC) serves as a welcoming point of entry for visitors to the San Diego region and an enhancement to the north side of the airport campus. Two distinct “front doors” are located along the north and south sides of the structure. The RCC includes parking for 5,400 cars, and 14 car rental companies within the 2 million SF campus. The construction cost was \$316 million.

The landscape theme of the RCC is reflective of the identity of San Diego, its unique location and significant natural and man-made features. The landscape reflects the idea of movement, which is indicative of travel as well as the surrounding natural systems of wind and water, and is recognizable from both the air and ground. Palm trees accentuate the architecture and represent major paths of travel around and through the site. Plant materials were selected for climate and site appropriateness, drought tolerance and low maintenance, with plant material colors and textures reinforcing the theme of movement, accent and scale. California natives and coastal compatible plants were key to providing a balance of minimizing water use and remaining true to the overall master plan.

The project was collaboratively designed and built with sustainable strategies to achieve a LEED Silver rating. Water is captured in seven on-site bioswales and filtered through the planting areas in compliance with current regulations to seamlessly integrate the landscape design with the storm water systems

and the Storm Water Pollution Prevention Plan. The treatment control BMPs include: infiltration, capture and reuse, biofiltration, and mechanical treatment.

An important goal of the project was to provide pedestrian access to the future Intermodal Transit Center (ITC) by integrating pedestrian linkage into and through the RCC site. This linkage supports the San Diego regional transportation goals of encouraging the use of mass transit, minimizing airport related traffic impacts to adjacent communities and improving intermodal access to the airport and airport facilities. The themed pedestrian and vehicular concrete paving was enhanced with color, special finishes and enhancements, while site furnishings such as picnic tables, benches and a dog relief area are available for visitor and employee use. A palm-lined 1,400-foot long fire lane along Pacific Highway also serves as an attractive pedestrian and streetscape amenity.

Public art, funded by two-percent of eligible construction costs, is a key element of the RCC and is integral to both the interior and exterior design. “MetroGnomes” by Christian Moeller is placed within one of the site bio-swales. It includes two 54-foot tall kinetic sculptures of steel, aluminum and electromagnets that move back and forth. MetroGnomes is inspired by aircraft marshals directing planes to their arrival gate, metronomes, and the site’s location near San Diego Bay.

Services: Landscape Architecture, Artist Coordination
| Completed 2015

DESIGN BUILD

- 880 Harbor Island Restaurant
- Cal Poly San Luis Obispo Student Housing South
- City of Carlsbad Alga Norte Community Park
- City of Chula Vista Salt Creek Community Park Master Plan
- City of Garden Grove Fire Station
- City of San Diego Airport Rental Car Center
- City of San Diego Nobel Athletic Area and Library
- City of San Diego Torrey Pines Golf Course North Course Renovation
- County of San Diego Rancho San Diego Sheriff Station
- Naval Hospital Camp Pendleton
- Rancho San Diego Sheriff Substation
- Scripps Oceanside Medical Office Building
- SDSU Recreation Fields (Associated Students)
- UC San Diego Rita Atkinson Residences
- UC Merced Garden Suites and Lakeview Dining
- University of San Diego Alcalá Vista and Missions Student Housing
- MCAS Miramar Fuel Pipeline Repair

“ The landscape reflects the idea of movement, which is indicative of travel as well as the surrounding natural systems of wind and water, and is recognizable from both the air and ground. ”

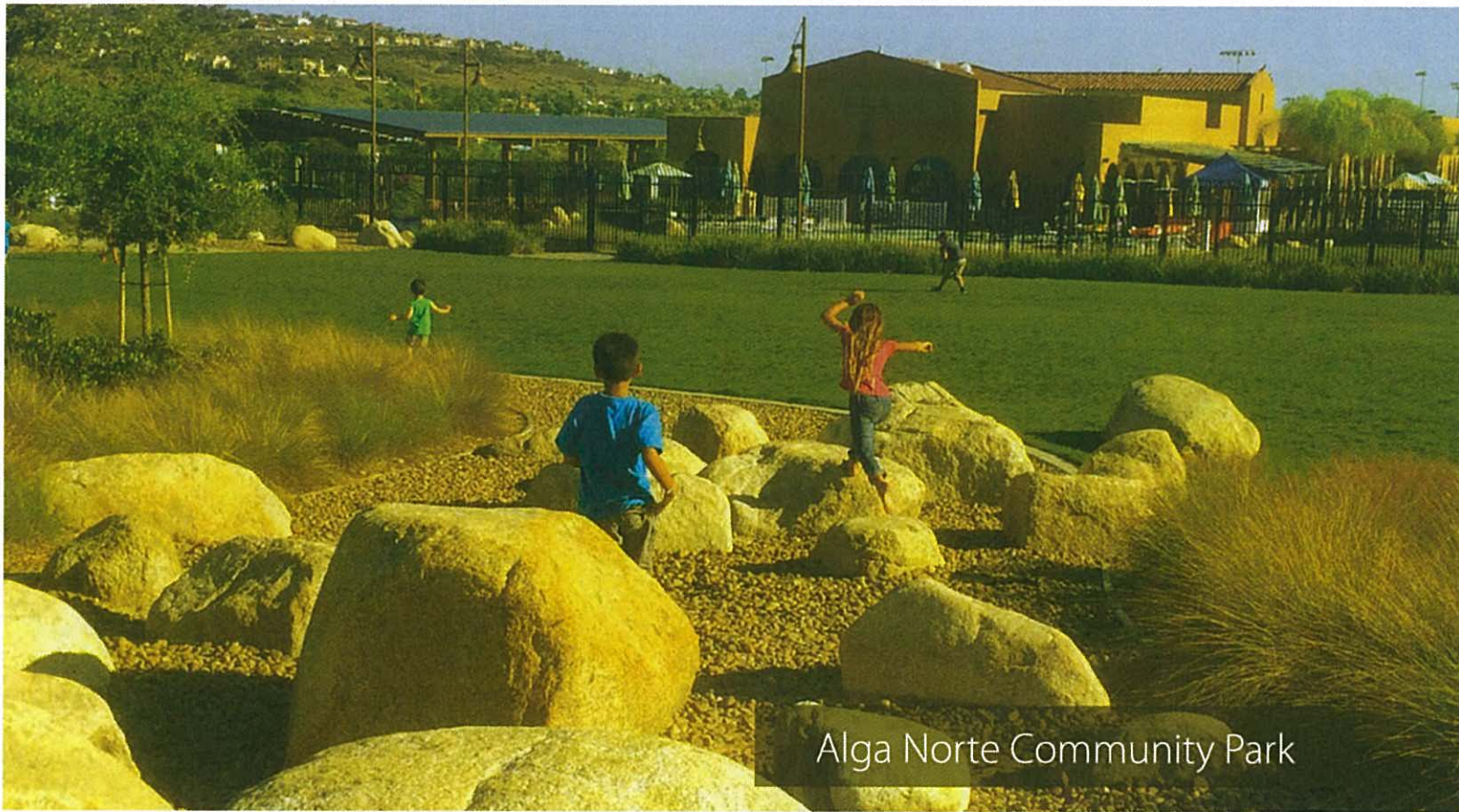


San Diego Airport Rental Car Center

PARKS & RECREATION: PARKS & PLAYGROUNDS



North Ocean Beach Gateway



Alga Norte Community Park

PARK MASTER PLANS

- City of Encinitas Parks Master Plan
- City of Goleta Parks Master Plan
- City of La Mesa Parks Master Plan
- City of Oceanside Parks Master Plan
- City of San Gabriel Parks Master Plan
- City of Santee Parks Master Plan
- County of Riverside Parks Master Plan
- County of San Bernardino Regional Parks Master Plans
- County of San Diego Parks Master Plan
- Girl Scouts San Diego-Imperial Council Recreation Facilities Master Plan
- Stone Creek Parks Master Plan

REGIONAL PARKS

- Camp Lockett Historic Park Framework Management Plan, Campo
- Chula Vista Bayfront Parks
- Colton Regional Park Master Plan
- Fiesta Island Park Precise Plan
- Mission Trails Regional Park Master Plan and Natural Resource Management Plan
- Murrieta Creek Recreation Basin, Temecula
- Moabi Regional Park Master Plan, & Mojave River Forks Regional Park Master Plan, San Bernardino County

COMMUNITY PARKS

- Alga Norte Community Park, Carlsbad
- Buena Vista Park Master Plan, Vista
- Carmel Valley Community Park, San Diego
- MacArthur Park Opportunities & Constrains Study, La Mesa
- Mira Mesa Community Park
- Nobel Athletic Area and Library, San Diego
- Rincon Community Park, Valley Center
- Salt Creek Community Park, Chula Vista
- Porterville Community Park
- Poway Park Master Plan Feasibility Study

PLAYGROUNDS AND PICNIC AREAS

- Bonita Cove, Mission Bay, San Diego
- Dos Picos Park Renovations, Ramona
- San Dieguito Park Renovations, Rancho Santa Fe

NEIGHBORHOOD PARKS

- 39th Street Park General Development Plan, San Diego
- Ashley Falls Park, San Diego
- Breen Park, San Diego
- Briercrest Park Master Plan, La Mesa

- Centrum Park, San Diego
- Cabrillo Heights Park, San Diego
- Canyon Hills Resource Park, San Diego
- Collier Park, Ramona
- Lakeview Park, Discovery Hills, San Marcos
- La Mesita Park Master Plan
- Martin Luther King Park, San Diego
- Memorial Park ADA, San Diego
- Northmont Park, La Mesa
- Ocean View Hills Park, San Diego
- Olive Street Park, San Diego
- Rancho Mission Canyon Park, San Diego
- Sabre Springs Park, San Diego
- Sage Canyon Park, San Diego
- Southcreek Park, San Diego
- Southcrest Trail Park, San Diego
- Sunshine Berardini Park General Development Plan, San Diego
- Taft Joint Use Park, San Diego
- Torrey Highlands Park, San Diego
- Trolley Barn Park, San Diego
- Valencia Park, San Diego
- Wildwood Park, Vista

PARKS & RECREATION: AQUATIC FACILITIES & SPORTS COMPLEXES



Alga Norte Community Park

KTUA provided landscape architectural services for a new 32.1-acre park located in the City of Carlsbad. The park includes an aquatic facility with a 25-meter pool, a 56-meter Olympic/competition pool, a spa and a children's play pool. Other facilities include a community building with administrative offices, skatepark, fenced in off-leash dog areas, three ballfields with a shared multi-purpose field, basketball court, picnic and seating areas, site furnishings and parking. An expansive playground with shade canopies was designed for children of various age groups and abilities.

The park site features natural topography with 70 feet of elevation change from the highest to the lowest point, providing challenges for the design of the stormwater systems. The solutions include bioswales running along the length of the east and south perimeters of the park that cleanse the stormwater prior to discharge into the public stormwater system. The surrounding natural open spaces remain preserved and protected as a part of the city's plan, which includes an additional 10 acres of California coastal sage scrub habitat on the north and west sides of the park.

KTUA was responsible for a thorough review of the bridging documents, updating and revising the plans to comply with new federal and local regulations, and incorporating amenities per the City of Carlsbad's request.

Services: Landscape Architecture | Completed 2014

AQUATIC FACILITIES

- Encanto Park Pool Study and Park General Development Plan, San Diego
- Mission Valley YMCA Pool, San Diego
- SDSU Aquaplex, San Diego
- SeaWorld Aquatica, Chula Vista

WATERFRONT PARKS

- Coast Boulevard Park, La Jolla
- G Street Mole, San Diego

SPORTS COMPLEXES

- Barnes Tennis Center, San Diego
- Cal State San Marcos Athletic Complex Master Plan
- Chargers Training Facility, San Diego
- Mission Sports Park Expansion, San Marcos
- San Diego Tennis and Raccquet Club, San Diego
- SDSU Softball and Tennis Complex, San Diego
- SDSU Student Field
- UCSD North Campus Recreation Area, La Jolla
- UCSD East Campus Baseball Field, La Jolla
- USD Athletic Fields, San Diego
- USD Fowler Field and Cunningham Stadium
- USD Jenny Craig Pavilion

TRAILS, CAMPGROUNDS, OPEN SPACE & INTERPRETIVE FACILITIES

RECREATIONAL TRAILS

- Balboa Park Trails Signage and Mapping Plan, San Diego
- Bayshore Bikeway, San Diego
- Bernardo Mountain Trail Study, San Diego
- Box Springs Mountain Trails Master Plan, Riverside County
- Carlsbad Ocean Street Beach Access
- City of Costa Mesa Multi-Use Trails Master Plan
- San Diego Canyonlands Mid-City Canyons Trails
- City of Yucaipa Wildwood-Calimesa Trail Master Plan
- Coast to Crest Trail, San Dieguito Lagoon Segment, San Diego
- County of San Diego Boulder Oaks Access Plan
- Encinitas Beach Access Trails
- Heritage Trail, Valley Center
- Los Penasquitos Lagoon Public Access Plan
- Mockingbird Canyon Trail, Riverside
- Murrieta Creek Trail, Temecula
- Ocean Beach Bike Path, San Diego River
- Roripaugh/Johnson Ranch Trails
- Santa Ana River Parkway, Orange County
- Santa Ana River Trail, Riverside County
- Santa Ana River Trail, Phase 4, San Bernardino County
- San Diego River Trails Gap Analysis
- Sea World Bike Path, Mission Bay
- UC San Diego Coastal Meander

CAMPGROUNDS

- Fiesta Island Youth Campground, Mission Bay, San Diego
- Kumeyaay Campground, Mission Trails Regional Park
- Santee Lakes Campground
- Moabi Regional Park Campground
- Mojave Regional Park Campground

OPEN SPACE

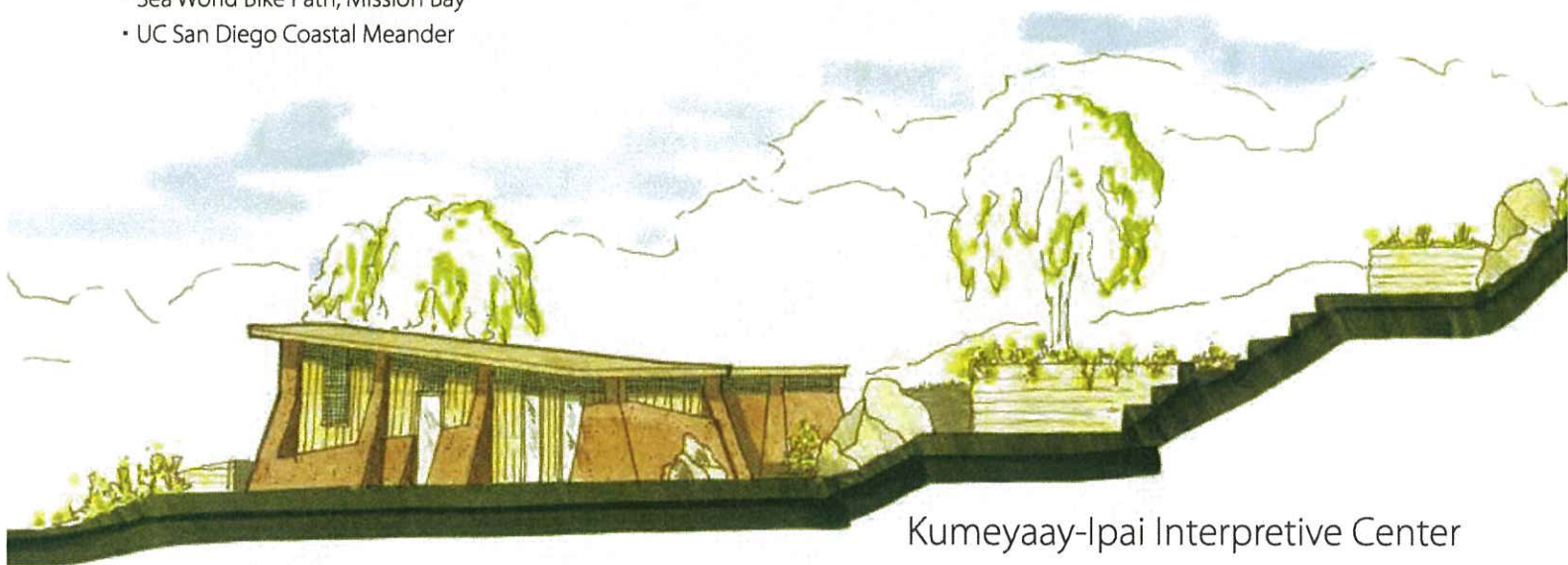
- San Dieguito Lagoon Restoration, San Diego
- Famosa Slough Enhancement Plan, San Diego
- Taylor Yard, Los Angeles

ARBORETUMS

- Palm Arboretum, Balboa Park, San Diego
- Palomar College Arboretum, San Marcos

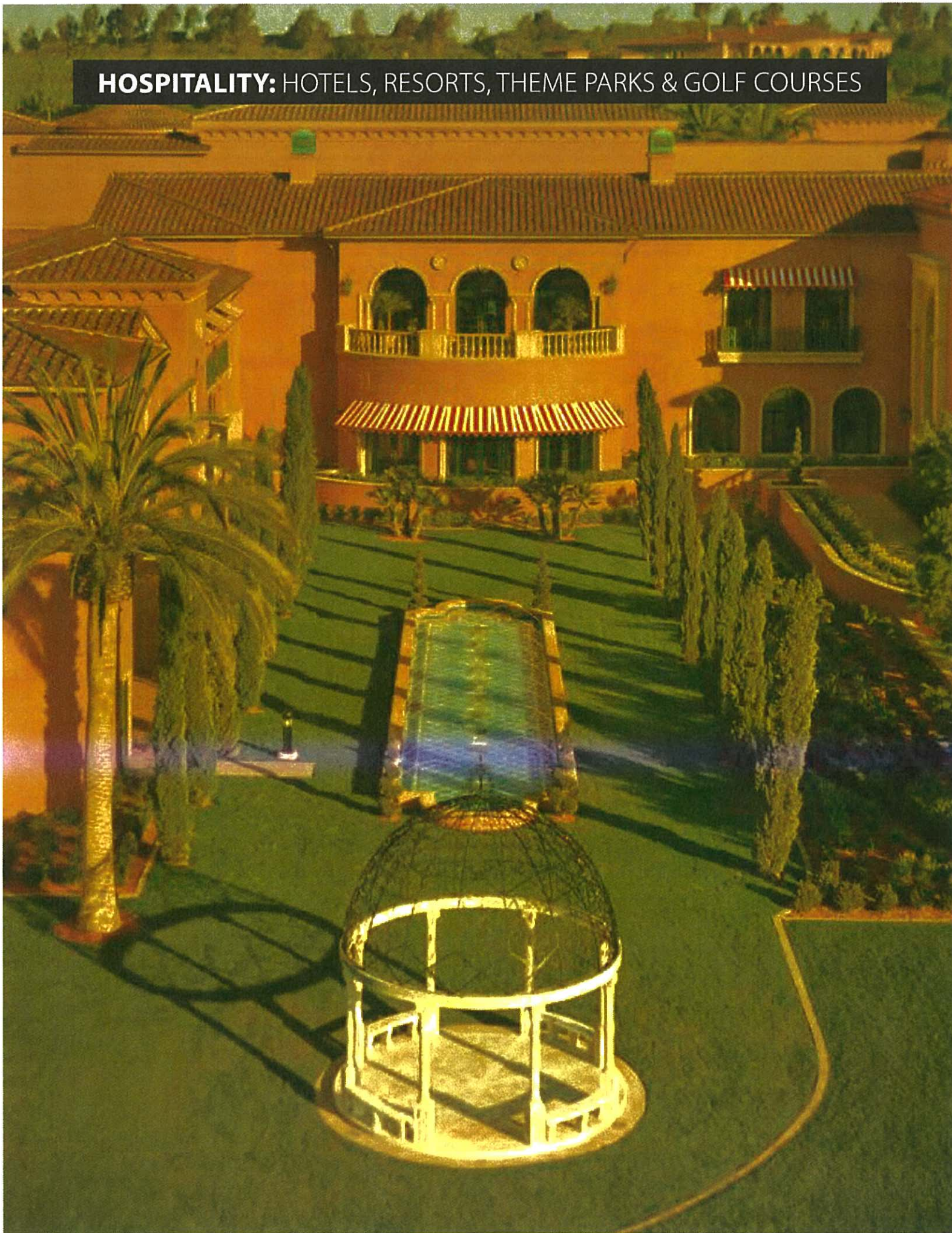
INTERPRETIVE AND VISITOR CENTERS

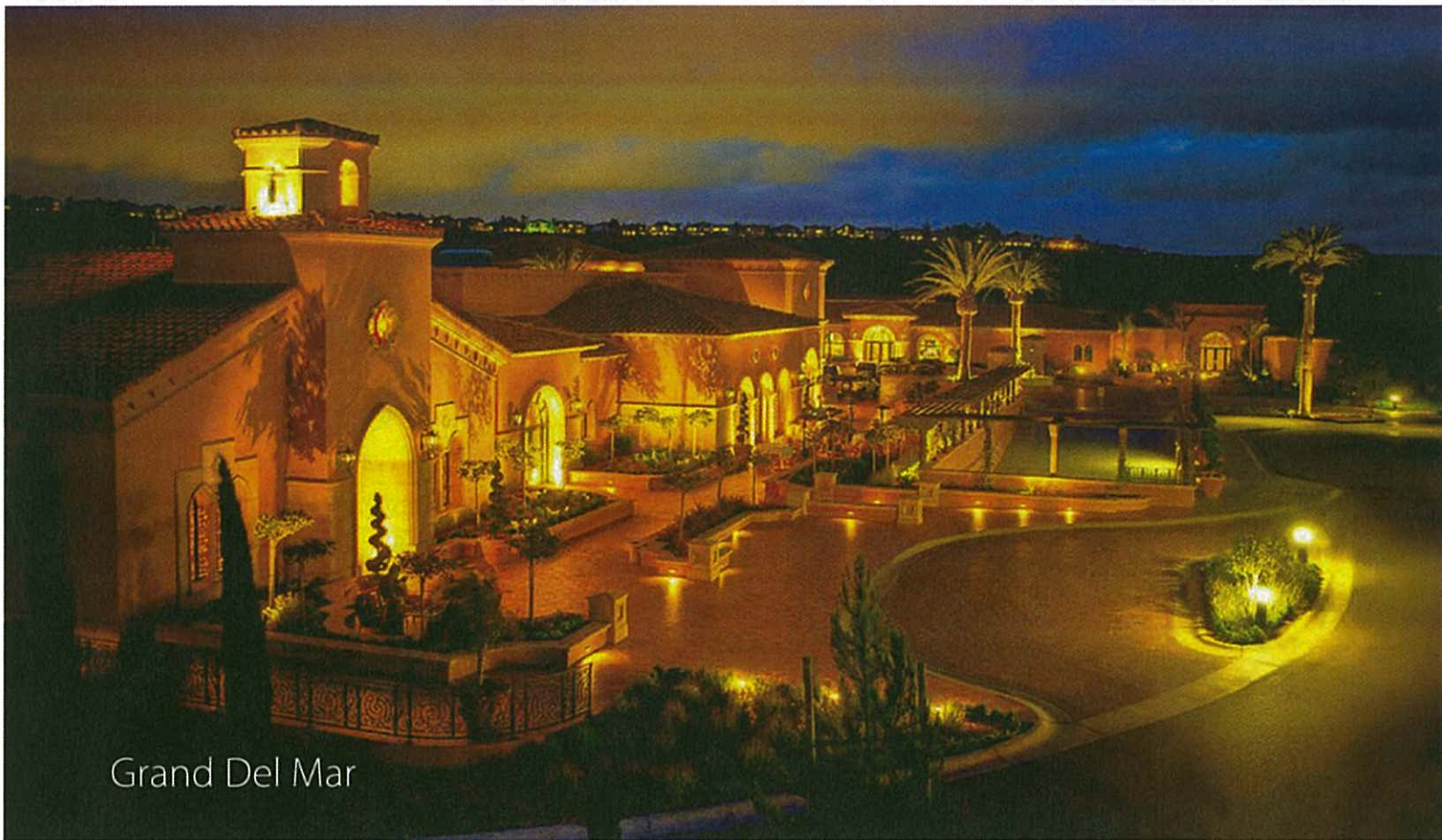
- Agua Hedionda Learning Center Landscape Master Plan, Carlsbad
- Kumeyaay-Ipai Interpretive Center, Poway
- Leo Carrillo Ranch Park, Carlsbad
- Mission Trails Regional Park Visitor and Interpretive Center, San Diego
- Piedras Pintadas Sacred Archaeological Site, San Dieguito River Park, San Diego
- Rancho Los Cerritos Visitor Center, Long Beach



Kumeyaay-Ipai Interpretive Center

HOSPITALITY: HOTELS, RESORTS, THEME PARKS & GOLF COURSES





Grand Del Mar

HOTELS AND RESORTS

- Grand Del Mar, Del Mar
- Grand Hyatt Patio, San Diego
- Harbor Island Hotel Concept Plans, San Diego
- Inns at Buena Vista Creek, Oceanside
- Kona Kai Club Conceptual Plans, Shelter Island, San Diego
- La Casa del Zorro, Borrego Springs
- Le Meridien Resort Hotel, Coronado
- Liberty Station Hotels, San Diego
- Manchester Pacific Gateway Hotel, San Diego
- Pacific Terrace Inn, San Diego
- Pala Mesa Resort Renovations, Pala
- Rancho Bernardo Hilton Garden Inn, Rancho Bernardo Inn Renovations
- Westgate Hotel Renovation, San Diego
- Yuma Waterfront Hotel and Conference Center Concept Plans, Yuma, AZ

RESTAURANTS

- 880 Harbor Island

CASINOS

- Desert Diamond Casino, Tucson
- Hawaiian Gardens Casino Conceptual Plans, Hawaiian Gardens
- Table Mountain Casino, Fresno

ZOOS AND THEME PARKS

San Diego Zoo

- Hippo Beach
- Polar Bear Plunge
- Children's Zoo Charrettes

San Diego Zoo Safari Park

- Center for the Reproduction of Endangered Species
- Heart of Africa

SeaWorld San Diego

- Aquatica Water Park, Chula Vista
- Harborside Cafe
- Explorer Shore and Restroom
- Flamingo Exhibit
- Ocean Explorer
- Park Entry & Main Entry Irrigation
- South Shores Promenade

Aquatica Water Park, Chula Vista

- Park Renovation
- Water Slide

GOLF COURSES AND CLUBHOUSES

- Balboa Park Golf Course Clubhouse Master Plan, San Diego
- Barnes Tennis Center, San Diego
- Copper River Clubhouse, Fresno
- Del Mar Country Club Estates, Rancho Santa Fe
- El Camino Country Club Clubhouse, Oceanside
- Maderas Country Club Clubhouse, Poway
- San Diego Tennis and Racquet Club, San Diego
- The Crossings at Carlsbad
- The Vineyard Clubhouse, Escondido
- Torrey Pines Golf Course Clubhouse Renovations, San Diego
- Torrey Pines North Course Reconstruction, San Diego

HOUSING: SINGLE-FAMILY, MULTI-FAMILY AND MIXED USE

NEW COMMUNITIES

- Carmel Country Highlands, San Diego
- Carmel Valley, San Diego
- Castlerock, San Diego
- Discovery Hills, San Marcos
- Lusk Patio Homes, San Diego
- Ocean View Hills, San Diego
- Sabre Springs, San Diego
- Stone Creek, San Diego

MULTI-FAMILY AND MIXED USE

- 55th Street Village, San Diego
- 600 Front, San Diego
- Alba Gardens, Chula Vista
- Allegro Towers, San Diego
- Arcadia Apartments, San Diego
- Columbia Square, San Diego
- Delano Grapevine Apartments, Delano
- First & Maple Apartments, San Diego
- Hamilton Row, San Diego
- La Mirage Apartments, San Diego
- Marina Park, San Diego
- Market Street Square, San Diego
- Nobel Creek Apartments, San Diego
- Oro Vista Apartments, San Diego
- Pacifica Chula Vista Bayfront (Amara)
- Park Row, San Diego
- River Run Apartments, San Diego
- Union Tribune Mission Valley, San Diego

MODEL HOMES

- Alta Murrieta, Temecula
- Aragon, Rancho del Rey, Chula Vista
- Mar Lado, Pepper Tree, Oceanside
- Mar Luna, Chula Vista
- Rustler's Ranch, Palmdale, Moreno Valley, Sun City
- The Trails, Discovery Hills, San Marcos
- Woodridge, Irvine

AFFORDABLE HOUSING

- Eden Housing, Ontario
- Logan Avenue Housing, San Diego
- Maya Linda Apartments Renovation, San Diego
- Old Grove Apartments, Oceanside

HOUSING REINVESTMENT

- La Mirage, San Diego
- Solazzo, San Diego
- Westwood, San Diego

COMMON AREA RESTORATION

- Lomas Santa Fe Country Club Villas Landscape and Irrigation Assessment, Solana Beach
- Park Row, San Diego
- Sycamore Creek, Poway

SINGLE FAMILY HOUSING

- Bonsall
- Cardiff
- Coronado
- Del Mar
- Fairbanks Ranch
- France
- Julian
- La Jolla
- La Quinta
- Las Vegas
- Pauma Valley
- Point Loma
- Rancho Bernardo
- Rancho Santa Fe
- San Diego
- Scripps Ranch
- Solana Beach
- Stockton
- Tijuana, Baja California
- Valley Center





Solazzo Apartments

The Irvine Company Reinvestment program has completed over \$240-million in refurbishments to their apartment communities, shopping centers, office buildings and resort properties. KTUA recently completed plans for Irvine Company Reinvestment of Solazzo Apartment Homes, located near La Jolla Shores and University Towne Centre. Residential floor plans include private patios or balconies, a swimming pool, two spas, a business lounge, and a fitness center that opens to outdoor areas.

KTUA's scope of work included sustainability features such as lawn reduction, and removal of impervious hardscape areas. Additionally, the social program called for the introduction of new user spaces, including a bocce court, horseshoe court, dog park, and outdoor areas for barbecues and soft seating groups. ADA compliance was addressed at the leasing center, and a new level of visibility was created throughout the marketing corridor as a part of a more comprehensive signage and way-finding program. Along with upgrades to the main pool, including tile waterline and depth markers, new seating groupings, shade amenities, barbecues, and a fire table were introduced. Existing crib walls were reinvigorated with new vine planting.

More than half the project is located over garage parking. A major planter excavation program was prepared, and all plant materials on the deck were replaced. A deck design plan was developed to create a paseo with flanking, themed gardens featuring Mediterranean plants materials, "festoon" night-lighting, and new seating groupings creating entirely new spaces for residents.

KTUA's scope of work included assessing existing conditions, creating new base file information, followed by a full scope of design and documentation services from schematic work to construction documents.

Services: Landscape Architecture | Completed 2017

PLANNING: LAND USE PLANNING

SPECIFIC PLANS

- City of National City Downtown Specific Plan
- Downtown Manhattan Beach Specific Plan Mobility Guidelines

COMMUNITY PLANS

- North Park Community Plan Update
- Uptown Community Plan Update Mobility Element, San Diego

COMMUNITY CHARACTER STUDIES

- City of Encinitas Hymettus Estates
- City of Encinitas Requezia

MASTER PLANS

- El Corozon de Oceanside Master Plan
- Girl Scout Facilities Master Plan, San Diego County
- Father Joe's Children's Village, Campo
- Rancho San Vicente, Campo

HEALTHY COMMUNITY PLANS

- City Heights Urban Greening Plan
- Jacobs Center for Neighborhood Innovation Community Health & Wellness Element
- La Mesa Safe Routes to Transit and Parks Plan
- Pico Rivera Urban Greening Plan

URBAN PUBLIC SPACES

- Lincoln Avenue Community Avenue and Pedestrian Connection, San Diego
- Mid-City Transit Gateway, San Diego
- North Ocean Beach Gateway, San Diego

SMART GROWTH/TOD

- Main Street Promenade, Lemon Grove
- 8th Street Corridor Smart Growth Project, National City
- C Street Master Plan, San Diego
- North County Transit District Land Use Studies, Oceanside, Carlsbad, Escondido
- University Towne Center Transit Station Urban Design Study, San Diego
- SANDAG Parking and Trip Generation Rate Assessments, San Diego
- SANDAG Smart Growth Design Guidelines, San Diego

WAYFINDING/SIGNAGE

- Cal State San Marcos Campus Wayfinding and ADA Accessibility
- City of Commerce Gateway and Wayfinding Signage
- CCDC Downtown Signage Master Plan, San Diego

MIXED USE URBAN INFILL

- Linda Vista Redevelopment, San Diego
- Jacobs Center/Market Creek Plaza Urban Studies, San Diego
- Downtown Porterville Redevelopment
- Downtown Delano Redevelopment
- Tulare Redevelopment
- Yuma Waterfront Development
- North Park Library Concept Plans, San Diego

NEIGHBORHOOD STUDIES

- The Boulevard West End - El Cajon Boulevard Traffic Calming and Pedestrian Environment Enhancement Study, San Diego
- University Avenue North Park Traffic Calming Study, San Diego
- Hillcrest Parking Study, San Diego
- Uptown Traffic Calming Study, San Diego

DESIGN GUIDELINES

- Stone Creek, San Diego
- Adams Avenue Design Guidelines, San Diego
- Mission Hills Business District Design Guidelines, San Diego
- Naval Training Center Historic District Landscape Design Guidelines, San Diego
- Naval Air Station Pensacola Base Exterior Architecture Plan
- Naval Station Great Lakes Base Exterior Architecture Plan, Waukegan, IL
- MCAS Yuma Base Exterior Architecture Plan
- MCAGCC Twentynine Palms Base Exterior Architecture Plan
- MCB Camp Pendleton Base Exterior Architecture Plan
- NCBC Gulfport Installation Appearance Plan



City of National City Downtown Specific Plan



The City of National City received a smart growth grant from SANDAG for their Downtown Specific Plan (DSP) to update development and parking standards within the district. Key objectives included positioning Downtown National City to capitalize on resurgent real estate and employment markets by making the plan more user-friendly, allowing a greater range/mix of uses, and increasing the quality of design through updated design guidelines. KTUA and its team of subconsultants produced materials related to the promotion of former redevelopment agency properties, the assessment of parking assets and programs/policies, the existing DSP/application processing review, public outreach and workshop facilitation, urban form modeling and visualizations, update of the DSP and the creation of a parking management plan, environmental conformance review, and the presentation of the plan to City staff and elected officials.

One section of design guidelines chapter focuses on recommendations for the public realm, including all spaces within the right-of-way encompassing sidewalks, parkways, bike lanes and roadways. Specific topics addressed include street typologies, public on-street parking, stormwater basins and infrastructure, bicycle facilities, pedestrian facilities, street amenities, signage, public art and street tree palettes.

Services: Urban Planning, Mobility Planning, Public Outreach
| Completed 2017

Awards: APA 2018 (Best Comprehensive Plan - Small Jurisdiction)

“ We look forward to implementing the plan and creating public and private projects that add to the vibrancy of our downtown.

– BRAD RAULSTON, CITY OF NATIONAL CITY, DEPUTY CITY MANAGER

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PLANNING: ACTIVE TRANSPORTATION PLANNING



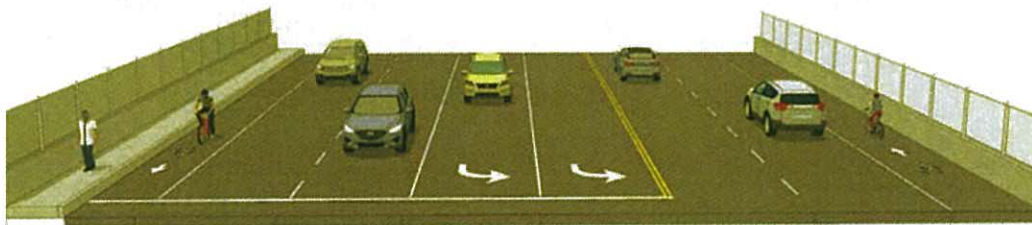
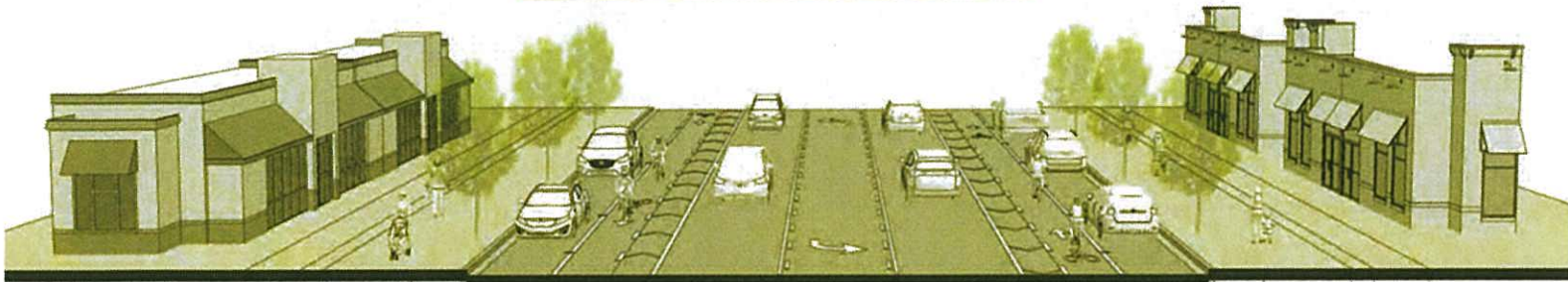
City of San Diego Talmadge Traffic Calming Feasibility Study

KTUA provided transportation planning services for the identification of traffic calming measures and improved aesthetics for three extra wide intersections (Euclid Avenue, Adams Avenue and Miracle Drive; 49th Street and Lucille Drive; and Madison Avenue and 51st Street) in the Talmadge community. KTUA planners presented the plans and solicited feedback at multiple Business Improvement District meetings and one community meeting. The development of 3D graphics helped the community visualize the proposed improvements and highlighted both positive and challenging aspects of the proposed plans. KTUA also developed streetscape and landscape plans to facilitate Talmadge placemaking concepts and to provide vertical elements that contribute to the traffic calming effects of the proposed traffic circle and bulb-outs.

KTUA worked with the Talmadge community on identifying traffic calming measures and improved aesthetics of three extra wide intersections. We attended multiple Business Improvement District meetings and one community meeting. The development of 3D graphics helped the community visualize what was being proposed and highlighted both positive and negative aspects of the proposed plans.

Services: Traffic Calming, 3D Graphics, Community Involvement
| Completed 2016

PROJECT NAME	CLIENT	YEAR	SCOPE OF WORK												
			Active Transportation Plans	Multi Use Trail Plans	Safe Routes	ADA Transition Plans	Complete Streets	Design Guidelines Wayfinding	Urban Greening	Smart Growth TOD Transit	Traffic Calming/Urban Design	Transportation Demand Mgmt	Community Engagement	Grant Writing	
47th Street/I-805 Station Area Plan	SANDAG	2016								■				■	
Armorlite Drive Complete Street	City of San Marcos	2016					■			■	■				■
Chino Bike & Ped Plan	City of Chino	2016	■												■
Desert Hot Springs Bike & Ped Plan	City of Desert Hot Springs	2016	■												■
Eastvale Bicycle Master Plan	City of Eastvale/SCAG	2016	■												■
East Wilshire Avenue Bike Boulevard	City of Fullerton/SCAG	2016					■					■			
HUD Guidelines for Walkable and Bikeable Communities	Department of Housing and Urban Development	2016	■				■	■							■
La Mesa Urban Trails Mobility Plan	City of La Mesa	2016	■	■											■
SANDAG Integrated TDM Development Training	SANDAG	2016											■		
Temecula Multi-Use Trails & Bicycle Plan	City of Temecula	2016	■	■				■							■
8th Street Corridor Plan	City of National City	2015					■	■		■	■				■
Box Springs Canyon Trails Master Plan	Rivco Parks	2015		■				■							
Carlsbad Active Transportation Strategies	City of Carlsbad	2015	■												
Carlsbad Trails Master Plan	City of Carlsbad	2015		■				■							■
Doheny Village Connectivity Plan Grant	City of Dana Point	2015													■
Encinitas Coastal Rail Trail	SANDAG	2015	■	■											■
Moreno Valley Bicycle Master Plan	City of Moreno Valley	2015	■												■
OCTA 5th District Bikeway Plan	OCTA	2015	■												■
San Diego Coastal Rail Trail	City of San Diego	2015		■											
San Diego Ped Master Plan, Phases 1, 4	City of San Diego	2015	■												■
San Diego River Trail Carlton Oaks & Qualcomm Segments	SANDAG	2015		■											■
San Diego River Trail Gaps Analysis	SANDAG	2015		■											
San Marcos Bike & Ped Plan	City of San Marcos	2015	■												■
San Marcos Blvd Complete Street Plan	City of San Marcos	2015					■				■				■
Santa Ana Downtown Complete Streets	City of Santa Ana	2015					■								■
City Heights Urban Greening Plan	City of San Diego	2014							■						■
Del Mar Bicycle Parking Map	City of Del Mar	2014						■							
Morena Boulevard Station Area Plan	City of San Diego	2014								■					
National City SMART Foundation	City of National City	2014	■	■			■	■		■	■			■	■



City of Goleta Bicycle and Pedestrian Master Plan

The City of Goleta already had an extensive bicycle network and sidewalks on most streets, but needed to define potential network gaps and identify other potential existing facility needs. Because most improvements are at specific locations, knowledgeable citizen input helped determine which locations to address. Having the community help pinpoint issues and gaps was crucial, making robust community outreach very important to the project success.

The City of Goleta wanted to ensure citizens knew about the project to provide maximum opportunities for input. The main challenge was to make sure the community outreach process and participation was as thorough as possible. To address this, the team worked with the City to develop resources including regular email press releases through the City's Monarch Press online newsletter, online and paper surveys, an online comment map and "pop-up" workshops instead of conventional public meetings.

"Pop-up" workshops were conducted as part of the annual Goleta Lemon Festival and at a Sunday morning Farmers' Market. This format allowed the team to introduce the project to the public in a casual setting and quickly get input from many people. In addition, the team distributed postcards

directing people to the online survey and comment map, and urged them to watch the Monarch Press for upcoming project announcements. The team's diverse outreach toolkit was instrumental in addressing the city's concern with thorough community outreach. The City of Goleta's regular updating and close cooperation with the team's outreach efforts resulted in an unprecedented response. Over 1,600 people completed the online survey and contributed to the online comment map.

Using the GIS-based comment map's geo-referenced citizen input, KTUA developed a "heat map" highlighting the locations that received the most comments. The top 30 locations were further analyzed and compiled into a list of locations with specific recommended improvements. With such a robust response rate, the City can use the comment analysis and resulting recommended project list to prioritize improvements for future grant applications.

Services: Active Transportation Planning, Community Engagement | Currently On-going 2018

PLANNING: COMPLETE STREETS AND TRANSIT

COMPLETE STREETS AND CORRIDOR PLANS

- CCDC C Street Master Plan, San Diego
- City of Chula Vista Main Street Complete Street Plan
- City of Del Mar Camino Del Mar Corridor Study
- City of Imperial Beach Palm Avenue
- City of Lemon Grove CONNECT Main Street
- City of Lemon Grove Main Street Promenade Smart Growth Project
- City of National City 8th Street Corridor Smart Growth Project
- City of Ontario Holt Boulevard Complete Street Plan
- City of San Diego Morena Boulevard Station Area Plan
- City of San Marcos Armormite Drive Complete Street Plan
- City of San Marcos San Marcos Boulevard Complete Street Plan
- City of Santa Ana Central Area Complete Streets Plan
- City of Santa Ana Downtown Zone Complete Streets Plan
- Re-Imagine Normal Street

TRAFFIC CALMING STUDIES

- City of Imperial Beach Traffic Calming and Bikeway Study
- City of National City Westside Traffic Calming Project
- City of San Diego Talmadge Traffic Calming Plan
- City of San Diego University Avenue North Park Traffic Calming Study
- City of San Diego Uptown Traffic Calming Plan (Fourth, Fifth, and Sixth Avenues)

TRANSPORTATION DEMAND MANAGEMENT

- Commuter Behavior Baseline Survey and Gamification Research
- Integrating TDM Development Process- Training
- San Diego Forward: The Regional Plan 2013 Survey
- SD Regional Vanpool & Carpool Program
- Telework Implementation Pilot Project
- Transit Plans and Corridors
- City of San Diego Mid-City Transit Gateway
- Riverside Transit Agency First and Last Mile Mobility Plan
- SANDAG Mission Valley LRT, Transit Stations and Patron Access Study
- SANDAG Old Town LRT and Transit Center and Stations
- NCTD Station Redevelopment Plans, Oceanside, Carlsbad and Escondido
- SANDAG I-805 and 47th Street LRT / BRT Station Area Plan
- SANDAG Mid-City Bus Rapid Transit Plan
- SANDAG Mid-Coast Corridor LRT and Transit Stations
- SANDAG SDSU to Downtown Bus Rapid Transit Study
- SANDAG Pacific Beach Line Concept
- SANDAG UCSD Gilman Drive Transit Center Concept Study
- SANDAG University Town Center Super Loop Transit Study
- SANDAG University Town Center Transit Center Concept Studies

CIRCULATION STUDIES

- City of Del Mar Circulation Element Update
- City of La Mesa Transportation Element
- Naval Base San Diego Transportation Plan

PARKING STUDIES

- City of San Diego Uptown Parking Study
- MCAS Yuma Circulation and Parking Study, Yuma, AZ
- Naval Station Great Lakes Traffic, Circulation and Parking Study, Waukegan, IL
- Port of San Diego Barrio Logan Parking Study

HIGHWAY DESIGN

- Caltrans Landscape Architectural Services, District 11, San Diego
- Interstate 5/Palomar Airport Road Interchange, Carlsbad
- Interstate 805/La Jolla Village Drive Interchange, San Diego
- Orange Avenue, Olympic Parkway and Interstate 805 Interchanges, Chula Vista State Route 125, La Mesa
- State Route 163/Clairemont Mesa Blvd. Interchange, San Diego
- State Route 168, Fresno County
- State Route 56/Camino del Sur Interchange, San Diego
- State Route 76, Oceanside

URBAN REDEVELOPMENT

- Downtown Delano Streetscape Improvements, Delano
- Downtown Porterville Streetscape Improvements, Porterville
- Downtown Tulare Streetscape Improvements, Tulare
- Gaslamp Quarter, San Diego
- Shelter Island, San Diego



STREET DESIGN

- Ardath Road Realignment, La Jolla
- Armada Drive, Carlsbad
- Ballpark Infrastructure, San Diego
- Camino del Mar, Del Mar
- Cannon Road, Carlsbad
- Carmel Country Road, Carmel Mountain Road and Del Mar Heights Road, San Diego
- Carmel Valley Road, San Diego
- Discovery Hills Streetscape Improvements, San Marcos
- El Camino Real Widening, Carlsbad
- Genesee Avenue Widening, San Diego
- Hazard Center Drive, San Diego
- Lindbergh Field Improvement Plans, San Diego
- McDowell Road, Phoenix, AZ
- Mission Road Widening, Fallbrook
- Ocean View Hills Community, San Diego
- Old Coach Road, Poway
- Park Boulevard, San Diego
- Science Center Drive, La Jolla
- Sorrento Valley Road Closure Study, San Diego
- Valley Center Median, Valley Center

Re-Imagine Normal Street

KTUA, in cooperation with the Hillcrest Business Association and several volunteer design professionals, prepared detailed plans for the redevelopment of the Normal Street Corridor from University Avenue to Washington Street, including extensive plans for areas immediately adjacent to the Department of Motor Vehicles building. These plans reclaimed excessive rights-of-way for parkland, special event space, historic interpretive displays and educational elements. The plans include a DMV plaza with driver educational displays, a shade shelter that can also be used for special events, and a courtyard with concession stand lease capability and more permanent facilities for the popular weekly Hillcrest farmers market.

As part of this effort, the group organized a three-day *Re-Imagine Normal Street* event with full-scale creations of some of the proposed improvements, including bike and pedestrian facilities and parklands. The area was programmed with daytime and nighttime activities including concerts, pecha kucha style presentations, movies, yoga classes, food trucks and public art. Visitors were encouraged to learn more about the proposed project and provide comments about their vision for Normal Street.

Services: Complete Street Planning | Streetscape Design | Tactical Urbanism | Completed 2016

SUPPORT SERVICES: GRANT WRITING & MANAGEMENT

Obtaining funding for planning studies and capital projects comes from thoughtfully designing and visioning the project to address the criteria of available grants. Projects that have been designed to offer multiple benefits and sustainable solutions for the requesting agency and the affected community are more likely to receive funding.

KTUA maintains a database of available grants and assists public agencies, non-profit groups and community-based organizations in identifying grants and preparing applications to obtain grant-based funding. Services offered by KTUA include research, grant writing, project justification, mapping, graphic support and the development of project alternatives, schedules and cost estimates. Grants have successfully been obtained from Caltrans, the Strategic Growth Council, SANDAG and the California Coastal Conservancy for projects throughout Southern California. KTUA's capabilities include writing the entire grant to providing services such as mapping and graphic support for our clients.

KTUA's experience in providing grant writing support has resulted in on-call contracts with cities such as Encinitas, National City, Grand Terrace and agencies such as Western Riverside Council of Governments (WRCOG).

Costs for grant writing varies depending on the grant, city or agency participation, and roles of the application process. Assistance can range from \$5,000 – \$10,000, depending on KTUA's grant responsibilities. For example, an entire Active Transportation Grant is roughly \$10,000 where as assisting a city with mapping and analysis support is around \$2,000 – \$4,000.



KTUA Recent Grant Applications California

\$24,338,000

KTUA Grants Funded through Caltrans
(2018 ATP CYCLE-4 GRANT APPLICATIONS)



Grants Written by KTUA	Requested Funding	Year	Funding Source
City of Grand Terrace W. Barton Rd./Mt. Vernon Ave Active Transportation Improvements	\$2,380,000	2018	Caltrans Active Transportation Grant Program
City of Grand Terrace Gage Canal Multi-Use Trail	\$2,910,000	2018	Caltrans Active Transportation Grant Program
City of Hemet Enrich, Grow and Move Hemet	\$6,937,000	2018	Caltrans Active Transportation Grant Program
City of National City 8th Street and Roosevelt Ave. Active Transportation Corridor	\$6,991,000	2018	Caltrans Active Transportation Grant Program
City of Vista Emerald Drive Complete Street Project	\$3,853,000	2018	Caltrans Active Transportation Grant Program
City of Vista Townsite Complete Street Improvements	\$4,177,000	2018	Caltrans Active Transportation Grant Program
	\$24,338,000		



KTUA Gets Projects Funded

California



\$11,336,500 KTUA Grants Funded through Caltrans, Strategic Growth Council and SANDAG

11 of 13
85% Success Rate

Grants Written by KTUA	Requested Funding	Awarded	Year	Funding Source
City of National City Waterfront to Homefront Connectivity Study	\$198,000	\$198,000	2018	SANDAG Active Transportation Grant Program Planning Projects
City of National City Roosevelt Avenue Smart Growth Revitalization Plan	\$2,080,000	\$2,080,000	2018	SANDAG Smart Growth Improvement Project Capital Projects
City of Lake Elsinore ATP Grant	\$245,000	\$175,000	2017	Caltrans Sustainable Communities
City of National City Community Corridor Studies-INTRA Connect	\$330,000	\$330,000	2017	Caltrans Sustainable Transportation Planning
Port of San Diego Chula Vista Bayfront Parks	\$5,000,000	\$4,800,000	2017	Strategic Growth Council Urban Greening Grant
City of Dana Point Doheny Village Sustainable Multi-modal Access Plan	\$139,790	no award	2015	Caltrans Sustainable Transportation Planning
Uptown / University Heights Mobility, Safety and Urban Design Plan	\$250,000	\$250,000	2014	Caltrans Sustainable Transportation Planning
City of San Marcos Armorlite Drive Smart Growth Project	\$1,000,000	\$1,000,000	2013	SANDAG Trans Net SGIP
City of San Marcos Livable Streets Design Manual	\$200,000	no award	2013	Caltrans Transportation Planning Grant
City of San Diego Complete Boulevard Mid-City	\$250,000	\$175,000	2013	SANDAG SGIP
City of National City SMART Foundation	\$300,000	\$300,000	2012	Caltrans Community Based Transportation Planning
Ocean Beach Leafing Out Community Forestry Program	\$28,500	\$28,500	2012	CALFIRE Leafing Out Grant Program
City of National City 8th Street Smart Growth Project	\$2,000,000	\$2,000,000	2009	SANDAG SGIP
TOTAL AWARDED	\$12,271,290	\$11,336,500		

KTUA Gets Projects Built

California

\$26,028,000
Grants Awarded Through
Caltrans and SANDAG

12 Projects
Funded Since Plans Were Complete

Caltrans

- \$3,759,000 Temecula Santa Gertrudis Creek Ped/ Bike Trail Extension & Interconnect
- \$2,849,000 Moreno Valley Juan Bautista De Anza Trail Gap Closure
- \$3,729,000 Santa Ana Civic Center Bike Boulevard
- \$5,424,000 Santa Ana 5th Street Protected Bike Lanes
- \$4,572,000 Santa Ana First Street Pedestrian Improvements
- \$2,028,000 National City SRTS – Two Projects
- \$375,000 National City El Toyon-Las Palmas Bike Corridor
- \$1,225,000 National City 18th Street
- \$772,000 Desert Hot Springs Palm Drive Bike/Ped Improvements

SANDAG

- \$420,000 Euclid Avenue
- \$875,000 Division Street

COMMUNITY ENGAGEMENT

Challenging projects, whether from a design, environmental or social equity perspective, require input from a variety of stakeholders, including the community, the client and the regulatory agencies. KTUA's goal is to gather public input, analyze the data and respond in a manner sensitive to stakeholder interest and concerns. Creating a forum for discussion, gaining the trust of the stakeholders and sharing information of value with them will result in project success.

An open mind, strong listening skills, and clear, concise information are key to this process. Understanding the best communication tools to encourage participation from our target audience is crucial and will vary from project to project. Public engagement methods utilized by KTUA include workshop facilitation, design charrettes, walk audits, online surveys, websites, newsletters, interpretation, and translation.

No matter how much time and budget is allocated to the team to spend time on-site, site users will be more familiar with the project and environment than we are, and we feel that this input is beneficial to develop practical solutions. Publicizing workshops and community meetings is always a challenge. Different outreach methods work in different communities and demographics. By utilizing a wide range of tools, including social media, websites, emails, door-to-door distributed flyers, and personal invitations in the predominant community languages, KTUA reaches as many potential stakeholders as possible.

OVER 200 WORKSHOPS FACILITATED

- City of National City Downtown Specific Plan
- City of San Diego North Park Urban Design Guidelines
- City of San Diego Morena Boulevard
- City of Manhattan Beach Downtown Specific Plan
- City of Encinitas Rail Corridor Vision Plan
- City of Coronado Bicycle Master Plan
- City of Desert Hot Springs Bicycle and Pedestrian Master Plan
- City of Santa Ana Complete Streets Plan
- City of Moreno Valley Bicycle Master Plan
- City of Eastvale Bicycle Master Plan
- City of Chino Bicycle and Pedestrian Master Plan
- City of Temecula Multi-Use Trails, Bicycle Master Plan and Sidewalk Inventory
- Salinas River Trail Master Plan
- Lemon Grove Main Street Promenade
- Carmel Valley Community Park
- Cabrillo Heights Neighborhood Park
- Leo Carrillo Ranch Historic Park Master Plan
- Breen Park
- Centrum Park
- Sunshine Berardini Park Master Plan
- Fiesta Island Park Master Plan
- Southcrest Trails Park
- La Mesa Parks Master Plan
- Salt Creek Community Park Master Plan

Work Schedule

Thursday 6/2 6-7:30 pm	6:00 - 7:30 pm: Project Introduction and Open House Introduce project, discuss Friday, Saturday and Sunday schedules, and provide input on bicycle, pedestrian, and transit related issues and solutions.
Friday 6/3 2-5 pm	2:00 - 4:00 pm: Walk & Talk Provide input on pedestrian related topics in the Central Santa Ana area. 3:00 - 4:00 pm: Bike Tour Ride corridors and discuss bicycling related topics throughout Central Santa Ana. 4:00 - 5:00 pm: Table Top Provide input of overall issues of Central Santa Ana and specific bicycle, pedestrian, and transit issues.
Saturday 6/4 1-4 pm	1:00 - 3:00 pm: Walk & Talk Provide input on pedestrian related topics in the Central Santa Ana area. 1:00 - 3:00 pm: Bike Tour Ride corridors and discuss bicycling related topics throughout Central Santa Ana. 3:00 - 4:00 pm: Table Top Provide input of overall issues of Central Santa Ana and specific bicycle, pedestrian, and transit issues.
Sunday 6/5 2-4 pm	2:00 - 3:30 pm: Presentation of Findings and Analysis From Previous Day Brief presentation of the input provided from workshops. 3:00 - 4:00 pm: Open House General open house



City of Santa Ana Complete Streets Meeting Materials



About The Project
The Central Santa Ana Complete Streets Plan is a planning effort funded by Caltrans through the Active Transportation Program. When complete, it will provide guidance to establishing a network of bicycle and pedestrian corridors that connect destinations within Central Santa Ana. For more information, and to stay involved with the project, please visit <http://www.santa-ana.org/completestreets/>

Complete Streets?
Complete streets are roadways that are designed for everyone. They enable safe and attractive access throughout the city by foot, transit, bicycle and car.

Goals and Objectives
The City has identified five initial corridors through previous planning efforts that will be the backbone of the project. It will be your job, the residents of Santa Ana, to identify other key corridors and provide valuable feedback on what improvements you would like to see on these assets.

You've Done It Before!
The Santa Ana Downtown Complete Streets Plan was a huge success last year! The City was awarded over \$8,000,000.00 in grant funds for Complete Street projects in the Downtown area.

Start: Spring 2016 End: Spring 2017





GUIDING PRINCIPLES FOR COMMUNITY ENGAGEMENT

- Involve key stakeholders early.
- One person, one vote, one voice - don't let a few takeover.
- Address the issues, especially the difficult ones.
- Build recommendations from the ground up.
- Utilize a logical and sequential decision-making process to gain commitment and identify decisions and actions.
- Listen, process, present with clarity, adjust and seek alignment.

FEDERAL PLANNING: MASTER PLANS AND MILCONS

For more than three decades, KTUA has worked with the federal government to provide comprehensive planning solutions for our men and women in uniform. KTUA's federal planning team uses its extensive experience and specialized knowledge to fulfill today's military mission and tomorrow's needs. Our emphasis on keeping pace with rapid technological change and shifting mission priorities of the military has allowed us to achieve success across a broad spectrum of federal planning support services.

KTUA has master planning and design experience with the Navy and the Marine Corps, providing services for more than 200 planning and military construction projects in the Southwest region, Southeast region, throughout the United States, and into Europe.

PROJECT EXPERIENCE

KTUA has managed the following IDIQ contracts for planning and design services:

- NAVFAC SE Planning IDIQ, 2015
- NAVFAC SW Planning IDIQ, 2014
- NAVFAC SW Landscape Architecture IDIQ, 2011
- NAVFAC SW MILCON Planning IDIQ, 2008
- NAVFAC SW MILCON Planning IDIQ, 2006
- NAVFAC SW Landscape Architecture IDIQ, 2003
- ACOE Los Angeles District Landscape Architecture IDIQ, 2001
- NAVFAC South Planning IDIQ, 2000/2001
- NAVFAC SW Planning IDIQ, 1998
- NAVFAC SW Bachelor/Family Housing Comprehensive Neighborhood Plan IDIQ, 1995

SCOPE OF WORK

- MILCON Planning and Design
- Activity Overview Plans
- Capital Improvement Plans
- Encroachment Action Plans
- Shore Infrastructure Plans
- Functional Plans
- Installation Appearance Plans/
- Base Exterior Architecture Plans
- Master Plans
- Community Plans
- Asset Evaluations
- Comprehensive Neighborhood Plans
- Bachelor and Family Housing
- Special Studies
- Space Utilization Plans
- Basic Facility Requirements
- Design / Build Projects
- Request for Proposals

PROJECT LOCATIONS

- Anti-Submarine Warfare, San Diego
- Camp Atterbury
- Camp Billy Machen
- Camp Michael Monsoor
- Camp Morena, San Diego
- Chocolate Mountains Aerial Gunnery Range
- Eglin Air Force Base
- Fort A.P. Hill
- Fort Chaffee
- Fort Hunter Liggett
- Fort Irwin
- Fort Pickett
- JEB Little Creek/Fort Story
- Joint Base Pearl Harbor/Hickam, HI
- MAGTFTC MCAGCC Twentynine Palms
- Marine Corps Recruit Depot, San Diego
- MCAS Miramar
- MCAS Yuma
- MCB Barstow
- MCB/MCAS Camp Pendleton
- MCMWTC Bridgeport

- NAB Coronado
- NAWS China Lake
- NAS Corpus Christi
- NAS El Centro
- NAS JRB New Orleans
- NAS Pensacola
- Naval Base Coronado
- Naval Base Point Loma
- Naval Base Ventura County
- Naval Base Kitsap
- Naval Construction Battalion Center Gulfport
- Naval Hospital Beaufort South Carolina
- Naval Medical Center San Diego
- Naval Station Great Lakes
- Naval Base San Diego
- Naval Training Center San Diego
- NAVFAC Europe, Naples Italy
- Navy Region South
- Navy Region Southwest
- Navy Support Activity New Orleans
- Nellis Air Force Base
- NSB Kings Bay
- NSCS Athens
- NSU Saratoga Springs
- NSWC Indian Head
- NWS Seal Beach
- San Clemente Island
- Space and Navy Warfare Systems Center San Diego
- Stennis Space Center
- U.S. Coast Guard San Diego

MCAS Yuma Dining Hall



The project utilized a highly efficient, automatic irrigation system that provides a subsurface drip irrigation method to each shrub, succulent and groundcover, with the irrigated area limited to within the root zones of the plants.

The irrigation system is controlled electrically with a satellite irrigation control system and communicates with the Base's irrigation central control system. The irrigation system included design elements and equipment to minimize damage to key components, such as sprinkler heads, controllers, control valves, valve boxes and the backflow preventer.

The MCAS Yuma project has a 150,000-gallon irrigation water parameter. The planting design along with the efficient irrigation system design will stay below that parameter and after four years post installation the Irrigation system will be reduced to 39,159 gallons per year.

The scope of the landscape design included elements to make the outdoor environment more sustainable, comfortable, pleasant and safe, achieve AT/FP setbacks, screen unattractive uses, provide wind protection and a variety of shade methods for relief from extreme heat. These included landscape and rock mulches for erosion control, drought tolerant/native containerized planting for the building entry, plaza, perimeter/interior and streetscape landscape.

**Services: Landscape Architecture, Irrigation Design |
Design Completed 2016**

VISUAL TECHNOLOGY

WEB | GIS TOOLS

KTUA employs web GIS, or tools that allow spatial data to be hosted on the web and shared with users in a variety of formats. Users interacting with web GIS tools are able to view, manipulate and create spatial data for all aspects of transportation and other projects.

SIMPLE MODELING

KTUA leverages their vast library of 3D content as well as the latest procedural modeling tools to rapidly generate realistic 3D representations of projects. 3D models help convey proposed changes to the community and can be used in conjunction with photography and videos to create photorealistic content.

RENDERED MODELING

Enhanced 3D models using advanced rendering applications simulate realistic lighting, shading, reflections and atmospherics. This realistic rendering is typically done towards the end of a modeling process or phase, allowing the model to be illustrated in a photo-realistic manner. The enhanced rendering can be exported as a still image or animation.

PROCEDURAL MODELING

Procedural modeling techniques rapidly generate 3D content based on a set of rules. KTUA most commonly relies on ESRI's CityEngine to perform this type of modeling which uses GIS as the base, and custom CGA scripts to apply extrusions, densities and textures to geographic data. Procedural modeling allows KTUA to quickly generate large areas of 3D content for use in a variety of visualization applications.

VISUAL SIMULATIONS

KTUA develops visual simulations, or photo simulations, that involve the use of various software packages to overlay a 3D model of a proposed design over a high quality photograph of the location. Simulations allow the community more easily to visualize the aesthetic impact of proposed projects.

ANIMATED MOVIES

KTUA captures high resolution photography throughout the life of projects, documenting site conditions, outreach events and tactical urbanism installations. Photographs are most commonly used to illustrate the planning process in reports, and augment 3D models through simulations. Videos are also used to document the life of a project as well as to create realistic fly-throughs of 3D models.



HUD Design Guidelines for Walkable and Bikeable Communities

KTUA created a set of guidelines for elected officials, planning staff, community organizations and other interested parties to promote and create bicycle and pedestrian friendly neighborhoods and communities. The guide includes solutions tailored to small and mid-sized cities (population < 200,000) throughout the nation, particularly those with a high percentage of low and moderate income (LMI) individuals.

The guidelines are graphically-rich and accessible to a range of users. Key components include a discussion of the benefits and barriers of walking and biking; a community self-assessment tool; a planning process guide; design guidelines for land use, streets, intersections, bikeways and pedestrian facilities; an implementation guide; and case studies showing real world examples of pedestrian and bicycle improvements in comparable communities. To ensure the guidelines reflect best practices and the diversity of intended users, a Review Committee – comprising nationally renowned planning experts – provided project oversight.

A comprehensive community self-assessment tool was devised for guideline users to evaluate their community's walkability and bikeability. The tool's greatest strength is its inclusion of a menu of data collection and assessment approaches that allows guideline users to select methods based on level of effort and resources required. This makes the guidelines accessible to a range of users and agencies, irrespective of level of sophistication and/or capacity.

The design guidelines use 3D models, images and other graphics to demonstrate complex concepts, in particular the coordination of different design elements required to create walkable and bikeable places. Design guidelines are presented as succinct written directives, identified by unique codes (e.g. BG-4), and supported by 3D models illustrating the concepts. These codes are intended to simplify implementation and facilitate the funding processes.

Awards: APA San Diego Section

Services: 3D Modeling, Document Branding and Design | Completed 2016

VISUAL IMPACT ASSESSMENTS

National City 8th Street Revitalization



Existing Conditions



Phase 3 Condition



Final Proposed Daytime Conditions



Final Proposed Nighttime Conditions



Existing Conditions



Proposed Conditions

Chula Vista Bayfront Master Plan EIR



Existing Conditions



Proposed Conditions

El Camino Real Road / Bridge Widening Project EIR

BEFORE

A coastal access and slope stabilization project for the City of Encinitas along a popular beach waterfront edge. The existing facility had several landslides, excessive erosion and shoreline stability failures. This popular beach for surfers and beach goes includes a parking lot and beach viewing area on top of the bluff and a trail connecting the parking lot with the beach.

BEACONS BEACH VISUAL IMPACT ASSESSMENT

AFTER

The project proposed new trails, slope stabilization and a natural appearing seawall. KTUA completed the visual study and water quality study for the proposed project. The impact study included extensive computer simulations, adjacent viewer analysis and view corridor assessments. Suggested mitigations for the seawall were also included in the project.

RESOURCE MANAGEMENT: MANAGEMENT & CONSERVATION PLANS

HABITAT RESTORATION

- Batiquitos Lagoon Mitigation Monitoring, Carlsbad
- Buena Vista Lagoon Restoration, Carlsbad
- Camino del Rio North, San Diego
- Crestridge Road Crossing Improvement Project, San Diego County
- El Camino del Norte Bridge, Encinitas
- Famosa Slough Enhancement Plan, San Diego
- Forester Creek, Santee
- La Jolla Bluff Restoration, La Jolla
- Malibu Creek Restoration, Malibu
- Moreno Lakeside Pipeline and Lakeside Pump Station Revegetation, Lakeside
- National City Wharf Extension Wetland Mitigation, National City
- Penasquitos Trunk Sewer, San Diego
- Port of Oakland Middle Harbor Enhancement Area,
- Roripaugh Ranch, Temecula
- Rose Canyon Mitigation, San Diego
- Rose Creek Enhancement Plan, San Diego
- San Clemente Canyon, San Diego
- San Dieguito Reservoir, Rancho Santa Fe
- San Dieguito Lagoon Wetland Restoration, San Diego
- Santa Ana River, Orange County
- Sorrento Valley Road, San Diego
- Sycamore Canyon Landfill Wetland Mitigation, San Diego
- Taylor Yard Parcel G-2 Upland Restoration, Los Angeles
- Tecolote Creek Treatment Wetlands, San Diego

RESOURCE MANAGEMENT

- San Diego River Natural Resource Management Plan, San Diego
- Coastal Sediment Benefit Analyses Tool, Ventura, Santa Barbara and San Diego Counties
- Western Otay Valley Regional Park Natural Resource Management Plan
- SANDAG Nearshore Study, San Diego
- San Clemente Island Land Use Compatibility Study
- San Diego County Water Authority Habitat Conservation Program
- UC San Diego Coastal Meander
- Western Riverside County Habitat Conservation Plan, Riverside County
- MCB Camp Pendleton Multiple Species Management Plan

WATERSHED MANAGEMENT

- Rose Creek Canyon Watershed Opportunities Assessment, San Diego
- San Diego River Watershed, San Diego
- Calleguas Creek Watershed, Ventura
- Carlsbad Watershed, Carlsbad
- Santa Margarita Watershed, Escondido
- San Diego Integrated Regional Water Management Plan

STORMWATER/LID

- UCSD Scripps Institution of Oceanography Water Pollution Prevention Program, La Jolla

FIRE MANAGEMENT

- Crest Canyon Fire Management Plan, Del Mar
- San Vicente Area Specific Management Plan, San Diego County
- Rancho Santa Fe Fire Department GIS Support Services, Rancho Santa Fe

LEED/SUSTAINABILITY

- CRES Facility, San Diego Wild Animal Park, San Diego
- Nobel Athletic Area and Library, San Diego
- UCSD Health Sciences Graduate Student Housing, La Jolla
- UC Merced Gardenview Student Housing, Merced
- Marine Corps Base Camp Pendleton Replacement Hospital, Camp Pendleton

WATER CONSERVATION

- Los Angeles National Cemetery Irrigation Feasibility Study, Los Angeles
- Naval Medical Center Water Conservation Study, San Diego
- Water Efficient Landscape Conversion, Nellis Air Force Base, Nevada
- Calsense Irrigation Retrofit at Military Housing Sites, San Diego
- Marine Corps Recruit Depot Grounds Development Study, San Diego
- Landscape Irrigation Water Conservation Policies and Guidelines, Navy and Marine Corps Facilities, San Diego



Simulation of La Jolla Bluff Restoration

VISUAL SIMULATIONS

- Lake Hodges Bike/Pedestrian Bridge
- San Diego Convention Hotel Visual Simulations
- Otay Reservoir Visual Simulations, San Diego
- Washington Street Improvements Visual Simulations, San Diego
- Whitesgate Reservoir Visual Simulation, Riverside

VISUAL STUDIES

- Aldine Drive, San Diego
- Agua Hedionda Pump Station, Carlsbad
- Beacons Beach Trail and Slope Restoration, Encinitas
- Bear Valley Parkway Widening, Escondido
- Carmel Valley Road Enhancements
- Chula Vista Bayfront Master Plan
- El Camino Real Bridge Widening, San Diego
- Entrada Office Building, Culver City

- Foothill Transportation Corridor South, Orange County
- French Valley Parkway, Temecula
- Interstate 805/Orange Avenue Interchange Widening Visual Impact Assessment, Chula Vista
- Mid-Coast Light Rail Corridor, San Diego
- Museum of Tolerance Expansion, Los Angeles
- Otay Landfill Expansion, Chula Vista
- Miramar Landfill General Development Plan EIR
- San Diego Convention Center Expansion
- San Diego County Water Authority Emergency Storage Project
- UCSD Interstate 5 High Technology Bridge Visual Impact Assessment
- UCSD Medical Center Utility Bridge
- Welk Village Expansion, Escondido
- Willow Street Bridge Replacement Visual Simulations, Impact Assessment and Habitat Restoration, Chula Vista

HISTORIC RESOURCES

- Camp Lockett Framework Management Plan, San Diego County
- La Jolla Cultural Resource Survey
- Naval Training Center Historic District Landscape Design Guidelines, San Diego
- Old Town, San Diego
- Leo Carrillo Ranch Historic Park, Carlsbad
- Rancho Los Cerritos, Long Beach
- Kumeyaay-Ipai Interpretive Center, Poway
- Marine Corps Recruit Depot Historic District Landscape Master Plan and Base Exterior Architecture Plan, San Diego
- NSA Monterey Roman Pool Alternatives Analysis Study, Monterey
- Naval Station Great Lakes Base Exterior Architecture Plan, Illinois
- Naval Air Station Pensacola Base Exterior Architecture Plan, Florida

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Anna Buxbaum

Subject: 2018-19 First Interim Report

Meeting Date: December 13, 2018

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

Background:

Assembly Bill 2861 requires that school districts prepare and submit interim financial reports so that Governing Boards, the State Controller, and the Superintendent of Public Instruction are informed of school districts' financial condition for the current and future years. Governing Boards are required to complete either a positive, qualified, or negative certification regarding the district's ability to meet its financial obligations.

Report:

Attached is the 2018-18 First Interim financial report including State required forms for financial activities as of October 31, 2018. The report indicates that the District qualifies for a Positive Certification.

Financial Impact:

The projected ending General Fund balance on the First Interim Financial report is \$1,748,657 before transfers to reserves for economic uncertainty.

Student Impact:

The First Interim report does not currently include any reduction in services currently provided to Dehesa students.

Recommendation:

It is recommended that the Board approve the attached First Interim report.

Agenda Item #: VII.C.7

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed:

Date:

District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 13, 2018

Signed:

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Anna Buxbaum

Telephone: 619-444-2161

Title: Business Manager

E-mail: anna.buxbaum@dehesasd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?		X
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		X
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)

			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2017-18) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
		• Management/supervisor/confidential? (Section S8C, Line 1b)	n/a	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS

			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)		
Current Year (2018-19)				
District Regular	136.18	133.77		
Charter School		0.00		
Total ADA	136.18	133.77	-1.8%	Met
1st Subsequent Year (2019-20)				
District Regular	136.18	133.77		
Charter School				
Total ADA	136.18	133.77	-1.8%	Met
2nd Subsequent Year (2020-21)				
District Regular	136.18	133.77		
Charter School				
Total ADA	136.18	133.77	-1.8%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. **STANDARD MET** - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget Adoption (Form 01CS, Item 3B)	Enrollment		Percent Change	Status
			First Interim CBEDS/Projected		
Current Year (2018-19)					
District Regular		144	148		
Charter School					
Total Enrollment		144	148	2.8%	Not Met
1st Subsequent Year (2019-20)					
District Regular		144	148		
Charter School					
Total Enrollment		144	148	2.8%	Not Met
2nd Subsequent Year (2020-21)					
District Regular		144	148		
Charter School					
Total Enrollment		144	148	2.8%	Not Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Enrollment projections have changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: Actual CBEDS Enrollment data was used for First Interim. Due to the small number, the change of 4 student in the enrollment represents a larger percentage than 2%
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	174	188	
Charter School			
Total ADA/Enrollment	174	188	92.6%
Second Prior Year (2016-17)			
District Regular	144	156	
Charter School			
Total ADA/Enrollment	144	156	92.3%
First Prior Year (2017-18)			
District Regular	132	145	
Charter School	0		
Total ADA/Enrollment	132	145	91.0%
		Historical Average Ratio:	92.0%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	92.5%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form A1, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2018-19)				
District Regular	134	148		
Charter School	0			
Total ADA/Enrollment	134	148	90.5%	Met
1st Subsequent Year (2019-20)				
District Regular	134	148		
Charter School				
Total ADA/Enrollment	134	148	90.5%	Met
2nd Subsequent Year (2020-21)				
District Regular	134	148		
Charter School				
Total ADA/Enrollment	134	148	90.5%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. **STANDARD MET** - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals		
Current Year (2018-19)	2,507,575.00	2,529,639.00	0.9%	Met
1st Subsequent Year (2019-20)	2,533,097.00	2,638,136.00	4.1%	Not Met
2nd Subsequent Year (2020-21)	2,565,625.00	2,840,048.00	10.7%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation: LCFF Revenue recalculated using the most recent revision of FCMAT's LCFF calculator, as well as increased property tax revenue, have resulted in increased LCFF Revenue in current and subsequent years.
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2015-16)	1,446,139.22	1,772,422.85	81.6%
Second Prior Year (2016-17)	1,447,129.58	1,846,068.63	78.4%
First Prior Year (2017-18)	1,497,380.53	2,024,195.88	74.0%
		Historical Average Ratio:	78.0%

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	73.0% to 83.0%	73.0% to 83.0%	73.0% to 83.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2018-19)	1,925,541.00	2,967,262.00	64.9%	Not Met
1st Subsequent Year (2019-20)	2,003,856.00	2,871,262.00	69.8%	Not Met
2nd Subsequent Year (2020-21)	2,086,506.00	3,000,577.00	69.5%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation: (required if NOT met) Total Expenditures include pass through Special Education payments to Charters. This causes the total expenditures to be higher, and skews the ratio of salaries to total expenditures. Without the pass through payments, the ratio would be in the range of 88 to 90%.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range: -5.0% to +5.0%

District's Other Revenues and Expenditures Explanation Percentage Range: -5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2018-19)	373,844.00	422,031.00	12.9%	Yes
1st Subsequent Year (2019-20)	164,443.00	397,411.00	141.7%	Yes
2nd Subsequent Year (2020-21)	164,443.00	397,411.00	141.7%	Yes
Explanation: (required if Yes)	Departure of two Charters from the EAST County SELPA for FY 2018-19 caused a projected significant decrease in Special Education Revenue and the proportionate decrease in Special Education Expenditures. Two other Dehesa authorized Charters joined the EAST County SELPA after Budget Adoption, requiring an adjustment in projected revenue.			
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2018-19)	105,188.00	113,882.00	8.3%	Yes
1st Subsequent Year (2019-20)	105,188.00	114,149.00	8.5%	Yes
2nd Subsequent Year (2020-21)	105,188.00	114,149.00	8.5%	Yes
Explanation: (required if Yes)	One time revenues in 2017-18 for Mandated Cost Reimbursements and CA Clean Energy (Prop 39) present a decrease in FY 2018-19. Departure of two Charters from EAST County SELPA, and subsequent gain of two other charters result in a change to Special Education funding and expenses.			
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2018-19)	2,076,683.00	2,724,272.00	31.2%	Yes
1st Subsequent Year (2019-20)	2,076,683.00	2,724,419.00	31.2%	Yes
2nd Subsequent Year (2020-21)	2,076,683.00	2,724,419.00	31.2%	Yes
Explanation: (required if Yes)	Decline in Other Local Revenue can be attributed to a donation from Sycuan in the amount of \$250,000 in 2017-18, that does not continue in the subsequent fiscal years. Interagency income due to changes in Charter Oversight Revenue for both Special Education and Fiscal oversight resulted in a change in FY 2018-19.			
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2018-19)	275,422.00	284,009.00	3.1%	No
1st Subsequent Year (2019-20)	208,185.00	286,565.00	37.6%	Yes
2nd Subsequent Year (2020-21)	215,595.00	300,266.00	39.3%	Yes
Explanation: (required if Yes)	Increased expenses are projected in FY2018-19 for Facilities projects and purchase of Coding Instructional Materials and Equipment.			
Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2018-19)	1,065,593.00	1,646,270.00	54.5%	Yes
1st Subsequent Year (2019-20)	1,046,804.00	1,457,604.00	39.2%	Yes
2nd Subsequent Year (2020-21)	1,075,369.00	1,507,412.00	40.2%	Yes
Explanation: (required if Yes)	Projected departure of two Charters from the EAST County SELPA for FY2018-19 resulted in a projected decrease in Special Education Revenues and Expenses. Two different Charters became members of EAST County SELPA resulting in an adjustment to increase revenue and expenses, specifically pass through payments to Charters for proportionate Special Ed Revenue which is considered a Service Expense.			

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2018-19)	2,555,715.00	3,260,185.00	27.6%	Not Met
1st Subsequent Year (2019-20)	2,346,314.00	3,235,979.00	37.9%	Not Met
2nd Subsequent Year (2020-21)	2,346,314.00	3,235,979.00	37.9%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2018-19)	1,341,015.00	1,930,279.00	43.9%	Not Met
1st Subsequent Year (2019-20)	1,254,989.00	1,744,169.00	39.0%	Not Met
2nd Subsequent Year (2020-21)	1,290,964.00	1,807,678.00	40.0%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Departure of two Charters from the EAST County SELPA for FY 2018-19 caused a projected significant decrease in Special Education Revenue and the proportionate decrease in Special Education Expenditures. Two other Dehesa authorized Charters joined the EAST County SELPA after Budget Adoption, requiring an adjustment in projected revenue.
Federal Revenue (linked from 6A if NOT met)

Explanation: One time revenues in 2017-18 for Mandated Cost Reimbursements and CA Clean Energy (Prop 39) present a decrease in FY 2018-19. Departure of two Charters from EAST County SELPA, and subsequent gain of two other charters result in a change to Special Education funding and expenses.
Other State Revenue (linked from 6A if NOT met)

Explanation: Decline in Other Local Revenue can be attributed to a donation from Sycuan in the amount of \$250,000 in 2017-18, that does not continue in the subsequent fiscal years. Interagency income due to changes in Charter Oversight Revenue for both Special Education and Fiscal oversight resulted in a change in FY 2018-19.
Other Local Revenue (linked from 6A if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Increased expenses are projected in FY2018-19 for Facilities projects and purchase of Coding Instructional Materials and Equipment.
Books and Supplies (linked from 6A if NOT met)

Explanation: Projected departure of two Charters from the EAST County SELPA for FY2018-19 resulted in a projected decrease in Special Education Revenues and Expenses. Two different Charters became members of EAST County SELPA resulting in an adjustment to increase revenue and expenses, specifically pass through payments to Charters for proportionate Special Ed Revenue which is considered a Service Expense.
Services and Other Exps (linked from 6A if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if Budget data does not exist. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	96,673.00	100,723.00	Met
2. Budget Adoption Contribution (Information only) (Form 01CS, Criterion 7, Lines 2c/3e)		85,815.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Available Reserve Percentages (Criterion 10C, Line 9)	12.4%	20.3%	23.4%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	4.1%	6.8%	7.8%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2018-19)	(590,425.00)	4,034,241.00	14.6%	Not Met
1st Subsequent Year (2019-20)	266,690.00	3,220,091.00	N/A	Met
2nd Subsequent Year (2020-21)	172,501.00	3,353,131.00	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation: (required if NOT met) Transfer from General Fund (Fund 01) to Special Reserve for Capital Projects (Fund 40) caused a negative change in fund balance. Then ending fund balance, however, is still positive at a projected amount of \$1,748,657.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2018-19)	1,748,657.24	Met
1st Subsequent Year (2019-20)	2,063,223.24	Met
2nd Subsequent Year (2020-21)	2,283,765.24	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2018-19)	1,565,493.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level		District ADA	
5% or \$67,000 (greater of)	0	to	300
4% or \$67,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	134	134	134
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s):

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	5,488,296.00	4,658,639.00	4,780,921.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	5,488,296.00	4,658,639.00	4,780,921.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	274,414.80	232,931.95	239,046.05
6. Reserve Standard - by Amount (\$67,000 for districts with less than 1,001 ADA, else 0)	67,000.00	67,000.00	67,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	274,414.80	232,931.95	239,046.05

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	666,309.84	947,103.33	1,119,604.33
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	14,103.49	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	680,413.33	947,103.33	1,119,604.33
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	12.40%	20.33%	23.42%
District's Reserve Standard (Section 10B, Line 7):	274,414.80	232,931.95	239,046.05
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget? No
- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent? No
- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603) Yes
- 1b. If Yes, identify the interfund borrowings:

Temporary transfers from General Fund to Fund 12 (Student Care) and Fund 13 (Cafeteria) are needed occasionally to provide necessary operating funds.

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? Yes
- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

Assumption for the current and subsequent years is that Charter Schools will be allowed to continue operations with Dehesa as the authorizer.

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: **-5.0% to +5.0%**
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2018-19)	(457,791.00)	(380,591.00)	-16.9%	(77,200.00)	Not Met
1st Subsequent Year (2019-20)	(182,987.00)	(387,617.00)	111.8%	204,630.00	Not Met
2nd Subsequent Year (2020-21)	(528,959.00)	(385,243.00)	-27.2%	(143,716.00)	Not Met
1b. Transfers In, General Fund *					
Current Year (2018-19)	742,436.00	366,000.00	-50.7%	(376,436.00)	Not Met
1st Subsequent Year (2019-20)	681,293.00	340,000.00	-50.1%	(341,293.00)	Not Met
2nd Subsequent Year (2020-21)	715,411.00	340,000.00	-52.5%	(375,411.00)	Not Met
1c. Transfers Out, General Fund *					
Current Year (2018-19)	635,274.00	1,066,979.00	68.0%	431,705.00	Not Met
1st Subsequent Year (2019-20)	683,070.00	348,829.00	-48.9%	(334,241.00)	Not Met
2nd Subsequent Year (2020-21)	703,153.00	352,554.00	-49.9%	(350,599.00)	Not Met
1d. Capital Project Cost Overruns					
Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?				No	

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: Contributions to Transportation continue to increase due to Salaries and Benefits. Departure of two Charters and gain of two different Charters in the EAST County SELPA required adjustments from Adopted Budget to Special Education Revenues and Expenses.
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation: Transfers to the General Fund are from the Special Reserve (Fund 1742) for legal expenses, equipment purchases, facility improvements, and coding curriculum.
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation: Transfers made Out of the General Fund include transfers to the Child Nutrition Fund and Student Care Fund, Post Employment Benefit Account, and to the Special Reserve Fund for Capital Projects.
(required if NOT met)

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for Items 1a and 1b, and enter all other data, as applicable.

- 1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? No
- 2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	20	Fund 51	Fund 51	4,590,844
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL: 4,590,844

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Current Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	4,775	24,263	23,942	32,848
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	4,775	24,263	23,942	32,848
Has total annual payment increased over prior year (2017-18)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: Payments will be funded out of the proceeds from Fund 51
(Required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4) Yes
- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities? No
- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions? No

	Budget Adoption (Form 01CS, Item S7A)	First Interim
2. OPEB Liabilities		
a. Total OPEB liability	458,469.00	251,594.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	458,469.00	251,594.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation? Estimated Actuarial
- e. If based on an actuarial valuation, indicate the date of the OPEB valuation.

	Budget Adoption (Form 01CS, Item S7A)	First Interim
3. OPEB Contributions		
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2018-19)	78,765.00	11,988.00
1st Subsequent Year (2019-20)	78,765.00	11,988.00
2nd Subsequent Year (2020-21)	78,765.00	11,988.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2018-19)	0.00	0.00
1st Subsequent Year (2019-20)	0.00	0.00
2nd Subsequent Year (2020-21)	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2018-19)	39,585.00	14,371.00
1st Subsequent Year (2019-20)	41,564.00	14,371.00
2nd Subsequent Year (2020-21)	53,642.00	14,371.00
d. Number of retirees receiving OPEB benefits		
Current Year (2018-19)	5	2
1st Subsequent Year (2019-20)	4	2
2nd Subsequent Year (2020-21)	4	2

4. Comments:

An actuarial valuation was done after Adopted Budget, the data from this valuation was used for First Interim.

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button(s) for Items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in Items 2-4.

- | | | |
|--|--|----------------------|
| <p>1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)</p> | <p>No</p> | |
| <p>b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?</p> | <p>n/a</p> | |
| <p>c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?</p> | <p>n/a</p> | |
| <p>2. Self-Insurance Liabilities</p> <p>a. Accrued liability for self-insurance programs</p> <p>b. Unfunded liability for self-insurance programs</p> | <p>Budget Adoption
(Form 01CS, Item S7B)</p> | <p>First Interim</p> |
| <p>3. Self-Insurance Contributions</p> <p>a. Required contribution (funding) for self-insurance programs</p> <p style="margin-left: 20px;">Current Year (2018-19)</p> <p style="margin-left: 20px;">1st Subsequent Year (2019-20)</p> <p style="margin-left: 20px;">2nd Subsequent Year (2020-21)</p> <p>b. Amount contributed (funded) for self-insurance programs</p> <p style="margin-left: 20px;">Current Year (2018-19)</p> <p style="margin-left: 20px;">1st Subsequent Year (2019-20)</p> <p style="margin-left: 20px;">2nd Subsequent Year (2020-21)</p> | <p>Budget Adoption
(Form 01CS, Item S7B)</p> | <p>First Interim</p> |
| <p>4. Comments:</p> | | |

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption? No
 If Yes, complete number of FTEs, then skip to section S8B.
 If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	13.5	13.5	13.5	13.5

1a. Have any salary and benefit negotiations been settled since budget adoption? No
 If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
 If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
 If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? Yes
 If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?
 If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement? n/a
 If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement: Current Year (2018-19) 1st Subsequent Year (2019-20) 2nd Subsequent Year (2020-21)

Is the cost of salary settlement included in the Interim and multiyear projections (MYPs)?

One Year Agreement
 Total cost of salary settlement

 % change in salary schedule from prior year
 or
Multiyear Agreement
 Total cost of salary settlement

% change in salary schedule from prior year
 (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits		8,970			
	Current Year (2018-19)		1st Subsequent Year (2019-20)		2nd Subsequent Year (2020-21)
7. Amount included for any tentative salary schedule increases		0		0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2018-19)		1st Subsequent Year (2019-20)		2nd Subsequent Year (2020-21)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes		Yes		Yes
2. Total cost of H&W benefits	98,779		103,718		108,904
3. Percent of H&W cost paid by employer	100.0%		100.0%		100.0%
4. Percent projected change in H&W cost over prior year	450.0%		5.0%		5.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim? No

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Current Year (2018-19)		1st Subsequent Year (2019-20)		2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the interim and MYPs?	Yes		Yes		Yes
2. Cost of step & column adjustments	8,613		8,960		9,316
3. Percent change in step & column over prior year	4.0%		4.0%		4.0%

Certificated (Non-management) Attrition (layoffs and retirements)

	Current Year (2018-19)		1st Subsequent Year (2019-20)		2nd Subsequent Year (2020-21)
1. Are savings from attrition included in the interim and MYPs?	No		No		No
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	No		No		No

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?
If Yes, complete number of FTEs, then skip to section S8C. No
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	10.2	9.8	9.8	9.8

- 1a. Have any salary and benefit negotiations been settled since budget adoption? No
If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.
- 1b. Are any salary and benefit negotiations still unsettled? Yes
If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:
3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?
If Yes, date of budget revision board adoption: n/a

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
-----------------------	---------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

One Year Agreement
Total cost of salary settlement

% change in salary schedule from prior year
or
Multiyear Agreement
Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits		5,468		
	Current Year (2018-19)		1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
7. Amount included for any tentative salary schedule increases		0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	77,281	81,124	85,180
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	4.5%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim? No

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	17,171	17,858	18,572
3. Percent change in step & column over prior year	4.0%	4.0%	4.0%

Classified (Non-management) Attrition (layoffs and retirements)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are savings from attrition included in the interim and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption? n/a
If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	4.0	4.0	4.0	4.0
1a. Have any salary and benefit negotiations been settled since budget adoption? If Yes, complete question 2. If No, complete questions 3 and 4.		n/a		
1b. Are any salary and benefit negotiations still unsettled? If Yes, complete questions 3 and 4.		n/a		

Negotiations Settled Since Budget Adoption

2. Salary settlement:	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits	4,450		
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	34,724	36,480	38,283
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	4.5%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	14,516	15,096	15,851
3. Percent change in step and column over prior year	4.0%	4.0%	4.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of other benefits included in the interim and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year? No
If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.
2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for Items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- | | |
|---|-----|
| A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No) | No |
| A2. Is the system of personnel position control independent from the payroll system? | Yes |
| A3. Is enrollment decreasing in both the prior and current fiscal years? | Yes |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year? | No |
| A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | Yes |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | No |
| A7. Is the district's financial system independent of the county office system? | No |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.) | No |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | No |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments: A5. District approved a multi year bargaining agreement that ends in FY2018-19 with a 6% increase in on-schedule salary increases for all groups.
(optional)

End of School District First Interim Criteria and Standards Review

DEHESA SCHOOL DISTRICT
2018-19 First Interim Budget
MULTI-YEAR PROJECTIONS NARRATIVE

REVENUES

LCFF REVENUE SOURCES

Unrestricted LCFF revenues were estimated based upon the multi-year projections on the FCMAT Calculator. Average Daily Attendance (ADA) at P2 was 132.36. ADA was projected to normalize and remain flat at 136 for 2018-19 through 2020-21. Gap Funding was calculated based upon DOF's projections of 100% for 2018-19, 100% for 2019-20, and 100% for 2020-21. The COLA applied to the base grants was 3.0% for 2018-19, 2.57% for 2019-20, and 2.67% for 2020-21.

RESTRICTED FEDERAL REVENUES

Restricted and Unrestricted Federal revenues were estimated to remain flat.

UNRESTRICTED STATE REVENUES

Unrestricted State Revenues were reduced by \$ in 2018-19 to reflect one-time funding for mandated costs received in 2017-18. Restricted State Revenues were decreased reflect reduced Charter ADA in the Special Ed area. The remaining revenues (Restricted and Unrestricted) were estimated to remain flat.

LOCAL REVENUES

Restricted Local revenues decreased by 1) \$204,995.00 to reflect one-time Prop 39 funds after 2017-18, 2) \$850,586.00 to reflect the impact of Charter ADA on State Special Education funding, 3) \$5,738.00 to reflect a combination of prior year carryover and slight decrease for Lottery Revenue.

EXPENDITURES

Certificated and Classified Salaries: Increases because of group/range/step adjustments for certificated and classified salaries are estimated at 4% in 2018-19 through 2020-21. Increases for all bargaining groups in 2018-19 include a negotiated increase of 6%. Cost-of-living adjustments for salaries are not budgeted in the MYP's at this time.

BENEFITS

Health and Welfare Benefits assume a 5% increase per year and employer retirement rates of:

	2017-18	2018-19	2019-20	2020-21	2021-22
Cal PERS Employer Rate	15.531%	18.10%	20.80%	23.80%	23.80%
Cal STRS Employer Rate	14.43%	16.28%	18.13%	19.10%	19.10%

DEHESA SCHOOL DISTRICT
2018-19 First Interim Budget
MULTI-YEAR PROJECTIONS NARRATIVE

BOOKS AND SUPPLIES**SERVICES AND OPERATING EXPENDITURES**

The budget was decreased for textbooks in 2018-19 as there was a textbook adoption in 2017-18 for which the budget had been increased.

Books, supplies, and operating expenditures are projected to increase by the California Consumer Price Index (CPI):

	2017-18	2018-19	2019-20	2020-21	2021-22
California CPI	3.11%	3.19%	2.86%	2.97%	2.97%

Restricted Services and Operating Expenditures were reduced in 2018-19 and subsequent years to reflect reductions in Special Ed Services provided to the Charters, and to reflect one-time expenditures as a result of the Educator Effectiveness grant and Prop 39 expenses. After the above adjustments were made, supplies and services were increased for purchases to support the new Coding Academy curriculum.

CAPITAL OUTLAY AND OTHER OUTGO

Expenditures for Capital Outlay and other outgo are projected as \$272,887.00 that include a Campus Security Fencing Project, remodel of the Administration area, and other campus improvements.

TRANSFERS OUT

Transfers out from the General Fund to Fund 20 for Post-Employment Benefits is expected to be \$300,000.00.

2018-19 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,269,273.00	1,198,777.00	588,459.17	1,198,777.00	0.00	0.0%
2) Federal Revenue		8100-8299	22,911.00	28,114.00	24,197.78	28,114.00	0.00	0.0%
3) Other State Revenue		8300-8599	24,516.00	22,941.00	425.18	22,941.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,808,373.00	2,208,575.00	25,962.99	2,208,575.00	0.00	0.0%
5) TOTAL, REVENUES			3,125,073.00	3,458,407.00	639,045.12	3,458,407.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	780,725.00	886,025.00	188,860.59	886,025.00	0.00	0.0%
2) Classified Salaries		2000-2999	482,181.00	511,073.00	150,754.03	511,073.00	0.00	0.0%
3) Employee Benefits		3000-3999	466,036.00	528,443.00	133,037.14	528,443.00	0.00	0.0%
4) Books and Supplies		4000-4999	249,158.00	249,493.00	92,430.50	249,493.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	449,853.00	532,082.00	180,757.96	532,082.00	0.00	0.0%
6) Capital Outlay		6000-6999	262,387.00	263,737.00	165,182.00	263,737.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,536.00)	(3,591.00)	0.00	(3,591.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			2,688,804.00	2,967,262.00	911,022.22	2,967,262.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			436,269.00	491,145.00	(271,977.10)	491,145.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	742,436.00	366,000.00	0.00	366,000.00	0.00	0.0%
b) Transfers Out		7600-7629	635,274.00	1,066,979.00	0.00	1,066,979.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(457,791.00)	(380,591.00)	0.00	(380,591.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(350,629.00)	(1,081,570.00)	0.00	(1,081,570.00)		

2018-19 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			85,640.00	(590,425.00)	(271,977.10)	(590,425.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,268,011.16	2,268,011.16		2,268,011.16	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,268,011.16	2,268,011.16		2,268,011.16		
d) Other Restatements		9795	0.00	2,827.17		2,827.17	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,268,011.16	2,270,838.33		2,270,838.33		
2) Ending Balance, June 30 (E + F1e)			2,353,651.16	1,680,413.33		1,680,413.33		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,600,000.00	1,000,000.00		1,000,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	725,802.67	666,309.84		666,309.84		
Unassigned/Unappropriated Amount		9790	28,048.49	14,103.49		14,103.49		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	1,083,082.00	994,980.00	317,180.00	994,980.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	168,818.00	192,992.00	52,474.00	192,992.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	(1,632.00)	0.00	(1,632.00)	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	4,452.00	4,441.00	(0.01)	4,441.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	622,791.00	644,301.00	25,795.45	644,301.00	0.00	0.0%
Unsecured Roll Taxes		8042	19,418.00	20,969.00	20,867.41	20,969.00	0.00	0.0%
Prior Years' Taxes		8043	(129.00)	(87.00)	105.82	(87.00)	0.00	0.0%
Supplemental Taxes		8044	614,974.00	675,681.00	172,036.50	675,681.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(5,831.00)	(3,638.00)	0.00	(3,638.00)	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			2,507,575.00	2,528,007.00	588,459.17	2,528,007.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,238,302.00)	(1,329,230.00)	0.00	(1,329,230.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,269,273.00	1,198,777.00	588,459.17	1,198,777.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	21,749.00	27,201.00	23,284.89	27,201.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	1,162.00	913.00	912.89	913.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Educator Quality	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290						
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			22,911.00	28,114.00	24,197.78	28,114.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	4,016.00	4,016.00	0.00	4,016.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	20,500.00	18,925.00	425.18	18,925.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			24,516.00	22,941.00	425.18	22,941.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	9,000.00	9,000.00	2,730.68	9,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,768,373.00	2,165,743.00	0.01	2,165,743.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	31,000.00	33,832.00	23,232.30	33,832.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,808,373.00	2,208,575.00	25,962.99	2,208,575.00	0.00	0.0%
TOTAL, REVENUES			3,125,073.00	3,458,407.00	639,045.12	3,458,407.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	568,018.00	688,263.00	134,282.26	688,263.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	57,000.00	42,869.00	7,417.58	42,869.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	155,707.00	154,893.00	47,160.75	154,893.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			780,725.00	886,025.00	188,860.59	886,025.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	39,210.00	56,281.00	13,563.16	56,281.00	0.00	0.0%
Classified Support Salaries		2200	203,432.00	214,319.00	61,017.07	214,319.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	100,209.00	100,209.00	33,563.00	100,209.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	129,770.00	130,704.00	40,210.80	130,704.00	0.00	0.0%
Other Classified Salaries		2900	9,560.00	9,560.00	2,400.00	9,560.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			482,181.00	511,073.00	150,754.03	511,073.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	117,850.00	144,250.00	29,447.23	144,250.00	0.00	0.0%
PERS		3201-3202	84,760.00	92,314.00	31,897.89	92,314.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	47,401.00	51,959.00	14,180.10	51,959.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	156,399.00	216,712.00	49,206.79	216,712.00	0.00	0.0%
Unemployment Insurance		3501-3502	615.00	707.00	169.81	707.00	0.00	0.0%
Workers' Compensation		3601-3602	19,426.00	22,501.00	6,641.46	22,501.00	0.00	0.0%
OPEB, Allocated		3701-3702	39,585.00	0.00	1,493.86	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			466,036.00	528,443.00	133,037.14	528,443.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	2,000.00	2,000.00	23.84	2,000.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	74,712.00	89,947.00	50,552.02	89,947.00	0.00	0.0%
Noncapitalized Equipment		4400	172,448.00	157,546.00	41,854.64	157,546.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			249,158.00	249,493.00	92,430.50	249,493.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	21,784.00	21,784.00	5,778.46	21,784.00	0.00	0.0%
Dues and Memberships		5300	13,875.00	13,875.00	573.00	13,875.00	0.00	0.0%
Insurance		5400-5450	14,992.00	14,992.00	15,221.00	14,992.00	0.00	0.0%
Operations and Housekeeping Services		5500	79,824.00	79,824.00	19,173.11	79,824.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	37,679.00	37,679.00	3,004.31	37,679.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	273,110.00	355,339.00	135,202.23	355,339.00	0.00	0.0%
Communications		5900	8,589.00	8,589.00	1,805.85	8,589.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			449,853.00	532,082.00	180,757.96	532,082.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	250,000.00	250,000.00	165,182.00	250,000.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	1,350.00	0.00	1,350.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	12,387.00	12,387.00	0.00	12,387.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			262,387.00	263,737.00	165,182.00	263,737.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(1,536.00)	(3,591.00)	0.00	(3,591.00)	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,536.00)	(3,591.00)	0.00	(3,591.00)	0.00	0.0%
TOTAL, EXPENDITURES			2,688,804.00	2,967,262.00	911,022.22	2,967,262.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	466,718.00	366,000.00	0.00	366,000.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	275,718.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			742,436.00	366,000.00	0.00	366,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	32,347.00	31,056.00	0.00	31,056.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	27,209.00	35,923.00	0.00	35,923.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	575,718.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			635,274.00	1,066,979.00	0.00	1,066,979.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(457,791.00)	(380,591.00)	0.00	(380,591.00)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(457,791.00)	(380,591.00)	0.00	(380,591.00)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(350,629.00)	(1,081,570.00)	0.00	(1,081,570.00)	0.00	0.0%

2018-19 First Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	113,869.00	113,869.00	0.00	113,869.00	0.00	0.0%
2) Federal Revenue		8100-8299	141,532.00	393,917.00	21,588.22	393,917.00	0.00	0.0%
3) Other State Revenue		8300-8599	80,672.00	90,941.00	(14,077.60)	90,941.00	0.00	0.0%
4) Other Local Revenue		8600-8799	268,310.00	515,697.00	363,219.00	515,697.00	0.00	0.0%
5) TOTAL, REVENUES			604,383.00	1,114,424.00	370,729.62	1,114,424.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	194,297.00	181,672.00	48,318.69	181,672.00	0.00	0.0%
2) Classified Salaries		2000-2999	63,000.00	42,781.00	13,411.80	42,781.00	0.00	0.0%
3) Employee Benefits		3000-3999	160,210.00	66,806.00	17,518.72	66,806.00	0.00	0.0%
4) Books and Supplies		4000-4999	26,264.00	34,516.00	11,990.83	34,516.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	615,740.00	1,114,188.00	32,348.55	1,114,188.00	0.00	0.0%
6) Capital Outlay		6000-6999	10,500.00	10,501.00	(1,300.00)	10,501.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,536.00	3,591.00	0.00	3,591.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,071,547.00	1,454,055.00	122,288.59	1,454,055.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(467,164.00)	(339,631.00)	248,441.03	(339,631.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	457,791.00	380,591.00	0.00	380,591.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			457,791.00	380,591.00	0.00	380,591.00		

2018-19 First Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(9,373.00)	40,960.00	248,441.03	40,960.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	27,283.91	27,283.91		27,283.91	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,283.91	27,283.91		27,283.91		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,283.91	27,283.91		27,283.91		
2) Ending Balance, June 30 (E + F1e)			17,910.91	68,243.91		68,243.91		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			17,910.91	68,243.91		68,243.91		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools In Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	113,869.00	113,869.00	0.00	113,869.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			113,869.00	113,869.00	0.00	113,869.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	83,374.00	301,966.00	0.00	301,966.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	1,784.00	0.00	1,784.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	22,078.00	37,224.00	15,822.12	37,224.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	3,580.00	4,249.00	0.00	4,249.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	500.00	625.00	624.66	625.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	22,000.00	33,548.00	1,343.04	33,548.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	5,000.00	9,521.00	3,798.40	9,521.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			141,532.00	393,917.00	21,588.22	393,917.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Material		8560	6,000.00	6,692.00	691.40	6,692.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/in-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	74,672.00	84,249.00	(14,769.00)	84,249.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			80,672.00	90,941.00	(14,077.60)	90,941.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	268,310.00	515,697.00	363,219.00	515,697.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			268,310.00	515,697.00	363,219.00	515,697.00	0.00	0.0%
TOTAL, REVENUES			604,383.00	1,114,424.00	370,729.62	1,114,424.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	117,718.00	119,237.00	27,315.34	119,237.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	16,500.00	1,082.00	2,496.32	1,082.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	60,079.00	61,353.00	18,507.03	61,353.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			194,297.00	181,672.00	48,318.69	181,672.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	30,348.00	6,683.00	2,155.68	6,683.00	0.00	0.0%
Classified Support Salaries		2200	32,652.00	36,098.00	11,256.12	36,098.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			63,000.00	42,781.00	13,411.80	42,781.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	100,810.00	29,584.00	5,961.22	29,584.00	0.00	0.0%
PERS		3201-3202	11,155.00	7,729.00	2,339.75	7,729.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	8,474.00	5,918.00	1,707.34	5,918.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	34,536.00	19,829.00	6,371.48	19,829.00	0.00	0.0%
Unemployment Insurance		3501-3502	168.00	123.00	170.97	123.00	0.00	0.0%
Workers' Compensation		3601-3602	5,067.00	3,623.00	967.98	3,623.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			160,210.00	66,806.00	17,518.72	66,806.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	1,000.00	3,945.55	1,000.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	26,264.00	33,516.00	7,692.33	33,516.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	352.95	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			26,264.00	34,516.00	11,990.83	34,516.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	4,289.00	5,546.00	5,905.52	5,546.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	480,199.00	931,638.00	14,569.96	931,638.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	131,252.00	177,004.00	11,873.07	177,004.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			615,740.00	1,114,188.00	32,348.55	1,114,188.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	1.00	(1,300.00)	1.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			10,500.00	10,501.00	(1,300.00)	10,501.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	1,536.00	3,591.00	0.00	3,591.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,536.00	3,591.00	0.00	3,591.00	0.00	0.0%
TOTAL, EXPENDITURES			1,071,547.00	1,454,055.00	122,288.59	1,454,055.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	457,791.00	380,591.00	0.00	380,591.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			457,791.00	380,591.00	0.00	380,591.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			457,791.00	380,591.00	0.00	380,591.00	0.00	0.0%

2018-19 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,383,142.00	1,312,646.00	588,459.17	1,312,646.00	0.00	0.0%
2) Federal Revenue		8100-8299	164,443.00	422,031.00	45,786.00	422,031.00	0.00	0.0%
3) Other State Revenue		8300-8599	105,188.00	113,882.00	(13,652.42)	113,882.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,076,683.00	2,724,272.00	389,181.99	2,724,272.00	0.00	0.0%
5) TOTAL, REVENUES			3,729,456.00	4,572,831.00	1,009,774.74	4,572,831.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	975,022.00	1,067,697.00	237,179.28	1,067,697.00	0.00	0.0%
2) Classified Salaries		2000-2999	545,181.00	553,854.00	164,165.83	553,854.00	0.00	0.0%
3) Employee Benefits		3000-3999	626,246.00	595,249.00	150,555.86	595,249.00	0.00	0.0%
4) Books and Supplies		4000-4999	275,422.00	284,009.00	104,421.33	284,009.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,065,593.00	1,646,270.00	213,106.51	1,646,270.00	0.00	0.0%
6) Capital Outlay		6000-6999	272,887.00	274,238.00	163,882.00	274,238.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,760,351.00	4,421,317.00	1,033,310.81	4,421,317.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(30,895.00)	151,514.00	(23,536.07)	151,514.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	742,436.00	366,000.00	0.00	366,000.00	0.00	0.0%
b) Transfers Out		7600-7629	635,274.00	1,066,979.00	0.00	1,066,979.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			107,162.00	(700,979.00)	0.00	(700,979.00)		

2018-19 First Interim
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Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			76,267.00	(549,465.00)	(23,536.07)	(549,465.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,295,295.07	2,295,295.07		2,295,295.07	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,295,295.07	2,295,295.07		2,295,295.07		
d) Other Restatements		9795	0.00	2,827.17		2,827.17	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,295,295.07	2,298,122.24		2,298,122.24		
2) Ending Balance, June 30 (E + F1e)			2,371,562.07	1,748,657.24		1,748,657.24		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			17,910.91	68,243.91		68,243.91		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,600,000.00	1,000,000.00		1,000,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	725,602.67	666,309.84		666,309.84		
Unassigned/Unappropriated Amount		9790	28,048.49	14,103.49		14,103.49		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	1,083,082.00	994,980.00	317,180.00	994,980.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	168,818.00	192,992.00	52,474.00	192,992.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	(1,632.00)	0.00	(1,632.00)	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	4,452.00	4,441.00	(0.01)	4,441.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	622,791.00	644,301.00	25,795.45	644,301.00	0.00	0.0%
Unsecured Roll Taxes		8042	19,418.00	20,969.00	20,867.41	20,969.00	0.00	0.0%
Prior Years' Taxes		8043	(129.00)	(87.00)	105.82	(87.00)	0.00	0.0%
Supplemental Taxes		8044	614,974.00	675,681.00	172,036.50	675,681.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(5,831.00)	(3,638.00)	0.00	(3,638.00)	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			2,507,575.00	2,528,007.00	588,459.17	2,528,007.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,238,302.00)	(1,329,230.00)	0.00	(1,329,230.00)	0.00	0.0%
Property Taxes Transfers		8097	113,869.00	113,869.00	0.00	113,869.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,383,142.00	1,312,646.00	588,459.17	1,312,646.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	21,749.00	27,201.00	23,284.89	27,201.00	0.00	0.0%
Special Education Entitlement		8181	83,374.00	301,966.00	0.00	301,966.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	1,784.00	0.00	1,784.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	1,162.00	913.00	912.89	913.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	22,078.00	37,224.00	15,822.12	37,224.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	3,580.00	4,249.00	0.00	4,249.00	0.00	0.0%

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General Fund
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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	500.00	625.00	624.66	625.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4128, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	22,000.00	33,548.00	1,343.04	33,548.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	5,900.00	9,521.00	3,798.40	9,521.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			164,443.00	422,031.00	45,786.00	422,031.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	4,016.00	4,016.00	0.00	4,016.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	28,500.00	25,617.00	1,116.58	25,617.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	74,672.00	84,249.00	(14,769.00)	84,249.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			105,188.00	113,882.00	(13,652.42)	113,882.00	0.00	0.0%

2018-19 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	9,000.00	9,000.00	2,730.68	9,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,768,373.00	2,165,743.00	0.01	2,165,743.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	31,000.00	33,832.00	23,232.30	33,832.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	268,310.00	515,697.00	363,219.00	515,697.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,076,683.00	2,724,272.00	389,181.99	2,724,272.00	0.00	0.0%
TOTAL, REVENUES			3,729,458.00	4,572,831.00	1,009,774.74	4,572,831.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	685,736.00	807,500.00	161,597.60	807,500.00	0.00	0.0%
Certificated Pupils Support Salaries		1200	73,500.00	43,951.00	9,913.90	43,951.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	215,788.00	216,246.00	65,667.78	216,246.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			975,022.00	1,067,697.00	237,179.28	1,067,697.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	69,558.00	62,964.00	15,718.84	62,964.00	0.00	0.0%
Classified Support Salaries		2200	238,084.00	250,417.00	72,273.19	250,417.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	100,209.00	100,209.00	33,563.00	100,209.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	129,770.00	130,704.00	40,210.80	130,704.00	0.00	0.0%
Other Classified Salaries		2900	9,560.00	9,560.00	2,400.00	9,560.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			545,181.00	553,854.00	164,165.83	553,854.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	218,660.00	173,834.00	35,408.45	173,834.00	0.00	0.0%
PERS		3201-3202	95,915.00	100,043.00	34,237.64	100,043.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	55,875.00	57,877.00	15,887.44	57,877.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	190,935.00	236,541.00	55,578.25	236,541.00	0.00	0.0%
Unemployment Insurance		3501-3502	783.00	830.00	340.78	830.00	0.00	0.0%
Workers' Compensation		3601-3602	24,493.00	26,124.00	7,609.44	26,124.00	0.00	0.0%
OPEB, Allocated		3701-3702	39,585.00	0.00	1,493.86	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			626,246.00	595,249.00	150,555.86	595,249.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	2,000.00	3,000.00	3,969.39	3,000.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	100,976.00	123,463.00	58,244.35	123,463.00	0.00	0.0%
Noncapitalized Equipment		4400	172,446.00	157,546.00	42,207.59	157,546.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			275,422.00	284,009.00	104,421.33	284,009.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	26,073.00	27,330.00	11,683.98	27,330.00	0.00	0.0%
Dues and Memberships		5300	13,875.00	13,875.00	573.00	13,875.00	0.00	0.0%
Insurance		5400-5450	14,992.00	14,992.00	15,221.00	14,992.00	0.00	0.0%
Operations and Housekeeping Services		5500	79,824.00	79,824.00	19,173.11	79,824.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	517,878.00	969,317.00	17,574.27	969,317.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	404,362.00	532,343.00	147,075.30	532,343.00	0.00	0.0%
Communications		5900	8,589.00	8,589.00	1,805.85	8,589.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,065,593.00	1,646,270.00	213,106.51	1,646,270.00	0.00	0.0%

2018-19 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	260,500.00	260,500.00	165,182.00	260,500.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	1,351.00	(1,300.00)	1,351.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	12,387.00	12,387.00	0.00	12,387.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			272,887.00	274,238.00	163,882.00	274,238.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,760,351.00	4,421,317.00	1,033,310.81	4,421,317.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	466,718.00	366,000.00	0.00	366,000.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	275,718.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			742,436.00	366,000.00	0.00	366,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	32,347.00	31,056.00	0.00	31,056.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	27,209.00	35,923.00	0.00	35,923.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	575,718.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			635,274.00	1,066,979.00	0.00	1,066,979.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			107,162.00	(700,979.00)	0.00	(700,979.00)	0.00	0.0%

Resource	Description	2018-19 Projected Year Totals
5810	Other Restricted Federal	0.35
6264	Educator Effectiveness (15-16)	0.25
6300	Lottery: Instructional Materials	0.06
7690	STRS On-Behalf Pension Contributions	60,000.00
9010	Other Restricted Local	8,243.25
Total, Restricted Balance		68,243.91

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,300.00	1,300.00	133.71	1,300.00	0.00	0.0%
5) TOTAL, REVENUES			1,300.00	1,300.00	133.71	1,300.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,300.00	1,300.00	133.71	1,300.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,300.00	1,300.00	133.71	1,300.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	131,781.87	131,781.87		131,781.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			131,781.87	131,781.87		131,781.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			131,781.87	131,781.87		131,781.87		
2) Ending Balance, June 30 (E + F1e)								
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	131,900.87	131,900.87		131,900.87		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9799	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	0.00	0.00	0.00	0.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4810	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3080, 3081, 3150, 3155, 3180, 3181, 3185, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,300.00	1,300.00	133.71	1,300.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,300.00	1,300.00	133.71	1,300.00	0.00	0.0%
TOTAL, REVENUES			1,300.00	1,300.00	133.71	1,300.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2018/19 Projected Year Totals
6300	Lottery: Instructional Materials	1,181.00
Total, Restricted Balance		1,181.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30,075.00	30,075.00	3.03	30,075.00	0.00	0.0%
5) TOTAL, REVENUES			30,075.00	30,075.00	3.03	30,075.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	40,882.00	39,746.00	8,486.32	39,746.00	0.00	0.0%
3) Employee Benefits		3000-3999	19,479.00	19,324.00	4,667.12	19,324.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,239.00	1,239.00	35.96	1,239.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	822.00	822.00	296.08	822.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			62,422.00	61,131.00	13,485.48	61,131.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(32,347.00)	(31,056.00)	(13,482.45)	(31,056.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	32,347.00	31,056.00	0.00	31,056.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			32,347.00	31,056.00	0.00	31,056.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(13,482.45)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements								
Other Commitments		9750	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9760	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8280	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	75.00	75.00	3.03	75.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	30,000.00	30,000.00	0.00	30,000.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,075.00	30,075.00	3.03	30,075.00	0.00	0.0%
TOTAL, REVENUES			30,075.00	30,075.00	3.03	30,075.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	40,882.00	39,746.00	8,486.32	39,746.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			40,882.00	39,746.00	8,486.32	39,746.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	7,237.00	7,179.00	1,532.80	7,179.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	3,126.00	3,042.00	649.21	3,042.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	8,433.00	8,443.00	2,345.92	8,443.00	0.00	0.0%
Unemployment Insurance		3501-3502	22.00	20.00	4.25	20.00	0.00	0.0%
Workers' Compensation		3601-3602	659.00	640.00	134.94	640.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			19,479.00	19,324.00	4,667.12	19,324.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,239.00	1,239.00	35.96	1,239.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,239.00	1,239.00	35.96	1,239.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	822.00	822.00	296.08	822.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			822.00	822.00	296.08	822.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			82,422.00	61,131.00	13,485.48	61,131.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	32,347.00	31,056.00	0.00	31,056.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			32,347.00	31,056.00	0.00	31,056.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			32,347.00	31,056.00	0.00	31,056.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	40,000.00	40,000.00	7,100.97	40,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,500.00	3,500.00	542.28	3,500.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,100.00	10,100.00	10.21	10,100.00	0.00	0.0%
5) TOTAL, REVENUES			53,600.00	53,600.00	7,653.46	53,600.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	20,120.00	24,468.00	4,863.12	24,468.00	0.00	0.0%
3) Employee Benefits		3000-3999	10,289.00	14,835.00	2,872.05	14,635.00	0.00	0.0%
4) Books and Supplies		4000-4999	48,204.00	48,204.00	11,685.11	48,204.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,216.00	2,216.00	320.01	2,216.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			80,809.00	89,523.00	19,740.29	89,523.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(27,209.00)	(35,923.00)	(12,086.83)	(35,923.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	27,209.00	35,923.00	0.00	35,923.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			27,209.00	35,923.00	0.00	35,923.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(12,086.83)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2018-19 First Interim
Cafeteria Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	40,000.00	40,000.00	7,100.97	40,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			40,000.00	40,000.00	7,100.97	40,000.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	3,500.00	3,500.00	542.28	3,500.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,500.00	3,500.00	542.28	3,500.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	10.21	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,100.00	10,100.00	10.21	10,100.00	0.00	0.0%
TOTAL, REVENUES			53,600.00	53,600.00	7,653.46	53,600.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	20,120.00	24,468.00	4,863.12	24,468.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			20,120.00	24,468.00	4,863.12	24,468.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	4,015.00	4,420.00	878.36	4,420.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,542.00	1,873.00	372.03	1,873.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	4,476.00	7,935.00	1,541.92	7,935.00	0.00	0.0%
Unemployment Insurance		3501-3502	12.00	13.00	2.43	13.00	0.00	0.0%
Workers' Compensation		3601-3602	224.00	394.00	77.31	394.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			10,269.00	14,635.00	2,872.05	14,635.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	723.00	723.00	232.63	723.00	0.00	0.0%
Noncapitalized Equipment		4400	5,161.00	5,161.00	0.00	5,161.00	0.00	0.0%
Food		4700	42,320.00	42,320.00	11,452.48	42,320.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			48,204.00	48,204.00	11,685.11	48,204.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	774.00	774.00	0.00	774.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,032.00	1,032.00	320.01	1,032.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	410.00	410.00	0.00	410.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,216.00	2,216.00	320.01	2,216.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			80,809.00	89,523.00	19,740.29	89,523.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	27,209.00	35,923.00	0.00	35,923.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			27,209.00	35,923.00	0.00	35,923.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs Long-Term Debt Proceeds		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			27,209.00	35,923.00	0.00	35,923.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	(0.21)	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	(0.21)	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	(0.21)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2018-19 First Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(0.21)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.31	0.31		0.31	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.31	0.31		0.31		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.31	0.31		0.31		
2) Ending Balance, June 30 (E + F1e)			0.31	0.31		0.31		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2.18	2.18		2.18		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(1.87)	(1.87)		(1.87)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(0.21)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	(0.21)	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	(0.21)	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers in		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,000.00	13,000.00	1,645.43	13,000.00	0.00	0.0%
5) TOTAL, REVENUES			13,000.00	13,000.00	1,645.43	13,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			13,000.00	13,000.00	1,645.43	13,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	466,718.00	766,000.00	0.00	766,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(466,718.00)	(766,000.00)	0.00	(766,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(453,718.00)	(753,000.00)	1,645.43	(753,000.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,619,852.17	1,619,852.17		1,619,852.17	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,619,852.17	1,619,852.17		1,619,852.17		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,619,852.17	1,619,852.17		1,619,852.17		
2) Ending Balance, June 30 (E + F1e)			1,166,134.17	866,852.17		866,852.17		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,166,134.17	866,852.17		866,852.17		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8880	13,000.00	13,000.00	1,645.43	13,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,000.00	13,000.00	1,645.43	13,000.00	0.00	0.0%
TOTAL, REVENUES			13,000.00	13,000.00	1,645.43	13,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	466,718.00	766,000.00	0.00	766,000.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			466,718.00	766,000.00	0.00	766,000.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(466,718.00)	(766,000.00)	0.00	(766,000.00)		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,600.00	2,600.00	781.32	2,600.00	0.00	0.0%
5) TOTAL, REVENUES			2,600.00	2,600.00	781.32	2,600.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,600.00	2,600.00	781.32	2,600.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	300,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8978	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			300,000.00	400,000.00	0.00	400,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			302,600.00	402,600.00	781.32	402,600.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	770,084.08	770,084.08		770,084.08	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			770,084.08	770,084.08		770,084.08		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			770,084.08	770,084.08		770,084.08		
2) Ending Balance, June 30 (E + F1e)			1,072,684.08	1,172,684.08		1,172,684.08		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,072,684.08	1,172,684.08		1,172,684.08		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2018-19 First Interim
Special Reserve Fund for Postemployment Benefits
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Interest		8860	2,600.00	2,600.00	781.32	2,600.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,600.00	2,600.00	781.32	2,600.00	0.00	0.0%
TOTAL, REVENUES			2,600.00	2,600.00	781.32	2,600.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	300,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			300,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			300,000.00	400,000.00	0.00	400,000.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8800-8799	0.00	0.00	(381.09)	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	(381.09)	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	(381.09)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2018-19 First Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(381.09)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	206.39	206.39		206.39	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			206.39	206.39		206.39		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			206.39	206.39		206.39		
2) Ending Balance, June 30 (E + F1e)			206.39	206.39		206.39		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	206.39	206.39		206.39		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals								
Interest		8660	0.00	0.00	(381.09)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments								
Other Local Revenue		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others								
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	(381.09)	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	(381.09)	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

2018-19 First Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers in		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,100.00	10,100.00	1,976.32	10,100.00	0.00	0.0%
5) TOTAL, REVENUES			10,100.00	10,100.00	1,976.32	10,100.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	6,194.00	6,194.00	702.50	6,194.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,194.00	6,194.00	702.50	6,194.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			3,906.00	3,906.00	1,273.82	3,906.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,906.00	3,906.00	1,273.82	3,906.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	19,362.53	19,362.53		19,362.53	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,362.53	19,362.53		19,362.53		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,362.53	19,362.53		19,362.53		
2) Ending Balance, June 30 (E + F1e)			23,268.53	23,268.53		23,268.53		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	23,268.53	23,268.53		23,268.53		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	20.32	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8661	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	10,000.00	10,000.00	1,956.00	10,000.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,100.00	10,100.00	1,975.32	10,100.00	0.00	0.0%
TOTAL, REVENUES			10,100.00	10,100.00	1,975.32	10,100.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,194.00	6,194.00	702.50	6,194.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,194.00	6,194.00	702.50	6,194.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,194.00	6,194.00	702.50	6,194.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8800-8799	0.00	265.00	259.53	265.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	265.00	259.53	265.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	7,610.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	7,610.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	265.00	(7,350.47)	265.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	1,000,000.00	0.00	1,000,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	1,000,265.00	(7,350.47)	1,000,265.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	257,702.36	257,702.36		257,702.36	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			257,702.36	257,702.36		257,702.36		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			257,702.36	257,702.36		257,702.36		
2) Ending Balance, June 30 (E + F1e)			257,702.36	1,257,967.36		1,257,967.36		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	257,702.36	1,257,967.36		1,257,967.36		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2018-19 First Interim
Special Reserve Fund for Capital Outlay Projects
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	265.00	259.53	265.00	0.00	0.0%
Net increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	265.00	259.53	265.00	0.00	0.0%
TOTAL, REVENUES			0.00	265.00	259.53	265.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	7,610.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	7,610.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	7,610.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers in		8919	0.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	1,000,000.00	0.00	1,000,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	1,000,000.00	0.00	1,000,000.00		

Resource	Description	2018/19 Projected Year Totals
	Total, Restricted Balance	0.00

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (Includes Necessary Small School ADA)	136.18	136.18	133.77	133.77	(2.41)	-2%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	136.18	136.18	133.77	133.77	(2.41)	-2%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	136.18	136.18	133.77	133.77	(2.41)	-2%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0%

Dehesa Elementary
San Diego County

First Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

37 68049 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	5,488,296.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	471,458.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 5400-5450, 5800, 7430- 7439	274,238.00
3. Debt Service	All	9100	7200-7299	0.00
4. Other Transfers Out	All	9200	7600-7629	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,066,979.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,341,217.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		35,923.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				3,711,544.00

Dehesa Elementary
San Diego County

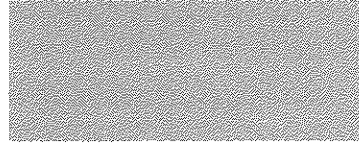
First Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

37 68049 0000000
Form ESMOE

**2018-19
Annual ADA/
Exps. Per ADA**

Section II - Expenditures Per ADA

A. Average Daily Attendance
(Form AI, Column C, sum of lines A6 and C9)*



133.77

B. Expenditures per ADA (Line I.E divided by Line II.A)

27,745.71

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)

	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	3,535,051.12	26,579.33
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	3,535,051.12	26,579.33
B. Required effort (Line A.2 times 90%)	3,181,546.01	23,921.40
C. Current year expenditures (Line I.E and Line II.B)	3,711,544.00	27,745.71
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2020-21 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

Dehesa Elementary
San Diego County

First Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures

37 68049 0000000
Form ESMOE

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
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Total adjustments to base expenditures	0.00	0.00
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Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 200,163.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 2,016,637.00

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.93%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

- Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

- Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	377,966.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,825.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	32,218.18
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	412,009.18
9. Carry-Forward Adjustment (Part IV, Line F)	219,528.42
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	631,537.60

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,502,640.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	395,269.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	305,802.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	251,692.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	7,432.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	292,234.82
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	61,131.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	89,523.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	3,905,723.82

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B18) 10.55%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2020-21 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B18) 16.17%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	412,009.18
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	11,007.45
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.21%) times Part III, Line B18); zero if negative	219,528.42
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.21%) times Part III, Line B18) or (the highest rate used to recover costs from any program (5.49%) times Part III, Line B18); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	219,528.42
E. Optional allocation of negative carry-forward adjustment over more than one year	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	219,528.42

Dehesa Elementary
San Diego County

First Interim
2018-19 Projected Year Totals
Exhibit A: Indirect Cost Rates Charged to Programs

37 68049 0000000
Form ICR

Approved indirect cost rate: 5.21%
Highest rate used in any program: 5.49%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	36,112.00	1,112.00	3.08%
01	4035	4,029.00	220.00	5.46%
01	4126	22,393.00	1,155.00	5.16%
01	4127	9,480.00	520.00	5.49%
01	4201	599.00	26.00	4.34%
01	4510	9,224.00	297.00	3.22%
01	5810	14,181.00	261.00	1.84%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,198,777.00	6.37%	1,275,193.00	2.64%	1,308,906.00
2. Federal Revenues	8100-8299	28,114.00	0.00%	28,114.00	0.00%	28,114.00
3. Other State Revenues	8300-8599	22,941.00	-1.85%	22,516.00	0.00%	22,516.00
4. Other Local Revenues	8600-8799	2,208,575.00	0.00%	2,208,575.00	0.00%	2,208,575.00
5. Other Financing Sources						
a. Transfers In	8900-8929	366,000.00	-7.10%	340,000.00	0.00%	340,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(380,591.00)	1.85%	(387,617.00)	-1.33%	(382,479.00)
6. Total (Sum lines A1 thru A5c)		3,443,816.00	1.25%	3,486,781.00	1.11%	3,525,632.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				886,025.00		921,466.00
b. Step & Column Adjustment				35,441.00		36,859.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	886,025.00	4.00%	921,466.00	4.00%	958,325.00
2. Classified Salaries						
a. Base Salaries				511,073.00		531,228.00
b. Step & Column Adjustment				20,155.00		21,249.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	511,073.00	3.94%	531,228.00	4.00%	552,477.00
3. Employee Benefits	3000-3999	528,443.00	4.30%	551,162.00	4.45%	575,704.00
4. Books and Supplies	4000-4999	249,493.00	2.90%	256,726.00	3.23%	265,018.00
5. Services and Other Operating Expenditures	5000-5999	532,082.00	-34.92%	346,293.00	11.16%	384,946.00
6. Capital Outlay	6000-6999	263,737.00	0.00%	263,737.00	0.00%	263,737.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,591.00)	-118.10%	650.00	-43.08%	370.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,066,979.00	-67.31%	348,829.00	1.07%	352,554.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		4,034,241.00	-20.18%	3,220,091.00	4.13%	3,353,131.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(590,425.00)		266,690.00		172,501.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,270,838.33		1,680,413.33		1,947,103.33
2. Ending Fund Balance (Sum lines C and D1)		1,680,413.33		1,947,103.33		2,119,604.33
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,000,000.00		1,000,000.00		1,000,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	666,309.84		947,103.33		1,119,604.33
2. Unassigned/Unappropriated	9790	14,103.49		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,680,413.33		1,947,103.33		2,119,604.33

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	666,309.84		947,103.33		1,119,604.33
c. Unassigned/Unappropriated	9790	14,103.49		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		680,413.33		947,103.33		1,119,604.33

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	113,869.00	0.00%	113,869.00	0.00%	113,869.00
2. Federal Revenues	8100-8299	393,917.00	-6.25%	369,297.00	0.00%	369,297.00
3. Other State Revenues	8300-8599	90,941.00	0.76%	91,633.00	0.00%	91,633.00
4. Other Local Revenues	8600-8799	515,697.00	0.03%	515,844.00	0.00%	515,844.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	380,591.00	3.99%	395,781.00	-2.68%	385,188.00
6. Total (Sum lines A1 thru A5c)		1,495,015.00	-0.57%	1,486,424.00	-0.71%	1,475,831.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				181,672.00		174,869.00
b. Step & Column Adjustment				5,868.00		235.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(12,671.00)		(426.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	181,672.00	-3.74%	174,869.00	-0.11%	174,678.00
2. Classified Salaries						
a. Base Salaries				42,781.00		44,490.00
b. Step & Column Adjustment				1,709.00		68.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	42,781.00	3.99%	44,490.00	0.15%	44,558.00
3. Employee Benefits	3000-3999	66,806.00	0.12%	66,888.00	-40.24%	39,969.00
4. Books and Supplies	4000-4999	34,516.00	-13.55%	29,839.00	18.13%	35,248.00
5. Services and Other Operating Expenditures	5000-5999	1,114,188.00	-0.26%	1,111,311.00	1.00%	1,122,466.00
6. Capital Outlay	6000-6999	10,501.00	0.00%	10,501.00	0.00%	10,501.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	3,591.00	-81.90%	650.00	-43.08%	370.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,454,055.00	-1.07%	1,438,548.00	-0.75%	1,427,790.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		40,960.00		47,876.00		48,041.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		27,283.91		68,243.91		116,119.91
2. Ending Fund Balance (Sum lines C and D1)		68,243.91		116,119.91		164,160.91
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	68,243.91		116,119.91		164,160.91
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		68,243.91		116,119.91		164,160.91

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Reduction in Federal Restricted Funds require a proportionate reduction in Salaries and Indirect Costs expensed to those programs.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,312,646.00	5.82%	1,389,062.00	2.43%	1,422,775.00
2. Federal Revenues	8100-8299	422,031.00	-5.83%	397,411.00	0.00%	397,411.00
3. Other State Revenues	8300-8599	113,882.00	0.23%	114,149.00	0.00%	114,149.00
4. Other Local Revenues	8600-8799	2,724,272.00	0.01%	2,724,419.00	0.00%	2,724,419.00
5. Other Financing Sources						
a. Transfers In	8900-8929	366,000.00	-7.10%	340,000.00	0.00%	340,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	8,164.00	-66.82%	2,709.00
6. Total (Sum lines A1 thru A5c)		4,938,831.00	0.70%	4,973,205.00	0.57%	5,001,463.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,067,697.00		1,096,335.00
b. Step & Column Adjustment				41,309.00		37,094.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(12,671.00)		(426.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,067,697.00	2.68%	1,096,335.00	3.34%	1,133,003.00
2. Classified Salaries						
a. Base Salaries				553,854.00		575,718.00
b. Step & Column Adjustment				21,864.00		21,317.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	553,854.00	3.95%	575,718.00	3.70%	597,035.00
3. Employee Benefits	3000-3999	595,249.00	3.83%	618,050.00	-0.38%	615,673.00
4. Books and Supplies	4000-4999	284,009.00	0.90%	286,565.00	4.78%	300,266.00
5. Services and Other Operating Expenditures	5000-5999	1,646,270.00	-11.46%	1,457,604.00	3.42%	1,507,412.00
6. Capital Outlay	6000-6999	274,238.00	0.00%	274,238.00	0.00%	274,238.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	1,300.00	-43.08%	740.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,066,979.00	-67.31%	348,829.00	1.07%	352,554.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		5,488,296.00	-15.12%	4,658,639.00	2.62%	4,780,921.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(549,465.00)		314,566.00		220,542.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,298,122.24		1,748,657.24		2,063,223.24
2. Ending Fund Balance (Sum lines C and D1)		1,748,657.24		2,063,223.24		2,283,765.24
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	68,243.91		116,119.91		164,160.91
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,000,000.00		1,000,000.00		1,000,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	666,309.84		947,103.33		1,119,604.33
2. Unassigned/Unappropriated	9790	14,103.49		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,748,657.24		2,063,223.24		2,283,765.24

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	666,309.84		947,103.33		1,119,604.33
c. Unassigned/Unappropriated	9790	14,103.49		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		680,413.33		947,103.33		1,119,604.33
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		12.40%		20.33%		23.42%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		133.77		133.77		133.77
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		5,488,296.00		4,658,639.00		4,780,921.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		5,488,296.00		4,658,639.00		4,780,921.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		274,414.80		232,931.95		239,046.05
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		67,000.00		67,000.00		67,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		274,414.80		232,931.95		239,046.05
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9318	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail								
Fund Reconciliation					366,000.00	1,066,979.00		
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					31,056.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					35,923.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	766,000.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail								
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					400,000.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail								
Fund Reconciliation								
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

First Interim
2018-19 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail					0.00			
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	1,832,979.00	1,832,979.00		

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Updated Board Policies,
Regulations and Exhibits
4000-4121 Personnel

Meeting Date: December 13, 2018

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

Background: Our current Board policies have not been updated since June of 2003. The District worked with CSBA to update all of our policies. When each section is completed the Board will be presented a section for review and approval.

Report:

As you are aware, every Board member has taken a section of policy to review. There are a quite a few policies, regulations and exhibits in this section. This is our final section for review before we can send them all to CSBA for compilation. Karen Kirkpatrick and I are working on completing them as soon as possible. Thank you everyone for your diligence and hard work on completing this arduous task. My goal is to have this section finalized completely by the February meeting, if not sooner.

Financial Impact: None

Student Impact: Effective governance has a positive impact on student achievement.

Recommendation: Administration recommends approval of the new 4000's Board Policies, Regulations and Exhibits.

Agenda Item #: VIII.E.1

Board Policy

Concepts And Roles

BP 4000

Personnel

The Governing Board recognizes that the success of district students and programs hinges on effective personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining, select the bargaining team, maintain communications during the bargaining process, and adopt the negotiated contract. Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. The Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

(cf. 4131 - Staff Development)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 4144/4244/4344 - Complaints)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 9000 - Role of the Board)

The Superintendent has primary responsibility for overseeing the district's personnel system. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4111/4211/4311 - Recruitment and Selection)

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective accountability systems approved by the Board. The Superintendent or designee also shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations and/or state or federal law.

(cf. 4115 - Evaluation/Supervision)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4215 - Evaluation/Supervision)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4315 - Evaluation/Supervision)

The Board recognizes that every employee has a stake in the district's successful operation. The Board encourages all district employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Superintendent or designee shall establish procedures whereby he/she will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

35035 Powers and duties of superintendent

35160 Powers of governing board

GOVERNMENT CODE

3540-3549.3 Public education employer-employee relations

(1/85) 10/96

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Drug And Alcohol-Free Workplace

BP 4020

Personnel

The Governing Board believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 8103)

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and noninstructional time in the classroom or workplace, at extracurricular or cocurricular activities, or while transporting students or otherwise supervising them. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

(cf. 4032 - Reasonable Accommodation)

The Superintendent or designee shall notify employees of the district's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 8103)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

An employee shall abide by the terms of this policy and shall notify the district, within five days, of his/her conviction for violation in the workplace of any criminal drug statute. (Government Code 8355; 41 USC 8103)

The Superintendent or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 8103)

In accordance with law and the district's collective bargaining agreements, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Drug-Free Awareness Program

The Superintendent or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 8103)

1. The dangers of drug abuse in the workplace
2. The district's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs

(cf. 4159/4259/4359 - Employee Assistance Programs)

4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace

Legal Reference:

EDUCATION CODE

44011 Controlled substance offense
44425 Conviction of controlled substance offenses as grounds for revocation of credential
44836 Employment of certificated persons convicted of controlled substance offenses
44940 Compulsory leave of absence for certificated persons
44940.5 Procedures when employees are placed on compulsory leave of absence
45123 Employment after conviction of controlled substance offense
45304 Compulsory leave of absence for classified persons

GOVERNMENT CODE

8350-8357 Drug-free workplace

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug Free Schools and Communities Act

UNITED STATES CODE, TITLE 21

812 Schedule of controlled substances

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1308.01-1308.49 Schedule of controlled substances

COURT DECISIONS

Cahoon v. Governing Board of Ventura USD, (2009) 171 Cal.App.4th 381

Ross v. RagingWire Telecommunications, Inc., (2008) 42 Cal.4th 920

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Health Care Services: <http://dhcs.ca.gov>

U.S. Department of Labor: <http://www.dol.gov>

(7/02 7/10) 11/10

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Nondiscrimination In Employment

BP 4030

Personnel

The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

(cf. 1240 - Volunteer Assistance)

(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's

nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment, December 2014
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Questions and Answers: Religious Discrimination in the Workplace, 2008
New Compliance Manual Section 15: Race and Color Discrimination, April 2006
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors,
June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

(12/14 5/16) 12/16

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Reasonable Accommodation

AR 4032

Personnel

Except when undue hardship would result to the district, the Superintendent or designee shall provide reasonable accommodation:

1. In the job application process, to any qualified job applicant with a disability
2. To enable any qualified employee with a disability to perform the essential functions of the position he/she holds or desires to hold or to enjoy equal benefits or other terms, conditions, and privileges of employment as other similarly situated employees without disabilities

No employee or job applicant who requests an accommodation for his/her physical or mental disability shall be subjected to discrimination or to any punishment or sanction, regardless of whether the request for accommodation was granted. (Government Code 12940)

Definitions

Disability, with respect to an individual, is defined as any of the following: (Government Code 12926; 29 CFR 1630.2)

1. A physical or mental impairment that limits one or more of the major life activities
2. A record of such an impairment
3. Being regarded as having such an impairment

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (Government Code 12926)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position. (Government Code 12926; 29 CFR 1630.2)

Reasonable accommodation means: (Government Code 12926; 29 CFR 1630.2)

1. For a qualified job applicant with a disability, modifications or adjustments to the job application process that enable him/her to be considered for the position he/she desires
2. For a qualified employee with a disability, modifications or adjustments to the work environment, or to the manner or circumstances under which the position the employee holds or desires is customarily performed, that enable him/her to perform the essential functions of that

position or to enjoy equal benefits and privileges of employment as are enjoyed by the district's other similarly situated employees without disabilities

Qualified individual with a disability means a job applicant or employee with a disability who: (29 CFR 1630.15, 1630.2)

1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position he/she holds or desires
2. Can perform the essential functions of the position with or without reasonable accommodation
3. Would not pose a significant risk of substantial harm, which cannot be eliminated or reduced by reasonable accommodation, to himself/herself or others in the job he/she holds or desires

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that the provision of a specific accommodation would cause significant difficulty or expense to the district. (29 CFR 1630.2)

Request for Reasonable Accommodation

When requesting reasonable accommodation, an employee or his/her representative shall inform the employee's supervisor that he/she needs a change at work for a reason related to a medical condition. The supervisor shall inform the coordinator of the employee's request as soon as practicable.

When requesting reasonable accommodation for the hiring process, a job applicant shall inform the coordinator that he/she will need a reasonable accommodation during the process.

When the disability or the need for accommodation is not obvious, the coordinator may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the coordinator shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations, and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the coordinator to submit a list of specific questions to his/her health care or vocational professional.

If the documentation submitted by the employee does not indicate the existence of a qualifying disability or explain the need for reasonable accommodation, the coordinator shall request additional documentation that specifies the missing information. If the employee does not submit such additional documentation in a timely manner, the coordinator may require him/her to submit to an examination by a health care professional selected and paid for by the district.

The district may make a medical or psychological inquiry of a job applicant or require him/her to submit to a medical or psychological examination after he/she has been given a conditional offer of employment but before the commencement of his/her job duties, provided the inquiry or

examination is job-related, consistent with business necessity, and required for all incoming employees in the same job classification. (Government Code 12940)

The coordinator shall not request any job applicant's or employee's genetic information except as authorized by law. (42 USC 2000ff-1, 42 USC 2000ff-5)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

In accordance with law, the coordinator shall take steps to ensure the confidentiality of information related to medical conditions or history. As applicable, he/she shall notify the supervisor or manager of the qualified individual of any reasonable accommodation granted the individual and may notify first aid and safety personnel when the disability of the qualified individual may require emergency treatment. (42 USC 12112)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Granting Reasonable Accommodation

Upon receiving a request for reasonable accommodation from a qualified individual with a disability, the coordinator shall:

1. Determine the essential functions of the job involved
2. Engage in an informal, interactive process with the individual to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential accommodations, and assess their effectiveness
3. Develop a plan for reasonable accommodation which will enable the individual to perform the essential functions of the job or gain equal access to a benefit or privilege of employment without imposing undue hardship on the district

A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)

- a. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding
- b. The overall financial resources of the facility making the accommodation, the number of persons employed at this facility, and the effect on expenses and resources of the facility
- c. The overall financial resources, number of employees, and the number, type, and location of facilities of the district
- d. The type of operation of the district, including the composition, structure, and functions of the workforce and the geographic separateness and administrative or fiscal relationship of the facility making the accommodation to other district facilities

e. The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

The coordinator may confer with the site administrator, any medical advisor chosen by the district, and/or other district staff before making a final decision as to the accommodation.

Reasonable Accommodation Committee

The coordinator may appoint a committee to review or assist in the development of appropriate plans to reasonably accommodate qualified individuals who request modifications or adjustments in their work duties or environment because of known physical or mental disabilities.

Committee members shall be selected on the basis of their knowledge of the specific functions and duties required in the position, the physical work environment, available accommodations, and other relevant issues. The committee may include a district administrator, site administrator, medical advisor or rehabilitation specialist, and as necessary, a certificated and/or classified employee. Membership may change on a case-by-case basis.

At the coordinator's discretion, the employee or applicant requesting accommodation may participate in the committee's meetings. If the employee or applicant is excluded from the committee's meetings, the coordinator shall communicate with him/her so that he/she has the opportunity to interact and contribute to planning the reasonable accommodation.

Appeal Process

Any qualified individual with a disability who is not satisfied with the decision of the coordinator may appeal in writing to the Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

1. A clear, concise statement of the reasons for the appeal
2. A statement of the specific remedy sought

The Superintendent or designee shall consult with the coordinator and review the appeal, together with any available supporting documents. The Superintendent or designee shall give the individual his/her decision within 15 working days of receiving the appeal.

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Governing Board in accordance with the district's procedure for such complaints.

Legal Reference:

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

UNITED STATES CODE, TITLE 29

701-794e Vocational Rehabilitation Act

UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 Genetic Information Nondiscrimination Act of 2008

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act, especially:

35.107 Designation of employee

36.101-36.608 Nondiscrimination on the basis of disability by public facilities

CODE OF FEDERAL REGULATIONS, TITLE 29

1630.2 Definitions

COURT DECISIONS

A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455

Colmenares v. Braemar Country Club, Inc., (2003) 29 Cal.4th 1019

Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045

US Airways, Inc. v. Barnett, (2002) 535 U.S. 391, 122 S.Ct. 1516

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/03 7/10) 12/15

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Lactation Accommodation

BP 4033

Personnel

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

CIVIL CODE

43.3 Right of mothers to breastfeed in any public or private location

GOVERNMENT CODE

12940 Discriminatory employment practices
12945 Discrimination based on pregnancy, childbirth, or related medical conditions
LABOR CODE
1030-1033 Lactation accommodation
CODE OF REGULATIONS, TITLE 2
11035-11049 Sex discrimination; pregnancy and related medical conditions
UNITED STATES CODE, TITLE 29
207 Fair Labor Standards Act; lactation accommodation
FAIR EMPLOYMENT AND HOUSING COMMISSION DECISIONS
Department of Fair Employment and Housing v. Acosta Tacos (Chavez), FEHC Precedential
Decision 09-03P, 2009

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Rest Periods/Lactation Accommodation, Frequently Asked Questions
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
Minimum Requirements of the California Lactation Accommodation Law
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Lactation Support Program Toolkit
FEDERAL REGISTER
Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages
80073-80079
OFFICE OF THE SURGEON GENERAL PUBLICATIONS
The Surgeon General's Call to Action to Support Breastfeeding, 2011
HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS
The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite,
Toolkit, 2008
U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS
Fact Sheet #3: Break Time for Nursing Mothers under the FLSA, rev. December 2010
WEB SITES
California Department of Industrial Relations, Division of Labor and Standards Enforcement:
<http://www.dir.ca.gov/dlse>
California Department of Public Health: <http://www.cdph.ca.gov>
California Women, Infants and Children: <http://www.wicworks.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Health Resources and Services Administration: <http://www.hrsa.gov>
Office of the Surgeon General: <http://www.surgeongeneral.gov>
U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:
<http://www.dol.gov/whd/nursingmothers>

7/11

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Employee Use Of Technology

BP 4040

Personnel

The Governing Board recognizes that technological resources enhance employee performance by offering effective tools to assist in providing a quality instructional program; facilitating communications with parents/guardians, students, and the community; supporting district and school operations; and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

- (cf. 0440 - District Technology Plan)
- (cf. 1100 - Communication with the Public)
- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

Employees shall be responsible for the appropriate use of technology and shall use district technology primarily for purposes related to their employment.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
- (cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
- (cf. 5125 - Student Records)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 6163.4 - Student Use of Technology)

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

The Superintendent or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

Employees shall not use district technology to access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, Board policy, or administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC 7131; 47 USC 254)

The Superintendent or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any equipment or other technological resources provided by or maintained by the district, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, even when provided their own password. To ensure proper use, the Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

In addition, employees shall be notified that records maintained on any personal device or messages sent or received on a personal device that is being used to conduct district business may be subject to disclosure, pursuant to a subpoena or other lawful request.

Employees shall report any security problem or misuse of district technology to the Superintendent or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulation.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

GOVERNMENT CODE

3543.1 Rights of employee organizations

6250-6270 California Public Records Act

PENAL CODE

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

VEHICLE CODE

23123 Wireless telephones in vehicles

23123.5 Mobile communication devices; text messaging while driving

23125 Wireless telephones in school buses

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

City of Ontario v. Quon et al. (2010) 000 U.S. 08-1332

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Department of Education: <http://www.cde.ca.gov>

Federal Communications Commission: <http://www.fcc.gov>

U.S. Department of Education: <http://www.ed.gov>

(7/01 7/07) 7/15

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Employee Use Of Technology

E 4040

Personnel

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (EMPLOYEES)

The Dehesa School District authorizes district employees to use technology owned or otherwise provided by the district as necessary to fulfill the requirements of their position. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use of the system.

Each employee who is authorized to use district technology shall sign this Acceptable Use Agreement as an indication that he/she has read and understands the agreement.

Definitions

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Employee Obligations and Responsibilities

Employees are expected to use district technology safely, responsibly, and primarily for work-related purposes. Any incidental personal use of district technology shall not interfere with district business and operations, the work and productivity of any district employee, or the safety and security of district technology. The district is not responsible for any loss or damage incurred by an employee as a result of his/her personal use of district technology.

The employee in whose name district technology is issued is responsible for its proper use at all times. Employees shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned. Employees shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, employees shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Employees are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive
2. Disclose or in any way cause to be disclosed confidential or sensitive district, employee, or student information without prior authorization from a supervisor
3. Engage in personal commercial or other for-profit activities without permission of the Superintendent or designee
4. Engage in unlawful use of district technology for political lobbying
5. Infringe on copyright, license, trademark, patent, or other intellectual property rights
6. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission, changing settings on shared computers)
7. Install unauthorized software
8. Engage in or promote unethical practices or violate any law or Board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for use in conducting district business, no employee should have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses within the jurisdiction of the district. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Employees should be aware that, in most instances, their use of

district technology (such as web searches or emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by an employee on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If an employee uses a personally owned device to access district technology or conduct district business, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Records

Any electronically stored information generated or received by an employee which constitutes a district or student record shall be classified, retained, and destroyed in accordance with BP/AR 3580 - District Records, BP/AR 5125 - Student Records, or other applicable policies and regulations addressing the retention of district or student records.

Reporting

If an employee becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, he/she shall immediately report such information to the Superintendent or designee.

Consequences for Violation

Violations of the law, Board policy, or this Acceptable Use Agreement may result in revocation of an employee's access to district technology and/or discipline, up to and including termination. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

Employee Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement, BP 4040 - Employee Use of Technology, and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action.

I hereby release the district and its personnel from any and all claims and damages arising from my use of district technology or from the failure of any technology protection measures employed by the district.

Name: _____ Position: _____
(Please print)

School/Work Site: _____

Signature: _____ Date: _____

7/15

Exhibit
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Certificated Personnel

BP 4100
Personnel

The Governing Board recognizes that teachers and other certificated personnel work closely with students in carrying out the district's educational goals. The Superintendent or designee shall ensure that the duties, responsibilities, and district's expectations for certificated positions are clearly defined and made known to each member of the certificated staff.

Each certificated staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with law and negotiated agreements.

(cf. 4115 - Evaluation/Supervision)
(cf. 4141/4241 - Collective Bargaining Agreement)

The Board strongly encourages certificated staff to continually improve their skills and pursue excellence within their profession.

(cf. 4131 - Staff Development)

Policies, rules and regulations related to certificated personnel shall be available to all concerned and shall be administered in a fair and equitable manner.

Legal Reference:
EDUCATION CODE
90 Definition, certificated and certified
44006 Certificated person
GOVERNMENT CODE
3543.2 Scope of representation

(1/85) 10/96

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Recruitment And Selection

BP 4111 4211, 4311
Personnel

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 4000 - Concepts and Roles)
(cf. 4100 - Certificated Personnel)
(cf. 4200 - Classified Personnel)
(cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

(cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

(cf. 2230 - Representative and Deliberative Groups)

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts)

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, and/or additional compensation.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
35035 Responsibilities of superintendent
44066 Limitations on certification requirement
44259 Teaching credential; exception; designated subjects; minimum requirements
44750 Teacher recruitment resource center
44830-44831 Employment of certificated persons
44858 Age or marital status in certificated positions
44859 Prohibition against certain rules and regulations re: residency
45103-45139 Employment (classified employees)
49406 Examination for tuberculosis

GOVERNMENT CODE

815.2 Liability of public entities and public employees
6250-6276.48 Public Records Act
12900-12996 Fair Employment and Housing Act, including:

12940-12957 Discrimination prohibited; unlawful practices
HEALTH AND SAFETY CODE
53570-53574 Teacher Housing Act of 2016
LABOR CODE
432.3 Salary information
UNITED STATES CODE, TITLE 5
552 Freedom of Information Act
UNITED STATES CODE, TITLE 8
1324a Unlawful employment of aliens
1324b Unfair immigration related employment practices
UNITED STATES CODE, TITLE 20
1681-1688 Title IX prohibition against discrimination
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities
COURT DECISIONS
C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES
ASSOCIATION PUBLICATIONS

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas
Research and Evaluation Group, October 2017

WEB SITES

California County Superintendents Educational Services Association: <http://ccsesa.org/recruit>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: <http://culturalvistas.org/programs/us/teach-usa>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

(7/12 12/13) 3/18

Policy
adopted: May 2018

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Legal Status Requirement

BP 4111.2 4211.2, 4311.2

Personnel

The Governing Board shall ensure that the district employs only those individuals who are lawfully authorized to work in the United States.

The Superintendent or designee shall verify the employment eligibility of all persons hired by completing the U.S. Citizenship and Immigration Services Form I-9, Employment Eligibility Verification, for each individual hired and ensure that the district does not knowingly hire or continue to employ any person not authorized to work in the United States. (8 USC 1324a)

In accordance with law, the Superintendent or designee shall ensure that district employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4111/4211/4311 - Recruitment and Selection)

Legal Reference:

UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens

1324b Unfair immigrant-related employment practices

CODE OF FEDERAL REGULATIONS, TITLE 8

274a.1-274a.14 Control of Employment of Aliens

Management Resources:

U.S. CITIZENSHIP AND IMMIGRATION SERVICES PUBLICATIONS

Handbook for Employers: Instructions for Completing Form I-9, April 2009

WEB SITES

U.S. Citizenship and Immigration Services: <http://www.uscis.gov>

(9/92 3/00) 3/09

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Legal Status Requirement

AR 4111.2 4211.2, 4311.2

Personnel

Within three business days of hire, the Superintendent or designee shall physically examine the documentation presented by the employee establishing his/her identity and employment authorization as set forth in U.S. Citizenship and Immigration Services Form I-9. The employee may present either an original document which establishes both employment authorization and identity or two separate original documents which establish authorization and identity. Only unexpired documents are acceptable. (8 CFR 274a.2)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

The Superintendent or designee shall: (8 CFR 274a.2)

1. Ensure that the documents presented appear to be genuine and relate to the individual
2. Complete the "Employer Review and Verification" section and sign the attestation with a handwritten signature or electronic signature on Form I-9

Persons employed for three business days or less must provide such documentation on their first day. (8 CFR 274a.2)

If unable to provide satisfactory documentation because the document was lost, stolen, or damaged, the employee shall furnish a receipt indicating that a replacement document has been requested. This receipt must be presented within three business days of the hire, and the replacement document must be provided within 90 days of the hire. (8 CFR 274a.2)

If an individual's employment authorization expires, the Superintendent or designee must reverify Form I-9, by noting the document's identification number and expiration date on the form, no later than the date the work authorization expires. The employee shall present a document that shows either continuing employment authorization or a new grant of work authorization. (8 CFR 274a.2)

The district shall retain an individual's Form I-9 for three years after the date of the hire or for one year after the date his/her employment is terminated, whichever is later. (8 CFR 274a.2)

(cf. 3580 - District Records)

The Superintendent or designee shall copy documents presented by an individual for verification and shall retain them with the individual's Form I-9. The documents shall be kept confidential and used only as needed to help justify the district's past decision to accept the documents as valid.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(9/92 3/00) 3/09

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Appointment And Conditions Of Employment

AR 4112

Personnel

Upon recommendation from the Superintendent or designee, the Governing Board shall approve the appointment of all certificated personnel. The position and the salary classification shall be reported to the Board at a regular meeting.

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4121 - Temporary/Substitute Personnel)

Individuals appointed to the certificated staff shall:

1. Possess the appropriate certification qualifications and register the certification document in accordance with law and Board policy (Education Code 44250-44279, 44330)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

2. Demonstrate proficiency in basic skills as required by law and Board policy (Education Code 44252.5, 44830)

3. Submit to fingerprinting as required by law (Education Code 44830.1)

4. Not have been convicted of a violent or serious felony as defined in Penal Code 667.5 or 1192.7, unless the individual has received a certificate of rehabilitation and pardon (Education Code 44830.1)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

5. Not have been convicted of any sex offense as defined in Education Code 44010 (Education Code 44836)

6. Not have been required to register as a sex offender pursuant to Penal Code 290 because of a conviction for a crime where the victim was a minor under the age of 16 (Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

7. Not have been determined to be a sexual psychopath pursuant to Welfare and Institutions Code 6300-6332 (Education Code 44837)

8. Not have been convicted of any controlled substance offense as defined in Education

Code 44011 (Education Code 44836)

9. Submit to a physical examination, tuberculosis testing and/or provide a medical certificate as required by law and Board policy (Education Code 44839, 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

10. File the oath or affirmation of allegiance required by Government Code 3100-3109

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

11. Fulfill any other requirements as specified by law, collective bargaining agreement, Board policy or administrative regulation

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Legal Reference:

EDUCATION CODE

35161 Powers and duties

44008 Effect of termination of probation

44009 Conviction of specified crimes; definitions

44010 Sex offense

44011 Controlled substance offense

44066 Limitation on certification requirements

44250-44277 Credential types

44330 Effect of registration of certification document

44830.1 Felons; certificated positions; criminal record summary; fingerprints

44836 Employment of person convicted of sex offenses or controlled substance offenses

44837 Employment of sexual sociopath

44838 Statement of military service

44839 Medical certificate

44839.5 Medical certificate for retirant

49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oaths or affirmations of allegiance for disaster service workers and public employees

12940-12950 Unlawful employment practices

HEALTH AND SAFETY CODE

1596.7995 Immunization requirements for employees in child care center or preschool

1597.055 Teachers in day care centers

PENAL CODE

290 Registration of sex offenders

290.95 Disclosure by persons required to register as sex offenders
667.5 Prior prison terms, enhancement of prison terms
1192.7 Plea bargaining limitation
WELFARE AND INSTITUTIONS CODE
6300-6332 Sexual psychopaths

(3/02 7/04) 5/16

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Contracts

AR 4112.1

Personnel

When initially employed, certificated employees shall receive a written statement of their employment status and salary. In the case of temporary employees, this statement shall clearly indicate the temporary nature of the employment and the length of time for which the person is being employed. (Education Code 44916)

(cf. 4121 - Temporary/Substitute Personnel)

Length of Contract (Districts with less than 250 ADA)

Any certificated employee may be offered a continuing contract covering a period longer than one year but not exceeding four years. (Education Code 44929.20)

(cf. 4312.1 - Contracts)

Reemployment Notices

By May 30 of each year, the clerk or secretary of the Board may give, or mail by certified mail with return receipt requested, written notices to probationary and permanent certificated employees requesting that they notify the district of their intent to remain in district service for the next school year. This notice shall include a copy of Education Code 44842. If an employee, without good cause, fails to notify the district before July 1 that he/she will remain in district service, the employee may be deemed to have declined reemployment and the employee's services may be terminated on June 30 of that year. (Education Code 44842)

(cf. 4113 - Assignment)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 9122 - Secretary)

Employee Notification

By May 15 of each year, each classroom teacher shall notify the Superintendent or designee of his/her intent to return to a teaching position for the next school year. (Education Code 44832)

An employee on leave of absence shall notify the district of his/her intent to remain in service the following year in accordance with law, Board policy and administrative regulation.

(cf. 4161/4261/4361 - Leaves)

Legal Reference:

EDUCATION CODE

44832 Teachers; notice of intent to return

44842 Failure to provide notice or to report to work

44843 Notice of employment (to county superintendent)

44916 Time of classification; statement of employment status

44929.20 Continuing contract-districts w/less than 250 ADA

44955 Reduction in number of employees

(9/88 6/92) 2/99

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Certification

BP 4112.2

Personnel

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

- (cf. 4111/4211/4311 - Recruitment and Selection)
- (cf. 4112.21 - Interns)
- (cf. 4112.22 - Staff Teaching English Learners)
- (cf. 4112.23 - Special Education Staff)
- (cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
- (cf. 4113 - Assignment)
- (cf. 4121 - Temporary/Substitute Personnel)
- (cf. 5148 - Child Care and Development)
- (cf. 6178 - Career Technical Education)
- (cf. 6200 - Adult Education)

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

- (cf. 4131 - Staff Development)
- (cf. 4131.1 - Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to

employ a PIP applicant for a specific position. (5 CCR 80021.1)

3. An individual who holds an emergency permit or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Board encourages district teachers to voluntarily complete the requirements for the advanced certification awarded by the National Board for Professional Teaching Standards.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. In accordance with the collective bargaining agreement and the district budget, the Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program.

(cf. 4161.3 - Professional Leaves)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in

which the teacher provides instruction

2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of his/her certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

44300-44302 Emergency permit

44325-44328 District interns

44330-44355 Certificates and credentials

44420-44440 Revocation and suspension of credentials

44450-44468 University intern program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans; notifications regarding teacher qualifications

CODE OF FEDERAL REGULATIONS, TITLE 34

200.48 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

Approved Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Teaching Permit for Statutory Leave (TPSL), Coded Correspondence 16-10, August 23, 2016
Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Subject Matter Authorization Guideline Book, 2012
Supplementary Authorization Guideline Book, 2012
California Standards for the Teaching Profession, 2009
The Administrator's Assignment Manual, rev. September 2007

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Credential Information Guide (for employers' use only):

<http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

(11/08 8/14) 7/16

Administrative Regulation

Certification

AR 4112.2
Personnel

Verification of Credentials

The Superintendent or designee shall verify that each employee in a position requiring certification qualifications possesses a valid certification document issued by the Commission on Teacher Credentialing (CTC). Such verification shall occur not later than 60 days after the commencement of employment or the renewal of a credential. (Education Code 44857)

(cf. 4112.21 - Interns)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 5148 - Child Care and Development)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

The Superintendent or designee shall verify that any person who is employed by the district while his/her application for certification is being processed by the CTC possesses a temporary certificate based on a demonstration of basic skills and completion of a criminal background check. (Education Code 44332, 44332.5, 44332.6)

The Superintendent or designee shall maintain records of the appropriate certification of all employees serving in certificated positions.

(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Basic Skills Proficiency

The district shall not initially hire a person in a position requiring certification, on a permanent, temporary, or substitute basis, unless that person has demonstrated basic skills proficiency in reading, writing, and mathematics or is specifically exempted from the requirement by law. (Education Code 44252, 44252.6, 44830)

The district may hire a certificated employee who has not taken a test of basic skills proficiency if he/she has not yet been afforded the opportunity to take the test, provided that he/she takes the test at the earliest opportunity. The employee may remain employed by the district pending the receipt of his/her test results. (Education Code 44830)

An out-of-state prepared teacher shall meet the basic skills requirement within one year of being

issued a California preliminary credential by the CTC unless he/she has completed a basic skills proficiency test in another state or is otherwise exempted by law. The district shall develop a basic skills proficiency test, which shall be at least equivalent to the district test required for high school graduation, for purposes of assessing out-of-state prepared teachers pending completion of the basic skills requirement. (Education Code 44252, 44274.2; 5 CCR 80071.4, 80413.3)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency)

(cf. 6162.5 - High School Exit Examination)

Any person holding or applying for a "designated subjects special subjects" credential which does not require possession of a bachelor's degree shall pass a district proficiency test in lieu of meeting the state basic skills proficiency requirement. (Education Code 44252, 44830)

The district may charge a fee to cover the costs of developing, administering, and grading the district proficiency test. (Education Code 44252, 44830)

Short-Term Staff Permit

The district may request that the CTC issue a short-term staff permit (STSP) to a qualified applicant whenever there is a need to immediately fill a classroom based on unforeseen circumstances, including, but not limited to: (5 CCR 80021)

1. Enrollment adjustments requiring the addition of another teacher
2. Inability of the teacher of record to finish the school year due to approved leave or illness
3. The applicant's need for additional time to complete preservice requirements for enrollment into an approved intern program
4. Inability of the applicant to enroll in an approved intern program due to timelines or lack of space in the program
5. Unavailability of a third-year extension of an intern program or the applicant's withdrawal from an intern program

The Superintendent or designee shall ensure that the applicant possesses a bachelor's or higher degree from a regionally accredited college or university, has met the basic skills proficiency requirement unless exempted by state law or regulations, and has satisfied the coursework/experience requirements specified in 5 CCR 80021 for the multiple subject, single subject, or education specialist STSP as appropriate. (5 CCR 80021)

When requesting issuance of an STSP, the Superintendent or designee shall submit to the CTC: (5 CCR 80021)

1. Verification that the district has conducted a local recruitment for the permit being

requested

2. Verification that the district has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques and has assigned a mentor teacher for the term of the permit

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

3. Written justification for the permit signed by the Superintendent or designee

The holder of an STSP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021)

Provisional Internship Permit

Before requesting that the CTC issue a provisional internship permit (PIP), the district shall conduct a diligent search for a suitable credentialed teacher or intern, including, but not limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media. (5 CCR 80021.1)

(cf. 4111/4211/4311 - Recruitment and Selection)

Whenever a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may request that the CTC issue a PIP to an applicant who possesses a bachelor's or higher degree from a regionally accredited college or university, has met the basic skills proficiency requirement unless exempted by state law or regulations, and has satisfied the coursework/experience requirements specified in 5 CCR 80021.1 for the multiple subject, single subject, or education specialist PIP as appropriate. (5 CCR 80021.1)

When submitting the request for a PIP, the district shall provide verification of all of the following: (5 CCR 80021.1, 80026.5)

1. A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search.

2. Orientation, guidance, and assistance shall be provided to the permit holder as specified in 5 CCR 80026.5.

The orientation shall include, but not be limited to, an overview of the curriculum the permit holder is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience.

3. The district shall assist the permit holder in developing a personalized plan through a district-selected assessment that would lead to subject-matter competence related to the permit.

4. The district shall assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and shall assist the permit holder in meeting the credential subject-matter competence requirement related to the permit.

5. A notice of intent to employ the applicant in the identified position has been made public.

The district shall submit a copy of the agenda item presented at a public Governing Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a PIP. The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. The candidate has been apprised of steps to earn a credential and enroll in an intern program.

The holder of a PIP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021.1)

Teaching Permit for Statutory Leave

Whenever there is an anticipated need for the district to temporarily fill the teaching assignment of a teacher of record who will be on sick leave, differential sick leave, industrial accident or illness leave, pregnancy disability leave, or family care and medical leave under the federal Family and Medical Leave Act or California Family Rights Act, the Superintendent or designee may request that the CTC issue a Teaching Permit for Statutory Leave (TPSL) to a qualified individual who will be serving as the interim teacher of record. Prior to submitting an application to the CTC, the district shall provide the applicant with 45 hours of preparation in the content areas listed in 5 CCR 80022. (5 CCR 80022)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

A request for the TPSL shall only be submitted if the district has made reasonable efforts to hire a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position and no such candidate is available. (5 CCR 80022)

The district shall verify to the CTC that it will provide the interim teacher: (5 CCR 80022)

1. An orientation to the assignment before or during the first month of service in the statutory leave assignment
2. An average of two hours of mentoring, support, and/or coaching per week through a system of support coordinated and/or provided by a mentor who possesses a valid life or clear credential that would also authorize service in the statutory leave assignment
3. Lesson plans for the first four weeks of the assignment as well as continued assistance in the development of curriculum, lesson planning, and individualized education programs

The holder of the TPSL may serve as the interim teacher of record for up to the full length of the leave(s) during the school year. (5 CCR 80022)

The Superintendent or designee shall maintain documentation on the assignment in accordance with 5 CCR 80022. He/she shall annually report data on the use of the TPSL to the County Superintendent of Schools for assignment monitoring pursuant to Education Code 44258.9. (5 CCR 80022)

(cf. 4113 - Assignment)

The Superintendent or designee may annually request renewal of the TPSL, provided that no substitute with a full teaching credential is available for the assignment. The application for each reissuance shall include verification that the interim teacher has completed an additional 45 hours of preparation and the district is continuing to provide mentoring in accordance with items #2-3 above. (5 CCR 80022)

Long-Term Emergency Permits

As necessary, the Superintendent or designee may request that the CTC issue an emergency resource specialist permit, emergency teacher librarian services permit, emergency crosscultural language and academic development permit, or emergency bilingual authorization permit. (5 CCR 80024.3.1, 80024.6, 80024.7, 80024.8)

The Superintendent or designee shall provide any first-time recipient of an emergency teaching permit with an orientation which, to the extent reasonably feasible, shall occur before he/she begins a teaching assignment. The Superintendent or designee may vary the nature, content, and duration of the orientation to match the amount of training and experience previously completed by the emergency permit teacher. The orientation shall include, but not be limited to, the curriculum the teacher is expected to teach and effective techniques of classroom instruction and classroom management at the assigned grade-level span. The emergency permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience. (5 CCR 80026.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

Substitute Teaching Permits

The district may employ a person whose credential or permit authorizes substitute teaching services, provided that:

1. A person holding an emergency 30-day substitute teaching permit, STSP, PIP, TPSL, or any valid teaching or services credential that requires at least a bachelor's degree and completion of the California Basic Educational Skills Test, shall not serve as a substitute for more than 30 days for any one teacher during the school year. He/she shall not serve as a substitute in a special education classroom for more than 20 days for any one teacher during the school year. (5 CCR 80025, 80025.3, 80025.4)
2. A person with an emergency career substitute teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)
3. A person with an emergency substitute teaching permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)
4. A person with an emergency designated subjects 30-day substitute teaching permit for career technical education shall teach only in a program of technical, trade, or vocational education and shall not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)

Before employing a person with an emergency substitute permit pursuant to item #1 or 4 above, the Superintendent or designee shall prepare and keep on file a signed Statement of Need for the school year. The Statement of Need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)

(7/11 8/14) 7/17

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Interns

BP 4112.21

Personnel

The district may employ interns as necessary to fulfill the need for sufficient instructional staff and to provide future teachers an opportunity to link teaching theory with practice in order to meet state credentialing requirements. In addition, the district may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching English Learners)

(cf. 4112.23 - Special Education Staff)

The district may enter into partnership agreements with one or more approved teacher preparation programs sponsored by colleges or universities and/or may provide a district intern program with approval of the Commission on Teacher Credentialing (CTC). Any intern program in which the district participates shall be aligned with the preconditions and program standards adopted by the CTC.

The Superintendent or designee shall make reasonable efforts to recruit an intern from an approved program within the region whenever a teacher with a preliminary or clear credential is not available for a position requiring certification. (Education Code 44225.7)

(cf. 4111/4211/4311 - Recruitment and Selection)

The Superintendent or designee shall ensure that any intern employed by the district possesses an appropriate intern credential and is adequately prepared for the responsibilities of the position.

An intern may be assigned to provide the same service as a holder of a regular multiple subject, single subject, or education specialist credential in accordance with the authorizations and grade/age level specified on the intern credential. (Education Code 44454, 44325, 44326, 44830.3)

(cf. 4113 - Assignment)

Terms of employment for interns shall be consistent with law and the district's collective bargaining agreement, as applicable.

(cf. 4116 - Probationary/Permanent Status)

(cf. 4141/4241 - Collective Bargaining Agreement)

Interns shall receive intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee

shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.

(cf. 4131 - Staff Development)
(cf. 4131.1 - Teacher Support and Guidance)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated in accordance with Board policy and the district's collective bargaining agreement.

(cf. 4115 - Evaluation/Supervision)

Upon receiving notification from the Superintendent or designee that an intern has successfully completed the program, the Governing Board may recommend to the CTC that the intern be awarded a preliminary credential. (Education Code 44328, 44468, 44830.3)

The Board shall regularly evaluate the effectiveness of the intern program(s) to determine whether changes are needed in the support and/or assignment of interns. The Board's evaluation shall be based on a report by the Superintendent or designee, including, but not limited to, data on student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain general education or education specialist credentials.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children
44225 Credentials, responsibilities of Commission on Teacher Credentialing
44225.7 Priority for hiring fully prepared teacher
44253.3-44253.4 Certificate to provide services to English learners
44253.10 Qualifications to provide specially designed academic instruction in English
44259 Minimum requirements for teaching credential
44314 Diversified or liberal arts program
44321 CTC approval of intern programs
44325-44328 District interns
44339-44341 Teacher fitness
44450-44468 Teacher Education Internship Act of 1967 (university interns)
44830.3 Employing district interns
44885.5 District interns classified as probationary employees

CODE OF REGULATIONS, TITLE 5

80021.1 Provisional internship permit
80033 Intern teaching credential

80055 Intern credential, extension for extenuating circumstances

COURT DECISIONS

Renee v. Duncan, 686 F.3d 1002 (2012)

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-840 Early Completion Option

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014

Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013

California Standards for the Teaching Profession, October 2009

Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Administrator's Assignment Manual, 2008

Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, Coded Correspondence 08-03, March 3, 2008

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, rev. October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing, Interns: <http://www.ctc.ca.gov/educator-prep/intern>

U.S. Department of Education: <http://www.ed.gov>

(11/08 8/14) 5/16

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Staff Teaching English Learners

AR 4112.22

Personnel

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Instruction for English language development (ELD) means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of English learners. (Education Code 44253.2)

Primary language instruction includes both primary language development designed to develop English learners' listening, speaking, reading, and writing skills in their primary language and content instruction delivered in the primary language in any subject area. (Education Code 44253.2)

(cf. 6174 - Education for English Learners)

Teacher Qualifications

Only a teacher who possesses an appropriate authorization issued by the Commission on Teacher Credentialing (CTC) shall provide ELD, SDAIE, and/or primary language instruction in a class with one or more English learners.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)

The district may, for the purpose of providing primary language instruction, hire bilingual teachers who are employed in public or private schools of a foreign country, state, territory, or possession, provided such teachers speak English fluently and hold the necessary sojourn credential issued by the CTC. After the initial two-year sojourn credential expires, the teacher may annually apply to the CTC for an extension for a total period of not more than five years. Any application for renewal shall include verification by the Superintendent or designee that termination of the employment would adversely affect an existing bilingual program and that attempts to secure the employment of a qualified certificated California teacher have been unsuccessful. (Education Code 44856)

Legal Reference:

EDUCATION CODE

306 Definition, English learner

44253.1-44253.11 Qualifications of teachers of English learners

44258.9 County superintendent review of teacher assignments

44259.5 Standards for teachers of all students, including English language learners

44380-44386 Alternative certification

44856 Employment of teachers from foreign countries

52160-52178 Bilingual-Bicultural Act of 1976

62001-62005. 5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

80015 Requirements for the CLAD certification or English learner authorization

80015.1-80015.4 Requirements for CLAD, English learner authorization or bilingual authorization

80021 Short-Term Staff Permit

80021.1 Provisional Internship Program

80024.7-80024.8 Emergency CLAD and bilingual permits

UNITED STATES CODE, TITLE 20

6601-6651 Training and recruiting high-quality teachers

6801-7014 Language instruction for English learners and immigrant students

7801 Definition of English learner

COURT DECISIONS

Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Administrator's Assignment Manual

Frequently Asked Questions Concerning Appropriate Assignment and Authorizations to Serve English Learners in California

CL-622 Serving English Learners

CL-626B Bilingual Authorizations

CL-626C Crosscultural, Language and Academic Development (CLAD) Certificate

CL-568 The Sojourn Certificated Employee Credential

CL-824 Certificate of Completion of Staff Development

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education, English Learners: <http://www.cde.ca.gov/sp/el>

California Teachers of English to Speakers of Other Languages: <http://www.catesol.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(3/07 7/11) 3/17

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Special Education Staff

AR 4112.23

Personnel

Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teach students with the primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.1-80048.9.4)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The district may employ a person with an appropriate district intern credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district intern program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

The Superintendent or designee may request that the CTC issue a special education limited assignment teaching permit which authorizes a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80026, 80027.1)

As needed, the district may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the Superintendent or designee shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher

cannot be found after a diligent search, the Superintendent or designee may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Whenever a candidate for a clear education specialist credential is employed by the district, the Superintendent or designee shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

(cf. 4131.1 - Teacher Support and Guidance)

Resource Specialists

The duties of resource specialists shall include, but are not limited to: (Education Code 56362; 5 CCR 80070.5)

1. Providing instruction and services for students with disabilities whose needs have been identified in an IEP
2. Conducting educational assessments
3. Providing information and assistance for students with disabilities and their parents/guardians
4. Providing consultation, resource information, and material regarding students with disabilities to staff members in the regular education program and the students' parents/guardians
5. Coordinating special education services with the regular school program for each student with disabilities enrolled in the resource specialist program
6. Monitoring student progress on a regular basis, participating in the review and revision of

IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team

Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362.

Caseloads

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases, unless the SELPA plan specifies a higher average caseload and states the reasons for the higher average caseload. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 years shall not exceed 40. (Education Code 56363.3, 56441.7)

Legal Reference:

EDUCATION CODE

8264.8 Staffing ratios

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction
44258.9 Assignment monitoring
44265-44265.9 Special education credential
44325-44328 District interns
44830.3 District interns, supervision and professional development
56000-56865 Special education, especially:
56195.8 Adoption of policies
56361 Program options
56362-56362.5 Resource specialist program
56363.3 Maximum caseload; language, speech, and hearing specialists
56440-56441.7 Programs for individuals between the ages of three and five years; caseloads
CODE OF REGULATIONS, TITLE 5
3051.1-3051.24 Staff qualifications to provide related services to students with disabilities
3100 Waivers of maximum caseload for resource specialists
80021 Short-term staff permit
80021.1 Provisional internship permit
80023.2 Emergency permits
80025.4 Substitute teaching, special education
80026 Declaration of need for fully qualified educators
80027.1 Special education limited assignment teaching permit
80046.1 Adapted physical education specialist
80046.5 Credential holders authorized to serve students with disabilities
80047-80047.9 Credentials to provide instructional services to students with disabilities
80048-80048.9.4 Credential requirements and authorizations
80070.1-80070.6 Resource specialists
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.8 Definition of autism
300.34 Related services
300.156 Special education personnel requirements

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California Prepared Teachers: Frequently Asked Questions, May 26, 2014

Education Specialist Teaching and Other Related Services Credential Program Standards, 2012

WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association of Special Education Teachers: <http://www.naset.org>

(11/10 10/15) 5/16

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Oath Or Affirmation

AR 4112.3 4212.3, 4312.3

Personnel

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 9224 - Oath or Affirmation)

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt an employee from taking the oath if he/she raises a valid religious objection.

The Superintendent, deputy or assistant superintendent, principal or other person authorized in Education Code 60 shall administer the oath or affirmation when a district employee is hired.

In the case of intermittent, temporary, emergency or successive employments, the Superintendent or designee may determine that the oath shall be effective for all successive periods of employment which begin within one calendar year from the date that the oath was subscribed. (Government Code 3102)

(cf. 4121 - Temporary/Substitute Personnel)

The Superintendent or designee shall file the executed oath or affirmation within 30 days of the date on which it is taken and subscribed. An employee's oath or affirmation may be destroyed five years after the termination of employment. (Government Code 3105)

Reimbursement of Expenses for Disaster Service Workers

Whenever an employee seeks compensation or reimbursement of expenses as a disaster service worker, the Superintendent or designee shall ascertain and certify that the employee has taken the oath or affirmation. (Government Code 3107)

Legal Reference:

EDUCATION CODE

60 Persons authorized to administer and certify oaths

44334 Oath or affirmation required for credential

44354 Administration of oath required for credential

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance

LABOR CODE

3211.9-3211.93a Disaster service, definitions for workers' compensation

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath of office

COURT DECISIONS

Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976)

Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

(9/91 10/95) 7/03

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Oath Or Affirmation

E 4112.3 4212.3, 4312.3

Personnel

I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

I understand that as a public employee I am a disaster service worker pursuant to Government Code 3100 and 3102 and that I am required to take this oath before entering the duties of my employment. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, I am subject to disaster services activities assigned to me by my supervisor.

(Signature)

Certified by:

(Person who administers the oath)

(9/91) 7/03

Exhibit
approved:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Health Examinations

AR 4112.4 4212.4, 4312.4

Personnel

Tuberculosis Tests

No applicant shall be initially employed by the district, or employed under contract, in a classified or certificated position unless he/she has submitted to a tuberculosis risk assessment within the past 60 days and, if tuberculosis risk factors are identified, has submitted to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the applicant shall obtain an x-ray of the lungs. At his/her discretion, an applicant may choose to submit to the examination instead of the risk assessment. (Education Code 49406)

(cf. 1240 - Volunteer Assistance)

(cf. 4112 - Appointment and Conditions of Employment)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4212 - Appointment and Conditions of Employment)

Prior to employment by the district, an applicant shall submit a certificate from an authorized health provider stating that the applicant was assessed and/or examined and found to be free of infectious tuberculosis. (Education Code 49406)

An applicant who was previously employed in another school district or private or parochial school shall be deemed to have fulfilled the tuberculosis testing requirement if he/she produces a certificate showing that he/she was found to be free of infectious tuberculosis within 60 days of initial hire or if his/her previous employer verifies that it has a certificate on file showing that the applicant is free from infectious tuberculosis. (Education Code 49406)

Thereafter, each district employee who was found free of infectious tuberculosis shall undergo a tuberculosis risk assessment, and an examination whenever risk factors are identified, at least once every four years or more often when required by the Governing Board upon recommendation of the county health officer. However, once an employee has a documented positive test for tuberculosis infection followed by an x-ray, he/she shall no longer be required to submit to the tuberculosis risk assessment but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

The cost of the pre-employment tuberculosis risk assessment and/or examination shall be paid by the applicant, unless the Board has determined that the district will reimburse an applicant who is subsequently hired by the district. (Education Code 49406)

The following applicants or employees shall be exempted from the requirement to submit to a tuberculosis risk assessment and/or examination: (Education Code 49406)

1. An applicant/employee who files an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge and belief, he/she is free from infectious tuberculosis

Such an exemption shall be allowed only if the Board determines by resolution, after a hearing, that the health of students would not be jeopardized. If at any time there is probable cause to believe that the applicant/employee is afflicted with infectious tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not afflicted.

(cf. 4030 - Nondiscrimination in Employment)

Examination of Certificated Employees for Disabling Diseases

To fill a certificated position with an applicant who has not previously been employed in a certificated position in California, or with a retirant who has not been employed as a retirant, the district shall have on file a medical certification indicating that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. (Education Code 44839, 44839.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

The certificate shall be completed and submitted directly to the district by an authorized health care provider. The medical examination referenced in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Mental Examination for Certificated Employees

Whenever the Board is considering the suspension or transfer of a certificated employee based on its reasonable belief that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties, the employee shall be offered the opportunity of being examined by a three-member panel of psychiatrists and psychologists in accordance with Education Code 44942. The employee shall select the members of the panel from a list of psychiatrists and psychologists provided by the district. The examination shall be conducted, at district expense, within 15 days of the ordered suspension or transfer. The employee shall submit to the examination, but shall also be entitled to present a report of any psychiatrist, psychologist, or physician of his/her own choice. (Education Code 44942)

(cf. 4032 - Reasonable Accommodation)

(cf. 4114 - Transfers)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee

44942 Suspension or transfer of certificated employee on ground of mental illness

45122 Physical examinations

49406 Examination for tuberculosis

BUSINESS AND PROFESSIONS CODE

2700-2838 Nurses

3500-3546 Physician assistants

HEALTH AND SAFETY CODE

121525 Private and parochial school employees, examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired persons

5503 Physical examination for employment of retired persons

5504 Medical certification procedures

COURT DECISIONS

Doe v. Lincoln Unified School District, (2010) 188 Cal.App.4th 758

Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702

Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

Management Resources:

WEB SITES

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Public Health Institute: <http://www.phi.org>

U.S. Food and Drug Administration: <http://www.fda.gov>

(11/09 11/10) 12/14

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Employee Drug Testing

BP 4112.41 4212.41, 4312.41

Personnel

The Governing Board maintains a drug- and alcohol-free workplace. In accordance with law, all employees shall render service without using, possessing, being impaired by, or being under the influence of alcohol or drugs.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

(cf. 5131.61 - Drug Testing)

Pre-Employment Drug/Alcohol Testing for Safety-Sensitive Positions

Because students and staff have the right to a safe and secure campus where they are free from physical and psychological harm, the Board authorizes the testing of prospective employees in safety-sensitive positions for drug and alcohol use. The following positions are safety-sensitive and are subject to the district's program:

Position	Safety-Sensitive Duties
Transportation Positions	Certificated Management
Certificated Positions	Classified Management
Classified Positions	

Once a conditional offer of employment has been made, prospective employees in these identified positions shall undergo a pre-employment drug and alcohol screening for any substance which could impair their ability to safely and effectively perform their job functions. This screening shall be part of the employee's pre-employment physical examination.

Final selection of a job applicant for a position shall not be made until the applicant has successfully completed the screening.

All testing and medical examinations shall be conducted in accordance with state and federal law, Board policy, and administrative regulation.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

- 44011 Controlled substance offense
- 44455 Conviction for controlled substance offenses as grounds for revocation of credential
- 44836 Employment of certificated persons convicted of controlled substance offenses
- 44940 Compulsory leave of absence for certificated persons
- 44940.5 Procedures when employees are placed on compulsory leave of absence
- 45123 Employment after conviction for controlled substance offense
- 45304 Compulsory leave of absence for classified persons
- 44839 Medical certificate; periodic medical examination
- 45122 Physical examinations

GOVERNMENT CODE

- 8350-8357 Drug-free workplace
- 12940 Unlawful employment practices

CODE OF REGULATIONS, TITLE 5

- 5504 Medical certification procedures

CALIFORNIA CONSTITUTION

- Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 41

- 701-707 Drug-Free Workplace Act

COURT DECISIONS

- Lanier v. City of Woodburn, (2008, 9th Circuit) 518 F.3d 1147
- Knox County Education Association v. Knox County Board of Education, (1998, 6th Circuit) 158 F.3d 361
- Loder v. City of Glendale, (1997) 14 Cal. 4th 846
- Vernonia School District 47J v. Acton, (1995) 115 S.Ct. 2386
- International Brotherhood of Teamsters v. Department of Transportation, (1991) 932 F.2d 1292
- Skinner v. Railway Labor Executives' Assn, (1989) 489 U.S. 602
- National Treasury Employees Union v. Von Raab, (1989) 489 U.S. 456

(10/93 6/97) 7/08

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Drug And Alcohol Testing For School Bus Drivers

BP 4112.42 4212.42, 4312.42

Personnel

The Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program designed to prevent the operation of buses or the performance of other safety-sensitive functions by a driver who is under the influence of drugs or alcohol, including a driver of a school bus, student activity bus, or other school transportation vehicle or any other employee who holds a commercial driver's license which is necessary to perform duties related to district employment.

(cf. 3540 - Transportation)

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

A driver shall not report for duty or remain on duty when he/she has used any drug listed in 21 CFR 1308.11. A driver is also prohibited from reporting for duty or remaining on duty when he/she has used any drug listed in 21 CFR 1308.12-1308.15, unless he/she is using the drug under the direction of a physician who has advised him/her that the substance will not adversely affect the driver's ability to safely operate a bus. In addition, a driver shall not consume alcohol while on duty or for four hours prior to on-duty time. (49 CFR 382.201-382.209, 382.213)

The district's testing program for drivers shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306; 49 CFR 382.301-382.311)

The Board shall contract for testing services upon verifying that the personnel are appropriately qualified and/or certified and that testing procedures conform to federal regulations.

Except as otherwise provided by law, the Superintendent or designee shall not release individual test results or medical information about a driver to a third party without the driver's specific written consent. (49 CFR 40.321)

Consequences Based on Test Results

Any driver who refuses to take a required drug or alcohol test, tests positive for drugs, or is found to have a blood alcohol concentration level that exceeds the levels specified in law shall be removed from performing safety-sensitive functions in accordance with 49 CFR 40.23 and 382.211.

No driver shall be temporarily removed from the performance of safety-sensitive functions based

only on a laboratory report of a confirmed positive test before the certified medical review officer has completed verification of the test results, unless the district has obtained a waiver. (49 CFR 40.21, 382.107, 382.119)

Not later than five days after receiving notification of the test result or refusal to comply, the Superintendent or designee shall report any refusal, failure to comply, or positive test result to the California Department of Motor Vehicles (DMV) using a form approved by the DMV. (Vehicle Code 13376)

Any driver who refuses, fails to comply, or has a positive test result may be referred to an education and treatment program that meets the requirements of 49 CFR 40.281-40.313. If the substance abuse professional recommends that ongoing services are needed to assist the driver to maintain sobriety or abstinence from drug use, the Superintendent or designee shall require the driver to participate in the recommended services as part of a return-to-duty agreement and shall monitor his/her compliance. Any drop from a rehabilitation or return-to-duty program or a subsequent positive test result shall be reported to the DMV. (Vehicle Code 13376; 49 CFR 40.285, 40.287, 40.303, 382.605)

(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 4161/4261/4361 - Leaves)
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)
(cf. 4261.1 - Personal Illness/Injury Leave)

A driver who has violated federal drug and alcohol regulations may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

GOVERNMENT CODE

8355 Drug-free workplace; employee notification

VEHICLE CODE

13376 Driver certificates; revocation or suspension

34500-34520.5 Safety regulations

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

UNITED STATES CODE, TITLE 49

31306 Alcohol and drug testing
CODE OF FEDERAL REGULATIONS, TITLE 21
1308.11-1308.15 Controlled substances
CODE OF FEDERAL REGULATIONS, TITLE 49
40.1-40.413 Procedures for transportation workplace drug and alcohol testing programs
382.101-382.605 Drug and alcohol use and testing; especially:
382.205 On-duty use
382.207 Pre-duty use
382.209 Use following an accident

Management Resources:

CALIFORNIA HIGHWAY PATROL PUBLICATIONS

Controlled Substances and Alcohol Testing Compliance Checklist, 2007

What is CSAT? Controlled Substances and Alcohol Testing, 2005

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

Federal Motor Carrier Safety Administration: <http://www.fmcsa.dot.gov>

U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:
<http://www.dot.gov/ost/dapc>

(2/96 3/06) 8/13

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Drug And Alcohol Testing For School Bus Drivers

AR 4112.42 4212.42, 4312.42

Personnel

Definitions

For purposes of drug testing required by the U.S. Department of Transportation (DOT), drugs included in the tests are marijuana, cocaine, amphetamines, phencyclidine (PCP), and opiates. (49 CFR 40.3, 40.85, 382.107)

Alcohol concentration or level means the alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath. For purposes of the DOT alcohol testing program, an alcohol level between 0.02 and 0.04 requires removal of the bus driver for a 24-hour period following the test. An alcohol level of 0.04 or higher requires immediate removal of the driver from performing safety-sensitive functions until the driver has successfully completed the return-to-duty process. (49 CFR 382.107, 382.201, 382.505)

Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include, but are not limited to, all time driving or otherwise in the bus; waiting at a district facility to be dispatched; inspecting, servicing, or conditioning the bus or bus equipment; loading or unloading the bus; supervising or assisting in the loading or unloading of the bus; and repairing, obtaining assistance, or remaining in attendance upon a disabled bus. (49 CFR 382.107)

(cf. 3540 - Transportation)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4020 - Drug and Alcohol-Free Workplace)

Designated Employer Representative

The Superintendent or designee shall identify a designated employer representative and shall provide his/her name and telephone number to the testing contractor to contact about any problems or issues that may arise during the testing process. (49 CFR 40.35, 40.215)

The designated employer representative shall be responsible for receiving test results and other communications, taking immediate action(s) to remove drivers from safety-sensitive functions, and making other required decisions in the testing and evaluation processes. (49 CFR 40.3)

Pre-employment Testing

When hiring a new driver, the Superintendent or designee shall, with the driver's written consent, request the driver's past drug and alcohol testing record, as specified in 49 CFR 40.25, from any

employer who has employed the driver at any time during the previous two years. In addition, the Superintendent or designee shall ask the driver if he/she tested positive, or refused to test, on any pre-employment drug or alcohol test that was administered during the past two years in the course of applying for another safety-sensitive transportation position that he/she did not obtain. The driver shall not be permitted to perform safety-sensitive functions if he/she refuses to provide consent to obtain the information from previous employers, the information from previous employers is not received within 30 days of the date on which the driver first performed safety-sensitive functions for the district, or the driver or a previous employer reports a violation of a drug or alcohol regulation without subsequent completion of the return-to-duty process. (49 CFR 40.25, 382.413)

Upon making a contingent offer of employment to a driver and prior to the first time the driver performs safety-sensitive functions for the district, the Superintendent or designee shall require the driver to undergo testing for drugs and to receive a verified negative test result. This testing requirement may be waived if all of the following conditions exist: (49 CFR 382.301)

1. The driver has participated in a qualified drug testing program within the previous 30 days.
2. While participating in the program, the driver either was tested within the past six months or participated in a random drug testing program for the previous 12 months.
3. The Superintendent or designee has contacted the testing program(s) in which the driver has participated and has obtained information about the program and the driver's participation as specified in 49 CFR 382.301.
4. No prior employer of the driver of whom the district has knowledge has records of the driver's violation of federal drug testing regulations within the previous six months.

In addition, the Superintendent or designee shall require the driver to undergo pre-employment alcohol testing in accordance with the procedures in 49 CFR 40.1-40.605 and to receive a test result indicating an alcohol concentration level of less than 0.04. (49 CFR 382.301)

Post-Accident Testing

As soon as practicable following an accident involving a school bus or student activity bus, the Superintendent or designee shall ensure that the driver involved is tested for alcohol and/or drugs under either of the following conditions: (49 CFR 382.303)

1. The accident involved loss of human life.
2. The driver receives a citation for a moving violation and the accident involved bodily injury to a person who required immediate medical treatment away from the scene of the accident and/or disabling damage to one or more vehicles requiring towing.

The Superintendent or designee shall attempt to administer a required alcohol test up to eight hours following the accident and/or a drug test up to 32 hours following the accident. The results

of an alcohol or drug test conducted by federal, state, or local officials having independent authority for the test shall be considered to meet this requirement. If the alcohol test is not administered within two hours following the accident, or the test for drugs is not administered within 32 hours following the accident, the Superintendent or designee shall make a record stating the reasons the test was not promptly administered. (49 CFR 382.303)

Random Testing

The Superintendent or designee shall ensure that random, unannounced drug and alcohol tests of bus drivers are conducted on testing dates reasonably spread throughout the year. Such tests shall be conducted during, immediately before, or immediately after the performance of safety-sensitive functions. (49 CFR 382.305)

The Superintendent or designee shall ensure that the percentage of district drivers randomly tested for drugs and alcohol meets or exceeds the minimum annual percentage rates specified in 49 CFR 382.305 or subsequently published in the Federal Register.

Each driver selected for random testing shall have an equal chance of being tested each time selections are made. (49 CFR 382.305)

Each driver who is selected for testing shall proceed to the test site immediately or, if performing a safety-sensitive function other than driving a bus, then as soon as possible after ceasing that function. (49 CFR 382.305)

Reasonable Suspicion Testing

A driver shall be required to submit to a drug or alcohol test whenever the Superintendent or designee has reasonable suspicion that the driver has violated the prohibitions against the use of drugs or alcohol. Such reasonable suspicion shall be based on specific, contemporaneous, articulable observations, conducted during, immediately before, or immediately after the performance of safety-sensitive functions, concerning the driver's appearance, behavior, speech, and/or body odors. Reasonable suspicion of drug use may also include indications of the chronic and withdrawal effects of drugs. (49 CFR 382.307)

The person who makes the required observations for reasonable suspicion testing for drugs or alcohol shall be trained in accordance with 49 CFR 382.603. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not be the same person who conducts the alcohol test. (49 CFR 382.307)

Within 24 hours of the observed behavior or before the results of the drug or alcohol test are released, whichever is earlier, the Superintendent or designee shall prepare and sign a written record of the observations leading to a reasonable suspicion test. (49 CFR 382.307)

An alcohol test required as a result of reasonable suspicion shall be administered within eight hours following the determination of reasonable suspicion. If the test is not administered within two hours, the Superintendent or designee shall prepare and maintain on file a record stating the

reasons the test was not promptly administered. (49 CFR 382.307)

In the absence of a reasonable suspicion alcohol test, the district shall take no action against a driver based solely on the driver's behavior and appearance, except that the driver shall not be allowed to report for or remain on safety-sensitive functions until an alcohol test is administered and the results show a concentration less than 0.02 or 24 hours have elapsed following the determination of reasonable suspicion. (49 CFR 382.307)

Return-to-Duty Testing

The Superintendent or designee may permit a driver who has violated federal drug or alcohol regulations to return to safety-sensitive functions after the driver has successfully complied with the education and treatment services prescribed by a substance abuse professional and has a taken a return-to-duty drug or alcohol test. The driver shall not resume performance of safety-sensitive functions unless the drug test shows a negative result and/or the alcohol test shows a concentration of less than 0.02. (49 CFR 40.305, 382.309)

Follow-Up Testing

Upon receiving a written follow-up testing plan from a substance abuse professional, the Superintendent or designee shall determine the actual dates for follow-up testing consistent with those recommendations and shall ensure that such tests are unannounced and follow no discernable pattern as to their timing. No additional tests beyond those included in the plan shall be imposed by the district. (49 CFR 40.307-40.309, 382.111)

Notifications

The Superintendent or designee shall provide each driver with materials explaining the federal regulations and the district's policy and procedure related to drug and alcohol testing and shall notify representatives of employee organizations of the availability of this information. This information shall include a detailed discussion of at least the following: (49 CFR 382.303, 382.113, 382.601)

1. The identity of the person designated by the district to answer driver questions about the materials
2. The categories of drivers who are subject to drug and alcohol testing
3. Sufficient information about the safety-sensitive functions performed by those drivers to make clear what period of the workday the driver is required to be in compliance
4. Specific information concerning prohibited driver conduct
5. The circumstances under which a driver will be tested for drugs and/or alcohol, including post-accident testing

6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver

7. The requirement that a driver submit to drug and alcohol tests

8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences

9. The consequences for drivers found to have violated the prohibitions against drug or alcohol use, including the circumstances under which drivers will be removed immediately from safety-sensitive functions and the requirements for education, treatment, and return-to-duty testing

10. The consequences for drivers found to have a blood alcohol concentration between 0.02 and 0.04

11. Information concerning the effects of drug and alcohol use on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a co-worker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to any employee assistance program, and/or referral to management

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. The Superintendent or designee shall maintain the original of the signed certificate and may provide a copy of the certificate to the driver. (49 CFR 382.601)

In addition, prior to administering each alcohol or drug test, the driver shall be notified that the test is required pursuant to Title 49, Part 382, of the Code of Federal Regulations. (49 CFR 382.113)

The driver shall be notified of the results of drug and alcohol tests in accordance with 49 CFR 382.411.

Records

The Superintendent or designee shall maintain records of the district's drug and alcohol testing program in accordance with 49 CFR 40.333 and 382.401. Such records shall be maintained in a secure location with controlled access and shall be disclosed only in accordance with 49 CFR 382.405.

(cf. 3580 - District Records)

Administrative Regulation

Criminal Record Check

AR 4112.5 4212.5, 4312.5

Personnel

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment if: (Education Code 44830.1, 44836, 45122.1, 45123)

1. The conviction for a violent or serious felony, controlled substance offense, or sex offense is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor.
2. A person convicted of a violent or serious felony has obtained a certificate of rehabilitation or a pardon.
3. A person who has been convicted of a serious felony, that is not also a violent felony, proves to the sentencing court that he/she has been rehabilitated for purposes of school employment for at least one year.
4. A person who has been convicted of a controlled substance offense is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing.
5. A person who has been convicted of a controlled substance offense is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years.

(cf. 4112 - Appointment and Conditions of Employment)

(cf. 4112.2 - Certification)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

The Superintendent or designee shall not issue a temporary certificate of clearance to a person whose application for a credential, certificate, or permit is being processed by the Commission

on Teacher Credentialing if that person has been convicted of a violent or serious felony, unless the person is otherwise exempt pursuant to Education Code 44332.6 or 44830.1. (Education Code 44332.5, 44332.6)

Pre-Employment Record Check

The Superintendent or designee shall require each person to be employed by the district to submit his/her fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment.
2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted his/her fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of his/her second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4121 - Temporary/Substitute Personnel)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of his/her second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the

written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate that employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Maintenance of Records

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging his/her understanding of the laws prohibiting misuse of CORI. In addition, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Legal Reference:

EDUCATION CODE

44010 Sex offense

44011 Controlled substance offense

44332-44332.6 Temporary certificate of clearance

44346.1 Applicants for credential, conviction of a violent or serious felony

44830.1 Certificated employees, conviction of a violent or serious felony

44830.2 Certificated employees; interagency agreement for sharing criminal record information

44836 Conviction of a sex or controlled substance offense

44932 Grounds for dismissal of permanent certificated employees

45122.1 Classified employees, conviction of a violent or serious felony

45125 Use of personal identification cards to ascertain conviction of crime

45125.01 Classified employees; interagency agreement for sharing criminal record information

45125.5 Automated records check

45126 Duty of Department of Justice to furnish information

49024 Activity supervisor clearance certificates

PENAL CODE

667.5 Violent felonies

1192.7 Serious felonies

1203.4 Dismissal of conviction

11075-11081 Criminal record dissemination

11102.2 Maintenance of criminal offender records; custodian of records

11105 Access to criminal history information

11105.2 Subsequent arrest notification

11105.3 Record of conviction involving sex crimes, drug crimes or crimes of violence; availability to employer for applicants for positions with supervisory or disciplinary power over minors

11140-11144 Furnishing of state criminal history information

13300-13305 Local summary criminal history information

CODE OF REGULATIONS, TITLE 11

701-708 Criminal offender record information

720-724 Incomplete criminal history information

994-994.15 Certification of individuals who take fingerprint impressions

COURT DECISIONS

Central Valley Chapter of the 7th Step Foundation Inc. v. Evelle J. Younger, (1989) 214 Cal. App. 3d 145

Management Resources:

WEB SITES

Office of the Attorney General, Department of Justice, Background Checks:

<http://www.oag.ca.gov/fingerprints>

(10/98 7/02) 12/14

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Criminal Record Check

E 4112.5 4212.5, 4312.5

Personnel

EMPLOYEE STATEMENT FORM USE OF CRIMINAL JUSTICE INFORMATION

As an employee/volunteer of Dehesa School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

*Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)

*Penal Code 11142: Authorized person furnishing to other (misdemeanor)

*Penal Code 11143: Unauthorized person in possession (misdemeanor)

*California Constitution, Article I, Section 1 (Right to Privacy)

* Civil Code 1798.53, Invasion of Privacy

*Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal.

Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature
Printed Name
Name of District

Date
Title

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

(10/97 7/10) 12/14

Exhibit
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Employment References

AR 4112.61 4212.61, 4312.61

Personnel

The Superintendent or designee shall be responsible for processing requests for employment references, letters of recommendation, or information about the reasons for separation regarding all district employees other than himself/herself. All letters of recommendation to be issued on behalf of the district for current or former employees shall be approved by the Superintendent or designee. At his/her discretion, the Superintendent or designee may refuse to give a recommendation.

The Superintendent or designee may communicate information about the job performance or qualifications of a current or former district employee when such information is based upon credible evidence and is given to a prospective employer without malice and at the prospective employer's request. (Civil Code 47)

Any reference, letter of recommendation, or information provided about the reasons for separation issued on behalf of the district shall provide a truthful and accurate account of the employee's job performance and qualifications.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

No certificated employee shall write or sign any letter or memorandum which intentionally omits significant facts, or which states as facts matters which the writer does not know of his/her own knowledge to be true, relating to the professional qualifications or personal fitness to perform certificated services of any person who the writer knows will use the letter or memorandum to obtain professional employment. (5 CCR 80332)

No certificated employee shall agree to provide a positive letter of recommendation which misrepresents facts as a condition of another employee's resigning or withdrawing action against the district. (5 CCR 80332)

Legal Reference:

LABOR CODE

1050-1054 Reemployment privileges

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

527.3 Labor disputes

CODE OF REGULATIONS, TITLE 5

80332 Professional candor and honesty in letters or memoranda of employment

recommendation

COURT DECISIONS

Randi W. v. Muroc Joint Unified School District et al., (1997) 14 Cal. 4th 1066

(9/89 10/96) 7/17

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Employment Of Relatives

BP 4112.8 4212.8, 4312.8

Personnel

The Governing Board desires to maximize staff and community confidence in district hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 9270 - Conflict of Interest)

The Board prohibits the appointment of any person to a position for which his/her relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee from participating in any decision that singularly applies to any of his/her relatives.

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the Superintendent or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department as an employee with whom he/she maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other district employees or (2) a conflict of interest for the individuals involved which is greater because of the their relationship than it would be for another person.

An employee shall notify his/her supervisor within 30 days of any change in his/her circumstances that may constitute a violation of this policy.

Legal Reference:

EDUCATION CODE

35107 School district employees

FAMILY CODE

297-297.5 Rights, protections, benefits under the law; registered domestic partners

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers

12940 Unlawful employment practices
CODE OF REGULATIONS, TITLE 2
7292.0-7292.6 Marital status discrimination, especially:
7292.5 Employee selection

Management Resources:

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

(2/86 3/91) 3/08

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Employee Notifications

BP 4112.9 4212.9, 4312.9

Personnel

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications he/she believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

231.5 Sexual harassment policy

17612 Notification of pesticide use

22455.5 STRS information to potential members

22461 Postretirement compensation limitation

35031 Nonreelection of superintendent, assistant superintendent, or manager of classified services

35171 Notice of regulations pertaining to certificated employee evaluations

37616 Notice of public hearing on year-round schedule

44031 Personnel file contents, inspection

44663-44664 Evaluation of certificated employees

44842 Reemployment notices, certificated employees

44896 Transfer of administrator or supervisor to teaching position

44916 Written statement of employment status

44929.21 Reelection or nonreelection of probationary employee after second year

44934 Notice of disciplinary action for cause

44938 Notice of unprofessional conduct and opportunity to correct

44940.5-44941 Notification of suspension and intent to dismiss

44948.3-44948.5 Dismissal of probationary employees

44949 Cause, notice and right to hearing

44951 Continuation in position unless notified, administrative or supervisory personnel

44954 Nonreelection of temporary employees

44955 Reduction in number of employees

45113 Notification of charges, classified employees
45117 Notice of layoff, classified employees
45169 Employee salary data, classified employees
45192 Industrial and accident leave
45195 Additional leave
46162 Notice of public hearing on block schedule
49013 Complaints regarding student fees
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion
49414 Epinephrine auto-injectors
49414.3 Administration of opioid antagonist
CIVIL CODE
1798.29 District records, breach of security
GOVERNMENT CODE
1126 Incompatible activities of employees
21029 Retirement credit for period of military service
3100-3109 Oath or affirmation of allegiance
8355 Certification of drug-free workplace, including notification
12950 Sexual harassment
54957 Complaints against employees; right to open session
54963 Unauthorized disclosure of confidential information
HEALTH AND SAFETY CODE
1797.196 Automated external defibrillators; notification of use and locations
104420 Tobacco-free schools
120875 Information on AIDS, AIDS-related conditions, and hepatitis B
120880 Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
LABOR CODE
2800.2 Notification of availability of continuation health coverage
3550-3553 Notifications re: workers' compensation benefits
5401 Workers' compensation; claim form and notice of potential eligibility
PENAL CODE
11165.7 Child Abuse and Neglect Reporting Act; notification requirement
11166.5 Employment; statement of knowledge of duty to report child abuse or neglect
UNEMPLOYMENT INSURANCE CODE
2613 Disability insurance; notice of rights and benefits
CODE OF REGULATIONS, TITLE 2
11023 Nondiscrimination in employment
11024 Sexual harassment
11049 Notice of right to request pregnancy disability leave or transfer
11091 California Family Rights Act, designation notice
11096 Notice of right to request family care leave
CODE OF REGULATIONS, TITLE 5
4622 Uniform complaint procedures
80303 Reports of change in employment status, alleged misconduct
CODE OF REGULATIONS, TITLE 8
3204 Employees exposed to bloodborne pathogens, access to exposure and medical records

5191 Chemical hygiene plan
5193 California bloodborne pathogens standard
5194 Hazard communication program
CODE OF REGULATIONS, TITLE 13
1234 Reports regarding school buses and bus drivers
2480 Vehicle idling, limitations
UNITED STATES CODE, TITLE 38
4334 Uniformed Services Employment and Reemployment Rights Act, notice requirement
UNITED STATES CODE, TITLE 41
8101-8106 Drug-Free Workplace Act
CODE OF FEDERAL REGULATIONS, TITLE 29
825.300 Family and Medical Leave Act; notice requirement
CODE OF FEDERAL REGULATIONS, TITLE 34
84.205-84.210 Drug-free workplace statement
104.8 Nondiscrimination
106.9 Dissemination of policy, nondiscrimination on basis of sex
CODE OF FEDERAL REGULATIONS, TITLE 40
763.84 Asbestos inspections, response actions and post-response actions
763.93 Asbestos management plans
CODE OF FEDERAL REGULATIONS, TITLE 49
382.601 Controlled substance and alcohol use and testing notifications

(6/94 2/95) 7/12

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Employee Notifications

E 4112.9 4212.9, 4312.9

Personnel

I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment

Education or Other Legal Code: Education Code 231.5, Government Code 12950, 2 CCR 11024

Board Policy/Administrative Regulation #: See AR 4119.11/4219.11/4319.11

Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually to all employees and 72 hours before pesticide application

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Use of pesticide product, active ingredients, Internet address to access information

When/Whom to Notify: To all employees, prior to implementing year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public hearing on year-round implementing year-round program schedule

When/Whom to Notify: To all employees, prior to implementing alternative schedule

Education or Other Legal Code: Education Code 46162

Board Policy/Administrative Regulation #: See AR 6112

Subject: Public hearing on alternative schedule

When/Whom to Notify: To all employees

Education or Other Legal Code: Education Code 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3; See BP 0460; See BP 3260

Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When/Whom to Notify: To all employees

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Request for volunteers to be trained to administer epinephrine auto-injectors

When/Whom to Notify: At least once per year

Education or Other Legal Code: Education Code 49414.3

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Request for volunteers to be trained to administer opioid antagonist

When/Whom to Notify: To all employees

Education or Other Legal Code: Government Code 1126
Board Policy/Administrative Regulation #: See BP 4136/4236/4336
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: Prior to beginning employment
Education or Other Legal Code: Government Code 3102
Board Policy/Administrative Regulation #: See AR 4112.3/4212.3/4312.3
Subject: Oath or affirmation of allegiance required of disaster service workers

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210
Board Policy/Administrative Regulation #: See BP 4020, See BP 4159/4259/4359
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon employment
Education or Other Legal Code: Government Code 21029
Board Policy/Administrative Regulation #: None
Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter
Education or Other Legal Code: Health and Safety Code 1797.196
Board Policy/Administrative Regulation #: See AR 5141
Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: To all employees, if the district receives Tobacco-Use Prevention Education funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually to all employees, or more frequently if there is new information
Education or Other Legal Code: Health and Safety Code 120875, 120880
Board Policy/Administrative Regulation #: See AR 4119.43/4219.43/4319.43
Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To all employees, with each paycheck
Education or Other Legal Code: Labor Code 246
Board Policy/Administrative Regulation #: See AR 4161.1/4361.1 and see AR 4261.1
Subject: Amount of sick leave available

When/Whom to Notify: To covered employees and former employees
Education or Other Legal Code: Labor Code 2800.2
Board Policy/Administrative Regulation #: See AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period
Education or Other Legal Code: Labor Code 3551
Board Policy/Administrative Regulation #: See BP 4157.1/4257.1/4357.1
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment
Education or Other Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment, and when employee goes on leave for specified reasons
Education or Other Legal Code: Unemployment Insurance Code 2613
Board Policy/Administrative Regulation #: See AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: To all employees and job applicants
Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation #: See BP 0410, See BP 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: Annually to all employees
Education or Other Legal Code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

II. To Certificated Employees

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire

Education or Other Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: See AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Education or Other Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: See AR 4117.14/4317.14
Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: To certificated employees
Education or Other Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: See AR 4115, See BP 4315
Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated
Education or Other Legal Code: Education Code 44663
Board Policy/Administrative Regulation #: See AR 4115
Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee
Education or Other Legal Code: Education Code 44664
Board Policy/Administrative Regulation #: See AR 4115
Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees
Education or Other Legal Code: Education Code 44842
Board Policy/Administrative Regulation #: See AR 4112.1
Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: To certificated employees upon employment and to nonpermanent employees in July of each school year
Education or Other Legal Code: Education Code 44916
Board Policy/Administrative Regulation #: See AR 4112.1, See AR 4121
Subject: Employment status and salary

When/Whom to Notify: To probationary employees in district with ADA of 250 or more, by March 15 of employee's second consecutive year of employment
Education or Other Legal Code: Education Code 44929.21
Board Policy/Administrative Regulation #: See AR 4117.6
Subject: Whether or not employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at

any time of year or, for charge of unsatisfactory performance, during instructional year
Education or Other Legal Code: Education Code 44934, 44934.1, 44936
Board Policy/Administrative Regulation #: See BP 4118; See AR 4118
Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: See BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: See BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: See AR 4118
Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To probationary employees 30 days prior to dismissal during school year, but not later than March 15 for second- year probationary employees
Education or Other Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: See AR 4118
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Education or Other Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: See BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: On or before June 30, to temporary employee who served 75 percent of school year but will be released
Education or Other Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: See BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: To teacher, when a student engages in or is reasonably suspected of specified acts
Education or Other Legal Code: Education Code 49079

Board Policy/Administrative Regulation #: See AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct

Education or Other Legal Code: 5 CCR 80303

Board Policy/Administrative Regulation #: See AR 4117.7/4317.7

Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: To classified employee charged with mandatory leave of absence offense, in merit system district

Education or Other Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: See AR 4218

Subject: Notice of intent to dismiss in 30 days

When/Whom to Notify: When classified employee is subject to disciplinary action for cause, in nonmerit district

Education or Other Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: See AR 4218

Subject: Notice of charges, procedures, and employee rights

When/Whom to Notify: To classified employees at least 60 days prior to layoff, or by April 29 if specially funded program that expires at end of school year

Education or Other Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: See AR 4217.3

Subject: Notice of layoff and reemployment rights

When/Whom to Notify: To classified employees upon employment and upon each change in classification

Education or Other Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: See AR 4212

Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To classified permanent employee whose leave is exhausted

Education or Other Legal Code: Education Code 45192, 45195

Board Policy/Administrative Regulation #: See AR 4261.1, See AR 4261.11

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents

Education or Other Legal Code: 13 CCR 1234

Board Policy/Administrative Regulation #: See AR 3542

Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to

renew

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter

Education or Other Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: See AR 3542

Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment

Education or Other Legal Code: 49 CFR 382.601

Board Policy/Administrative Regulation #: See BP 4112.42/4212.42/4312.42

Subject: Explanation of federal requirements for drug testing program and district's policy

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract

Education or Other Legal Code: Education Code 35031

Board Policy/Administrative Regulation #: See BP 4312.1

Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position

Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: See AR 4313.2

Subject: Statement of the reasons for the release or reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year

Education or Other Legal Code: Education Code 44951

Board Policy/Administrative Regulation #: See AR 4313.2

Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: In the event of a breach of security of district records to affected employees

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: See BP 3580

Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: Prior to placing derogatory information in personnel file

Education or Other Legal Code: Education Code 44031

Board Policy/Administrative Regulation #: See AR 4112.6/4212.6/4312.6

Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: To employees who volunteer to administer epinephrine auto-injector

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To employees returning from military leave of absence, within 30 days of return

Education or Other Legal Code: Government Code 20997

Board Policy/Administrative Regulation #: See AR 4161.5/4261.5/4361.5

Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee

Education or Other Legal Code: Government Code 54957

Board Policy/Administrative Regulation #: See BB 9321

Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information

Education or Other Legal Code: Government Code 54963

Board Policy/Administrative Regulation #: See BP 4119.23/4219.23/4319.23

Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime

Education or Other Legal Code: Labor Code 3553, 5401

Board Policy/Administrative Regulation #: See BP 4157.1/4257.1/4357.1

Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification

Education or Other Legal Code: Penal Code 11105, 11105.2

Board Policy/Administrative Regulation #: See AR 4112.5/4212.5/4312.5

Subject: Copy of DOJ notification

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter

Education or Other Legal Code: 8 CCR 3204, 5193

Board Policy/Administrative Regulation #: See AR 4119.42/4219.42/4319.42

Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area where hazardous chemical are present, upon initial assignment and upon new exposure situation

Education or Other Legal Code: 8 CCR 5191

Board Policy/Administrative Regulation #: See AR 3514.1
Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area
Education or Other Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: See AR 3514.1
Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Education or Other Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: See AR 4161.5/4261.5/4361.5
Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave
Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee
Education or Other Legal Code: 29 CFR 825.300
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

(5/16 7/16) 3/17

Exhibit
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Assignment

BP 4113

Personnel

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which their preparation, certification, professional experience, and aptitude qualify them.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching English Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

(cf. 4141/4241 - Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare him/her to provide instruction in that subject.

When specifically authorized by law or regulation, the Superintendent or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual. Assignments made pursuant to Education Code 44256, 44258.2, and 44263 shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. 3580 - District Records)

The Superintendent or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's credential authorization through a local teaching assignment option. Whenever district misassignments and vacancies are reviewed by the County Superintendent of Schools or CTC, as applicable, the Superintendent or designee shall report the results to the Board and shall provide recommendations for remedying any identified issues.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Equitable Distribution of Qualified Teachers

The Superintendent or designee shall ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. He/she shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4114 - Transfers)
(cf. 4131 - Staff Development)
(cf. 4131.1 - Teacher Support and Guidance)
(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

33126 School accountability report card
35035 Additional powers and duties of superintendent
35186 Complaint process
37616 Assignment of teachers to year-round schools
44225.6 Commission report to the legislature re: teachers
44250-44277 Credentials and assignments of teachers
44314 Subject matter programs, approved subjects
44824 Assignment of teachers to weekend classes
44955 Reduction in number of employees

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

80003-80005 Credential authorizations
80020-80020.5 Additional assignment authorizations
80335 Performance of unauthorized professional services
80339-80339.6 Unauthorized certificated employee assignment

UNITED STATES CODE, TITLE 20

6311 State plan
6312 Local educational agency plans
6601-6651 Teacher and Principal Training and Recruiting Fund

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California State Plan to Ensure Equitable Access to Excellent Educators
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual - Updates and Revisions, May 2014
The Administrator's Assignment Manual, rev. September 2007
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May
4, 2016
Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
U.S. Department of Education: <http://www.ed.gov>

(11/04 3/09) 7/16

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Assignment

AR 4113

Personnel

Assignment to Departmentalized Classes Outside Credential Authorization

Any holder of a credential other than an emergency permit may be assigned, with his/her consent, to teach departmentalized classes in grades K-12 regardless of the designations on his/her teaching credential, provided that their subject matter knowledge is verified prior to the assignment. (Education Code 44258.3)

Procedures for verifying a teacher's subject matter knowledge shall be developed and implemented by the Superintendent or designee with the involvement of appropriate subject matter specialists, including curriculum specialists, resource teachers, classroom teachers certified to teach the subject, staff assigned to regional subject matter projects or curriculum institutes, or college faculty. (Education Code 44258.3)

Procedures to be used for this purpose shall specify: (Education Code 44258.3)

1. One or more of the following ways in which subject matter competence shall be assessed:
 - a. Observation by subject matter specialists
 - b. Oral interviews
 - c. Demonstration lessons
 - d. Presentation of curricular portfolios
 - e. Written examinations
2. Specific criteria and standards for verifying subject matter knowledge by any of the above methods. These criteria shall include, but need not be limited to, evidence of the individual's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject and the specific content of the district's course of study for the subject at the grade level to be taught.

(cf. 4115 - Evaluation/Supervision)

Whenever a teacher is assigned to teach departmentalized classes pursuant to Education Code 44258.3, the Superintendent or designee shall notify the exclusive representative of the district's certificated employees. (Education Code 44258.3)

(cf. 4140/4240/4340 - Bargaining Units)

(3/01 3/04) 3/09

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Evaluation/Supervision

BP 4115

Personnel

The Governing Board believes that regular, comprehensive evaluations designed to hold instructional staff accountable for their performance are key to improving their teaching skills and raising students' levels of achievement.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4315 - Evaluation/Supervision)

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance and encourages them to take initiative to request assistance as necessary, including participation in appropriate staff development and/or individualized teacher support and guidance programs.

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

The Superintendent or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code 44662)

1. Students' progress toward meeting district standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

2. The instructional techniques and strategies used by the employee

3. The employee's adherence to curricular objectives

4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

With the agreement of the exclusive representative of the certificated staff when applicable, the Superintendent or designee may incorporate objective standards from the National Board for Professional Teaching Standards and/or the California Standards for the Teaching Profession into district evaluation standards.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4140/4240/4340 - Bargaining Units)

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code 44662)

Noninstructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code 44662)

The Superintendent or designee shall ensure that evaluation ratings have uniform meaning and are uniformly applied throughout the district.

Legal Reference:

EDUCATION CODE

33039 State guidelines for teacher evaluation procedures

35171 Availability of rules and regulations for evaluation of performance

44660-44665 Evaluation and assessment of performance of certificated employees (the Stull Act)

GOVERNMENT CODE

3543.2 Scope of representation

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

(7/00 11/03) 8/14

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Evaluation/Supervision

AR 4115

Personnel

Evaluation of certificated employees shall be conducted in accordance with the procedures established in this administrative regulation and applicable collective bargaining agreements. To the extent that any of those provisions conflict, the procedures in the collective bargaining agreement shall be implemented.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Frequency of Evaluations

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code 44664)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.6 - Decision Not to Rehire)

Each certificated employee with permanent status shall be evaluated and assessed at least every other year. If the employee receives an unsatisfactory evaluation, he/she shall be annually evaluated until he/she achieves a positive evaluation or is separated from the district. (Education Code 44664)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

Alternatively, a permanent employee who has been employed by the district at least 10 years and who was rated in his/her previous evaluation as meeting or exceeding standards shall be evaluated at least every five years, if he/she and the evaluator so agree. Either the evaluator or the employee may withdraw consent for the alternative schedule at any time. (Education Code 44664)

Evaluation Results

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Noninstructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and noninstructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Governing Board pursuant to Education Code 44662, the Superintendent or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Superintendent or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

Qualifications of Evaluators

The Superintendent or designee shall assign the principal or other appropriate supervisory personnel to evaluate certificated staff. He/she shall ensure that the evaluator:

1. Possesses a valid administrative credential
2. Is competent in the instructional methodologies used by the teachers being evaluated
3. Is skilled in the supervision of instruction and in techniques and procedures related to the evaluation of instruction
4. Is familiar with district curriculum priorities and practices, district standards for student progress, and district policies and procedures related to personnel supervision, performance evaluation, and staff development

(11/07 8/14) 7/16

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Probationary/Permanent Status

BP 4116

Personnel

Probationary Status

Probationary employees shall receive training, assistance and evaluations consistent with their needs as new teachers. Such training and assistance may consist of inservice training and/or meetings with the employee's evaluator to discuss areas of strength and areas requiring improvement. Inservice training may be provided during school hours as part of a comprehensive staff development program.

The performance of each probationary employee shall be evaluated and assessed at least once every school year.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Permanent Status

Note: The following optional paragraph is for use by districts with 250 ADA or more and those districts with less than 250 ADA that grant permanent status.

Granting of permanent status shall be based on completion of the probationary period in accordance with applicable law. Employees granted permanent status acquire specific rights under the Education Code, including those relating to discipline and dismissal. (Education Code 44932-44988)

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44466 Status of university interns

44850.1 No tenure in administrative or supervisory position

44885.5 Status of district interns

44908 Complete year for probationary employees

44911-44913 Service not computed in eligibility for permanent status

44915 Classification of probationary employees

44917-44921 Status of substitute or temporary employees

- 44929.20 Continuing contracts (not to exceed four years - ADA under 250)
- 44929.21 Districts of 250 ADA or more
- 44929.23 Districts with less than 250 ADA
- 44929.28 Employment by another district
- 44930-44988 Resignations, dismissals and leaves of absence, especially:
- 44948.2 Election to use provisions of Section 44948.3
- 44948.3 Dismissal of probationary employees

(2/91 10/95) 2/98

Administrative Regulation

Probationary/Permanent Status

AR 4116
Personnel

Permanent Status (Districts with Less than 250 ADA)

A probationary teacher who has been employed by the district in a position or positions requiring certification for three complete consecutive school years and is then rehired for the next succeeding school year may become a permanent employee at the beginning of the fourth year. This grant of permanent status may only be made specifically by and at the discretion of the Board. (Education Code 44929.23)

- (cf. 4115 - Evaluation/Supervision)
- (cf. 4117.6 - Decision Not to Rehire)
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4121 - Temporary/Substitute Personnel)

Permanency Achieved in Other Districts

Interns

A person employed as a district or university intern shall be classified as a probationary employee. Following completion of the internship, if he/she is reelected by the district to serve in a position requiring certification qualifications for the next succeeding school year, he/she shall continue to be classified as a probationary employee during that year. (Education Code 44466, 44885.5)

- (cf. 4112.21 - Interns)

(10/95) 2/98

Regulation
adopted: March 2018

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Preretirement Part-Time Employment

AR 4117.11 4317.11

Personnel

When the Governing Board has adopted the reduced workload program, any certificated employee may reduce his/her workload from full time to part time in accordance with applicable law, district regulations, and collective bargaining agreement.

Any such certificated employee who is a member of the defined benefit program of the California State Teachers' Retirement System (STRS) may continue to receive the service credits and maintain the retirement and health and welfare benefits that he/she would have received if employed on a full-time basis, provided the following conditions exist: (Education Code 22713, 44922)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

1. The option to reduce the employee's workload shall be exercised at the request of the employee and the agreement to reduce the workload shall be in effect at the beginning of the school year.
2. Prior to the reduction in workload, the employee shall have a minimum of 10 years of credited service, of which the immediately preceding five years shall be full-time employment.
3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences from full-time employment for personal reasons shall not constitute a break in service. However, any period of time during which an employee is retired shall constitute a break in service and the employee shall be required to be employed to perform creditable service on a full-time basis for at least five school years preceding the workload reduction if he/she reinstates from retirement.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

4. The employee shall have reached the age of 55 years prior to the workload reduction.
5. The employee shall not hold a position with a salary above that of a school principal.
6. The reduced workload shall be equal to at least one-half of the time the district requires for full-time employment, in accordance with Education Code 22138.5, pursuant to the employee's contract of employment during his/her last year of full-time employment preceding the reduction in workload.
7. The employee shall be paid compensation that is the pro rata share of the creditable compensation he/she would have earned had he/she not reduced his/her workload.

8. For each school year that the employee's workload is reduced, the district and/or employee shall make any payment or contribution necessary for the employee's retention of a benefit to which he/she is entitled if employed full time, in the same manner as if the employee were employed full time.

9. The agreement may be revoked only by mutual consent of the employee and the district.

However, an employee who has entered into a formalized agreement with the district to have his/her contribution into the defined benefit program paid (picked up) by the district may not terminate the agreement to reduce his/her workload except by one of the following:

a. Terminating his/her service

b. Retiring from service under the defined benefit program

c. Continuing to perform creditable service under a new reduced workload arrangement for at least one-half of the time the district requires for full-time employment in accordance with Education Code 22138.5

d. Returning to full-time employment

10. The period of the reduced workload shall not exceed 10 years.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility in conjunction with the administrative staff of STRS and/or the Public Employees' Retirement System. (Education Code 22713)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

After determining that it is in the best interest of the district, the Board may allow any certificated employee who is not eligible to reduce his/her workload pursuant to Education Code 22713 or 44922 to reduce his/her workload from full time to part time. In any such case, the Board shall specify the terms and conditions under which the reduction in workload shall take place.

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition

22138.5 Full-time, definition

22713 Part-time employment; reduction of workload from full-time; credit

22903 Payment of contributions by employer for tax deferred purposes

44922 Regulations; reduction to part-time employment

44924 Regulations; prohibition against waiver of benefits

GOVERNMENT CODE

21110-21120 Reduced workload, partial service retirement under PERS

53201 Health and welfare benefits: election by officers and employees

COURT DECISIONS

Praiser v. Biggs Unified School District (2001) 87 Cal.App.4th 398

United Teachers-Los Angeles v. Los Angeles Unified School District (1994) 24 Cal.App.4th 1510

Management Resources:

WEB SITES

California Public Employees' Retirement System: <http://www.calpers.ca.gov>

California State Teachers' Retirement System: <http://www.calstrs.com>

(11/09 11/10) 11/11

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Early Retirement Option

BP 4117.13 4317.13

Personnel

When it is beneficial to the district, the Governing Board may offer certificated employees the option to retire early in accordance with law.

Two Years of Service Credit Retirement Incentive

As an incentive to early retirement for certificated employees participating in the State Teachers' Retirement System (STRS), the Board may offer such employees an additional two years of service credit. (Education Code 22714, 44929)

Before taking formal action to approve this service incentive, the Board shall determine that encouraging early retirement would be in the best interest of the district due to the curtailment of services or changes in the manner in which services are performed and that the retirement will result in a net savings to the district. The Board shall demonstrate and certify to the County Superintendent of Schools that the formal action taken would result in a net savings to the district. (Education Code 22714, 44929)

The Board may also consider the impact of the early retirement option on the staffing needs of district schools.

To be eligible for the two years of service credit option, the employee must have five or more years of service credit and must retire during a period of 60 to 120 days after the Board takes formal action to implement the option. (Education Code 22714)

Legal Reference:

EDUCATION CODE

22714 Service credit under STRS; additional two years

44929 Service credit under STRS; additional two years

COURT DECISIONS

United Teacher of Los Angeles v. Los Angeles Unified School District (1994) 24 Cal.App. 4th 1510

Management Resources:

CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM PUBLICATIONS

Retirement Incentive Program, Frequently Asked Questions

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

(3/04 7/06) 5/16

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Postretirement Employment

AR 4117.14 4317.14

Personnel

When necessary, the Governing Board may hire a qualified retired certificated individual who possesses the knowledge and experience needed to perform creditable service for the district as an employee, the employee of a third party, or an independent contractor/consultant, provided that all applicable restrictions specified by the California State Teachers' Retirement System (CalSTRS) are met. Applicable CalSTRS restrictions include, but are not limited to, a requirement that a retired member be paid compensation comparable to that for active employees for comparable duties and prohibitions against the hiring of a retired member within 180 days of his/her retirement and for the classified service, except as an aide pursuant to Education Code 45134. Additional restrictions and rules may apply to other employment situations, such as when CalSTRS retired members are employed as employees of third parties, independent contractors, or consultants. The Superintendent or designee should consult legal counsel when dealing with such employment situations. (Education Code 22119.5, 22164.5, 24214, 24214.5)

(cf. 3600 - Consultants)

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4112 - Appointment and Conditions of Employment)

Any retired member of the defined benefit program of CalSTRS who is hired by the district to perform retired member activities as defined pursuant to Education Code 22164.5 shall be paid at an annualized rate of pay that shall not be below the minimum or exceed the maximum paid to other district employees performing comparable duties. However, such a retired individual shall not make contributions to the CalSTRS retirement fund or accrue service credit based on compensation earned from the retired member activity. (Education Code 24214)

No retired member of the CalSTRS defined benefit program shall be hired by the district for at least 180 calendar days after his/her retirement from service, unless he/she has attained the normal retirement age and qualifies for an exemption to the 180-day waiting period. To seek this exemption, the Board shall, during the open session of a Board meeting, adopt a resolution which shall include the following information and findings: (Education Code 24214.5)

1. A statement expressing the Board's intent to seek an exemption to the 180-day waiting period
2. A description of the nature of the employment of the retiree
3. A finding that the retiree has reached the normal retirement age
4. A finding that the appointment of the retiree is necessary to fill a critically needed position before the 180-day waiting period has passed

5. A finding that the retired individual did not receive additional service credit pursuant to Education Code 22714 or 22715 or any financial inducement to retire. Financial inducement to retire shall include, but is not limited to, cash or any form of compensation or other payment directly or indirectly paid by any public employer to the retired individual before or after his/her retirement, if the individual retires for service on or before a specific date or range of dates established by the public employer on or before the date the inducement is offered

6. A finding that the retired individual's termination of employment with the district is not the basis for the need to acquire the services of the retired individual

The resolution shall not be adopted through the Board's consent agenda. (Education Code 24214.5)

(cf. 9320 - Meetings and Notices)

When employing a retired individual who is eligible for exemption from the 180-day waiting period, the Superintendent or designee shall submit all required documentation to substantiate eligibility for the exemption to CalSTRS before the retired member begins performing any retired member activities. The Superintendent or designee may contact

CalSTRS to request information as to whether the retired member qualifies for the exemption after 30 days of submitting the required documentation to CalSTRS. (Education Code 24214.5)

Postretirement Compensation Limitation, Notice, and Report

All CalSTRS retirees performing creditable service for the district shall be subject to the applicable CalSTRS earnings limit. Monies earned in excess of the limit may subject the CalSTRS retiree to a reduction in his/her retirement allowance. Compensation subject to the earnings limitation includes, but is not limited to, salary or wages, deferred compensation plans, purchase of an annuity contract, tax-deferred retirement plan or insurance program, and other plans or contributions when the cost is covered by a district. (Education Code 22119.5, 22164.5, 24214)

Whenever the district retains the services of a CalSTRS retiree as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the postretirement earnings limitation or employment restriction set forth in Education Code 22714, 24214, or 24214.5 or any other applicable law

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

2. Maintain accurate records of the retired individual's compensation and report it monthly to CalSTRS and the individual, regardless of the method of payment or the fund from which the payments are made

Legal Reference:

EDUCATION CODE

- 22119.5 Creditable service, definition
- 22131 Employer; employing agency, definition
- 22164.5 Retired member activities, definition
- 22461 Notice of earnings limitation
- 22714 Encouragement of retirement
- 22715 Additional service credit
- 22716 Unpaid services
- 24214 Creditable service by retiree
- 24214.5 Postretirement compensation limit; members below normal retirement age
- 26113 Creditable service, definition
- 35046 Consultancy contracts
- 44830 Employment of certificated employees
- 44830.3 Employment of district interns
- 44929 Service credit under STRS; additional two years
- 44929.1 2+2 service and year credit option under STRS
- 45134 Age limits

CODE OF REGULATIONS, TITLE 5

- 27000-27009 Penalties and interests for late remittances and late and unacceptable reporting by employers

Management Resources:

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

(11/10 4/13) 4/14

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Resignation

BP 4117.2 4217.2, 4317.2

Personnel

Any district employee who desires to resign his/her position shall submit, in writing, a letter of resignation which indicates the date which the employee intends as his/her last day at work. The Governing Board encourages employees to provide advance notice that is appropriate for the position they hold.

The Board authorizes the Superintendent or designee to accept an employee's written resignation and to set its effective date. Once the Superintendent or designee has accepted and set an effective date for this resignation, the resignation may not thereafter be withdrawn by the employee.

The effective date of the resignation shall be a date not later than the close of the school year during which the resignation is received. However, an employee and the Board may agree that a resignation will be accepted at a mutually agreed upon date not later than two years beyond the close of the school year during which the resignation is received by the Board. (Education Code 44930, 45201)

(cf. 4117.7/4317.7- Employment Status Reports)

Legal Reference:

EDUCATION CODE

35161 Board delegation of any powers or duties

44420 Failure to fulfill contract as ground for suspension of diplomas and certificates

44433 Unauthorized departure from service as unprofessional conduct

44930 Acceptance and date of resignation

45201 Power to accept resignation

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

COURT DECISIONS

American Federation of Teachers, Local #1050 v. Board of Education of Pasadena Unified School District, (1980) 107 Cal.App.3d 829

(10/96 11/99) 7/01

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Personnel Reduction

BP 4117.3
Personnel

The Governing Board may reduce the number of probationary and permanent certificated employees when, in its opinion, any of the following conditions makes such reduction necessary:

1. Average daily attendance (ADA) in all of the schools in the district during the first six months of the school year has declined below the level for the same period in either of the previous two school years. (Education Code 44955)
2. A particular kind of service is to be reduced or discontinued not later than the beginning of the following school year. (Education Code 44955)
3. Attendance in the district will decline in the following year as a result of the termination of an interdistrict tuition agreement. (Education Code 44955)
4. An amendment of state law requires modification of the curriculum. (Education Code 44955)
5. During the time period between five days after the enactment of the Budget Act and August 15 of that fiscal year, the Board determines that the district's total revenue limit per ADA for the fiscal year of that Budget Act has not increased by at least two percent. (Education Code 44955.5)

Determination of the Order of Layoffs

When it is necessary to reduce the number of certificated employees for any of the reasons listed above, the services of employees shall be terminated in the inverse of the order in which they were employed by the district in probationary status, except as otherwise authorized by law. (Education Code 44844, 44955)

The Superintendent or designee shall maintain the seniority list for this purpose and shall make it available upon request.

Unless otherwise provided by law, a permanent employee shall have the right to be retained over a probationary employee or any employee with less seniority if the position is one for which he/she is certificated and competent to render service. (Education Code 44955)

- (cf. 4112.2 - Certification)
- (cf. 4112.22 - Staff Teaching English Learners)
- (cf. 4112.23 - Special Education Staff)
- (cf. 4113 - Assignment)
- (cf. 4116 - Probationary/Permanent Status)

To determine the order of termination between employees who first rendered paid service on the same date, the Board shall rank order those employees solely on the basis of the needs of the district and students. Upon the request of an employee whose order of termination is to be determined based on such ranking, the Board shall furnish the employee, no later than five days prior to the commencement of the administrative hearing on the layoff, a written statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking the employee relative to the other employees in the group. (Education Code 44955)

The district may deviate from terminating certificated employees in order of seniority for either of the following reasons: (Education Code 44955, 44956)

1. To fill a demonstrated specific need for personnel to teach a specific course or courses of study, or to provide services authorized by a services credential with a specialization in either student personnel services or health for a school nurse, when the certificated employee has the necessary special training and experience which others with more seniority do not possess
2. To maintain or achieve compliance with constitutional requirements related to equal protection of the law

Notice and Hearing Rights

When it becomes necessary to reduce the number of permanent and/or probationary employees pursuant to Education Code 44955 as specified in items #1-4 above, the district shall give notice to the affected employees, no later than March 15, stating the reasons for the action and the employees' right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 44949, 44955, and other applicable provisions of law.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

When an employee has requested a hearing before an administrative law judge regarding the reduction or discontinuation of services, the Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations of the administrative law judge shall be binding on the Board. (Education Code 44949)

The Board may conduct its own hearing, adopt the administrative law judge's proposed decision, refer the case back to the administrative law judge for additional evidence, or reject or modify the proposed decision and make its own determination based upon its review of the record.

Following the Board's decision, the Superintendent or designee shall give final notice, in the manner specified, to the affected employees before May 15 unless the parties agree otherwise in accordance with procedures required by law. (Education Code 44955)

When layoffs become necessary pursuant to Education Code 44955.5 as specified in item #5 above, layoff proceedings shall be carried out as required by law but in accordance with a

schedule of notice and hearing adopted by the Board. (Education Code 44955.5)

Reappointment

If the number of employees is increased or the discontinued service reestablished, permanent certificated employees shall have the right to reappointment, in order of seniority, for 39 months from the date of termination. Probationary certificated employees shall have the same right for 24 months after being terminated, subject to the prior reappointment rights of permanent employees. (Education Code 44846, 44956, 44957)

During the period of the preferred right to reappointment, permanent certificated employees shall, in the order of original employment, be offered first opportunity for substitute service during the absence of any employee who has been granted a leave of absence or who is temporarily absent from duty. Such substitute service may be terminated upon the return to duty of the other employee. Such substitute service shall not affect the retention of the employees' previous classification and rights. Probationary certificated employees shall have the same right to substitute service during the period of preferred right to reappointment to the extent required by law, subject to the rights of permanent certificated employees. (Education Code 44918, 44956, 44957)

(cf. 4121 - Temporary/Substitute Employees)

Before reappointing any certificated employee to teach a subject which he/she has not previously taught and for which he/she does not have a teaching credential or which is not within the employee's major area of postsecondary study, the Board shall require the employee to pass a subject matter competency test in the appropriate subject. (Education Code 44956)

Reappointed certificated employees shall not be subject to any requirements that were not imposed on employees who continued in service. Their period of absence shall be treated as a leave of absence and not considered a break in the continuity of their service. (Education Code 44956, 44957)

Legal Reference:

EDUCATION CODE

44830 Employment of certificated persons
44949 Dismissal of probationary employees
44955 Reduction in number of permanent employees
44955.5 Termination of certificated employees
44956-44959.5 Rights of employees

GOVERNMENT CODE

3543.2 Scope of representation

UNEMPLOYMENT INSURANCE CODE

1089 Notification of unemployment insurance benefits

CODE OF REGULATIONS, TITLE 22

1089-1 Notification of unemployment insurance benefits

COURT DECISIONS

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Association v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260

Cousins v. Weaverville Elementary School District, (1994) 24 Cal.App.4th 1846

Forker v. Board of Trustees, (1984) 160 Cal.App.3d 13

Moreland Teachers Assoc. v. Kurze, (1980) 109 Cal.App.3d 648

King v. Berkeley Unified School District, (1979) 89 Cal.App.3d 1016

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

(10/94 7/07) 8/14

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Employment Status Reports

AR 4117.7 4317.7

Personnel

The Superintendent shall report to the Commission on Teacher Credentialing (CTC) any change in the employment status of a certificated employee who, while working in a position requiring a credential and as a result of an allegation of misconduct or while an allegation of misconduct is pending: (Education Code 44030.5, 44242.5; 5 CCR 80303)

1. Is dismissed or nonreelected

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

2. Resigns

(cf. 4117.2/4217.2/4317.2 - Resignation)

3. Is suspended or placed on unpaid administrative leave for more than 10 days as a final adverse employment action

4. Retires

5. Is otherwise terminated by a decision not to employ or reemploy

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

This report is not required when the change in employment status is due solely to unsatisfactory performance pursuant to Education Code 44932 or a reduction in force pursuant to Education Code 44955-44958. (Education Code 44030.5, 44242.5; 5 CCR 80303)

(cf. 4115 - Evaluation/Supervision)

(cf. 4117.3 - Personnel Reduction)

When required, the report of a change in employment status shall be submitted not later than 30 days after the employment action. The report shall be made using a form provided by the CTC and shall include all known information about each alleged act of misconduct by the employee. The report shall contain the name and current address of the certificated employee, name of the district, last school or district assignment, an explanation of the allegation of misconduct or pending allegation of misconduct, current contact information for all persons who may have information relating to the alleged misconduct, and any and all documentation related to the case.

(Education Code 44030.5; 5 CCR 80303)

Upon a change in employment status as a result of alleged misconduct or while an allegation of misconduct is pending, the Superintendent shall, in writing, inform the employee of the contents of 5 CCR 80303. (5 CCR 80303)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Additional Reports of Employee Misconduct

The Superintendent or designee shall submit a report to the CTC, using a form provided by the CTC and attaching all relevant documents, whenever:

1. An employee, by complaint, information, or indictment filed in court, is charged with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940. (Education Code 44242.5, 44940, 44940.5)

Not later than 10 days after receipt of such a complaint, information, or indictment regarding an employee, the Superintendent or designee shall forward a copy of the received documents to the CTC. In addition, he/she shall report to the CTC any action taken in connection with extending the employee's mandatory leave beyond the initial period. (Education Code 44940, 44940.5)

If the offense results in a change in employment status, the Superintendent shall submit an employment status report in addition to the report of the mandatory leave of absence offense.

2. An employee refuses, without good cause, to fulfill a valid employment contract, or departs from district service without the consent of the Superintendent or Governing Board. (Education Code 44242.5, 44420)

As appropriate, the Superintendent or designee also shall notify the CTC of any of the following:

1. A complaint filed with the district regarding a certificated employee's alleged sexual misconduct (Education Code 44242.5)

The notice to the CTC shall contain all of the following information: (5 CCR 80304)

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age, and address of each victim of the alleged sexual misconduct
- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.7 - Sexual Harassment)

2. An employee's knowing and willful use of school records of student data in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the certificated employee or in which the certificated employee is an employee (Education Code 44242.5, 44421.1)

(cf. 5125 - Student Records)

3. An employee's knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program (Education Code 44242.5, 44421.5)

4. An employee's subversion or attempt to subvert any licensing examination or the administration of an examination (Education Code 44242.5, 44439)

Legal Reference:

EDUCATION CODE

44009 Conviction of specified crimes
44010 Sex offense, definitions
44011 Controlled substance offense, definitions
44030.5 Employment status reports
44225 Powers and duties of the CTC
44242.5 Reports and review of alleged misconduct
44420-44440 Adverse actions by CTC against credential holder
44932 Causes for dismissal
44940 Sex offenses and narcotic offenses; compulsory leave of absence
44940.5 Compulsory leave of absence
44955-44958 Reduction in force
CODE OF REGULATIONS, TITLE 5
80303 Reports of change in employment status, alleged misconduct
80304 Notice of sexual misconduct

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2013

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(3/02 11/08) 4/14

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Civil And Legal Rights

BP 4119.1 4219.1, 4319.1

Personnel

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the employee's performance of his/her duties.

An employee's personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not violate law, Board policy, or administrative regulation.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. In addition, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be disciplined or retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search district property under an employee's control.

(cf. 3515 - Campus Security)
(cf. 4040 - Employee Use of Technology)

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.8)

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against him/her, in accordance with Education Code 44114.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4144/4244/4344 - Complaints)

Protection Against Liability

No employee shall be liable for harm caused by his/her act or omission when he/she is acting within the scope of employment or district responsibilities; when the employee's act or omission is in conformity with federal or state law, district policy, or administrative regulation; or when the employee's act or omission is in furtherance of an effort to control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school.

(cf. 3320 - Claims and Actions Against the District)

(cf. 9260 - Legal Protection)

The protection against liability shall not apply when:

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed.
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
3. The employee was not properly licensed, if required, by state law for such activities.
4. The employee was found by a court to have violated a federal or state civil rights law.

5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.
7. The misconduct involved a sexual offense for which the employee has been convicted in a court.
8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

7050-7058 Political activities of school officers and employees

44040 Discrimination based on employee's appearance before certain boards or committees

44110-44114 Reporting by school employees of improper governmental activity

48907 Student freedom of expression; employee's protection of student rights

48950 Speech and other communication

49091.24 Teacher rights to refuse evaluation/survey of personal life

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

815.3 Intentional torts

820-823 Tort claims act

825.6 Indemnification of public entity

3540.1 Public employment definitions

3543.5 Interference with employee's rights prohibited

12650-12656 False claims actions

12940-12951 Discrimination prohibited; unlawful practices

LABOR CODE

1102.5-1106 Whistleblower protections

UNITED STATES CODE, TITLE 18

16 Crime of violence defined

UNITED STATES CODE, TITLE 20

6731-6738 Teacher liability protection

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

COURT DECISIONS

Hartnett v. Crosier, (2012) 205 Cal.App.4th 685
Johnson v. Poway Unified School District, (2011) 658 F.3d 954
Ohton v. CSU San Diego, (2007) 56 Cal.Rptr.3d 111
Garcetti v. Ceballos, (2006) 543 U.S. 1186
O'Conner v. Ortega, (1987) 480 U.S. 709
New Jersey v. T.L.O., (1985) 468 U.S. 325

Management Resources:

WEB SITES

California Attorney General: <http://www.oag.ca.gov>

(3/04 7/07) 7/12

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Sexual Harassment

BP 4119.11 4219.11, 4319.11

Personnel

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state

financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

(12/15 12/16) 3/18

Administrative Regulation

Sexual Harassment

AR 4119.11 4219.11, 4319.11

Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment. Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

(12/16 3/16) 3/18

Regulation
adopted: June 2018

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Professional Standards

BP 4119.21 4219.21,4319.21

Personnel

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of district students.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 4158/4258/4358 - Employee Security)

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians,

staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

44050 Employee code of conduct; interaction with students

44242.5 Reports and review of alleged misconduct

48980 Parental notifications

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Educational Leaders, February 2014

California Standards for the Teaching Profession, 2009

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Professional Standards for Educational Leaders, 2015

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WESTED PUBLICATIONS

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>
California Teachers Association: <http://www.cta.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Council of Chief State School Officers: <http://www.ccsso.org>
WestEd: <http://www.wested.org>

(7/09 7/12) 12/17

Policy
adopted: April 2018

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Professional Standards

E 4119.21

Personnel

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I. Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:

- a. Exclude any student from participation in any program
- b. Deny benefits to any student
- c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent his/her professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a noneducator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 1975

(3/91) 11/01

Exhibit
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Dress And Grooming

BP 4119.22 4219.22, 4319.22

Personnel

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5132 - Dress and Grooming)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12949 Dress standards, consistency with gender identity

COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

WEB SITES

Public Employment Relations Board: <http://www.perb.ca.gov>

(9/91) 7/04

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Unauthorized Release Of Confidential/Privileged Information

BP 4119.23 4219.23, 4319.23

Personnel

The Governing Board recognizes the importance of keeping confidential information confidential. Staff shall maintain the confidentiality of information acquired in the course of their employment. Confidential/privileged information shall be released only to the extent authorized by law.

Disclosure of Closed Session Information

An employee shall not disclose confidential information acquired by being present during a closed session to a person not entitled to receive such information, unless the Board authorizes disclosure of that information. (Government Code 54963)

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

An employee who willfully discloses confidential information acquired during a closed session may be subject to disciplinary action if he/she has received training or notice as to the requirements of this policy. (Government Code 54963)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall provide all employees who attend closed sessions a copy of this policy. New employees who may attend closed sessions shall also receive a copy of this policy.

The district shall not take disciplinary action against any employee for disclosing confidential information acquired in a closed session, nor shall the disclosure be considered a violation of the law or Board policy, when the employee is: (Government Code 54963)

1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a Board action that has been the subject of deliberation during a closed session

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

2. Expressing an opinion concerning the propriety or legality of Board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action
3. Disclosing information that is not confidential

Other Disclosures

An employee who willfully releases confidential/privileged information about the district, students or staff shall be subject to disciplinary action.

No employee shall disclose confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the employee.

- (cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
- (cf. 4112.6/4212.6/4312.6 - Personnel Files)
- (cf. 4143/4243 - Negotiations/Consultation)
- (cf. 5125 - Student Records)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 6164.2 - Guidance/Counseling Services)

Any action by an employee which inadvertently or carelessly results in release of confidential/privileged information shall be recorded, and the record shall be placed in the employee's personnel file. Depending on the circumstances, the Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

Legal Reference:

EDUCATION CODE

- 35010 Control of district; prescription and enforcement of rules
- 35146 Closed sessions
- 35160 Authority of governing boards
- 44031 Personnel file contents and inspection
- 44932 Grounds for dismissal of permanent employees
- 44933 Other grounds for dismissal
- 45113 Rules and regulations for classified service
- 49060-49079 Pupil records

GOVERNMENT CODE

- 1098 Public officials and employees: confidential information
- 6250-6270 Inspection of public records
- 54950-54963 Brown Act

UNITED STATES CODE, TITLE 20

- 1232g Family Education Rights and Privacy Act

Management Resources:
WEB SITES
CSBA: <http://www.csba.org>

(5/87 3/88) 7/03

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Political Activities Of Employees

BP 4119.25 4219.25, 4319.25

Personnel

The Governing Board respects the right of school employees to engage in political discussions and activities on their own time and at their own expense. On such occasions, employees shall make it clear that they are acting as individuals and not as representatives of the district.

(cf. 1160 - Political Processes)

Like other community members, employees may use school facilities for meetings under the Civic Center Act.

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited activities identified in law and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

(cf. 1325 - Advertising and Promotion)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

7050-7057 Political activities of school officers and employees

38130-38139 Civic Center Act

51520 Prohibited solicitations on school premises

GOVERNMENT CODE

3543.1 Rights of employee organizations

COURT DECISIONS

Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003

California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383

L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 106 (2001)

84 Ops.Cal.Atty.Gen. 52 (2001)

77 Ops.Cal.Atty.Gen. 56 (1994)

PERB RULINGS

California Federation of Teachers, Local 1931 v. San Diego Community College District (2001)

PERB Order #1467 (26 PERC 33014)

Management Resources:

CSBA PUBLICATIONS

Political Activities of School Districts: Legal Issues, 1998, revised 2001

WEB SITES

CSBA: <http://www.csba.org>

Office of the Attorney General, Dept. of Justice: <http://caag.state.ca.us/>

Public Employment Relations Board: <http://www.perb.ca.gov>

(6/96 6/98) 7/02

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Political Activities Of Employees

AR 4119.25 4219.25, 4319.25

Personnel

District employees shall not:

1. Use district funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including any candidate for election to the Governing Board (Education Code 7054)

(cf. 1160 - Political Processes)

2. During working hours and on district property, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)

3. During working hours and on district property, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures

4. Use district time to urge the passage or defeat of any ballot measure or candidate

5. Use district equipment for the preparation or reproduction of political campaign materials, even if the district is reimbursed

(cf. 3512 - Equipment)

6. Post or distribute political campaign materials on district property

7. Disseminate political campaign materials through the district's mail service, e-mail or staff mailboxes

(cf. 4040 - Employee Use of Technology)

8. Use students to write, address or distribute political campaign materials

9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of opposing views

(cf. 6144 - Controversial Issues)

10. Wear buttons or articles of clothing that express political opinions on ballot measures or candidates during instructional time

However, teachers shall not be prohibited from wearing political buttons during noninstructional

time, such as Back-to-School Night.

Nothing in Board policy or administrative regulation shall be construed to prevent employees from soliciting or receiving funds or contributions for political purposes during nonworking time, including before and after school, the lunch period or other scheduled work intermittency during the school day. (Education Code 7056)

Employee Organizations

Employee organizations may use district mailboxes and other means to communicate with employees, subject to reasonable regulation. Employee organizations may have access at reasonable times to areas in which employees work; may use institutional bulletin boards, mailboxes, and other means of communication and may use district facilities at reasonable times for the purpose of meetings. (Government Code 3543.1)

However, employee organizations shall not use district funds, services, supplies or equipment, such as the district mail system, to urge the passage or defeat of any ballot measure or candidate, including any candidate for election to the Board (Education Code 7054)

(cf. 4140/4240/4340 - Bargaining Units)

Access to district communication channels shall be limited in cases where such access would be disruptive to district operations.

In the event of a concerted action or work stoppage, political activities by employee organizations and individual employees shall be restricted to peaceful informational picketing and other activities allowed by law.

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

(6/96 6/98) 7/02

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Employees With Infectious Disease

BP 4119.41 4219.41, 4319.41

Personnel

The Governing Board desires to promote the health of district students and staff in order to reduce absenteeism and enhance employee and student performance. The Superintendent or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at district schools.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, bloodborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

In accordance with law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

To prevent the outbreak or spread of infectious diseases, the Superintendent or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the district's emergency preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.31 - Immunizations)

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable infectious disease. In addition, a school nurse or other health care provider who knows of or is in attendance on a case or suspected case of any of the diseases or conditions listed in 17 CCR 2500 shall make a report to the local health officer. If no health care provider is in attendance, any individual having knowledge of a person who is suspected to be suffering from one of the specified diseases or conditions may make a report to the local health officer. (17 CCR 2500, 2508)

(cf. 5141.6 - School Health Services)

Nondiscrimination/Reasonable Accommodation

The district shall not discriminate against any employee or job applicant who has an infectious disease that meets the federal or state definition of a disability under the Americans with Disabilities Act, California Fair Employment and Housing Act, or Section 504 of the Federal Rehabilitation Act. (Government Code 12900-12996; 29 USC 794; 42 USC 12101-12213)

(cf. 4030 - Nondiscrimination in Employment)

Upon request, any qualified person with a disability shall be provided reasonable accommodation to perform the essential duties of his/her position in accordance with the criteria and processes described in AR 4032 - Reasonable Accommodation.

(cf. 4032 - Reasonable Accommodation)

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

49406 Examination for tuberculosis (employees)

CIVIL CODE

56-56.37 Confidentiality of medical information

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

HEALTH AND SAFETY CODE

120975-121020 Mandated blood testing and confidentiality to protect public health

CODE OF REGULATIONS, TITLE 2

7293.5-7294.2 Discrimination based on disability

CODE OF REGULATIONS, TITLE 5

5502-5504 Medical certification

CODE OF REGULATIONS, TITLE 17

2500 Reportable diseases and conditions

2508 Reporting of communicable diseases; duty of schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
COURT DECISIONS
Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045
School Board of Nassau County, Florida v. Arline, (1987) 408 U.S. 273

Management Resources:

CSBA PUBLICATIONS

H1N1 Influenza (Swine Flu), Fact Sheet, April 2009

Pandemic Influenza, Fact Sheet, September 2007

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

California HIV/AIDS Laws, 2009, January 2010

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Public Health: <http://www.cdph.ca.gov>

California School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Health and Human Services: <http://www.hhs.gov>

(6/88 12/91) 7/12

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Exposure Control Plan For Bloodborne Pathogens

BP 4119.42 4219.42, 4319.42

Personnel

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

Legal Reference:

LABOR CODE

142.3 Authority of Cal/OSHA to adopt standards

144.7 Requirement to amend standards

CODE OF REGULATIONS, TITLE 8

3204 Access to employee exposure and medical records

5193 California bloodborne pathogens standards

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

CDE PROGRAM ADVISORIES

1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings

WEB SITES

OSHA: <http://www.osha.gov>

Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html

Centers for Disease Control and Prevention: <http://www.cdc.gov>

(3/93) 7/99

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Exposure Control Plan For Bloodborne Pathogens

AR 4119.42 4219.42, 4319.42

Personnel

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, nonintact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties. (8 CCR 5193 (b))

Parenteral contact means piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions. (8 CCR 5193(b))

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident. (8 CCR 5193(b))

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needlesticks. (8 CCR 5193(b))

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed. (8 CCR 5193(b))

Engineering controls are controls, such as sharps disposal containers, needleless systems, and sharps with engineered sharps injury protection, that isolate or remove the bloodborne pathogens hazard from the workplace. (8 CCR 5193(b))

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident. (8 CCR 5193(b))

Exposure Control Plan

The district's exposure control plan shall contain at least the following components: (8 CCR 5193(c))

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials

The district's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:

- a. All job classifications in which all employees have occupational exposure
 - b. Job classifications in which some employees have occupational exposure
 - c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above
2. The schedule and method of implementing:
 - a. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
 - b. Hepatitis B vaccination
 - c. Bloodborne pathogen post-exposure evaluation and follow-up
 - d. Communication of hazards to employees, including labels, signs, information and training
 - e. Recordkeeping
 3. The district's procedure for evaluating circumstances surrounding exposure incidents
 4. An effective procedure for gathering information about each exposure incident involving a sharp, as required for the log of sharps injuries
 5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log
 6. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments
 7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual
 8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to: (8 CCR 5193(c))

1. Reflect new or modified tasks and procedures affecting occupational exposure
2. To the extent that sharps are used in the district, reflect progress in implementing the use of needleless systems and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The district's exposure control plan shall be accessible to employees upon request. (8 CCR 3204(e))

Preventive Measures

The Superintendent or designee shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness. (8 CCR 5193(d))

Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series may be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons. (8 CCR 5193(f))

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement. (8 CCR 5193(f))

The Superintendent or designee may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

Information and Training

The Superintendent or designee shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no cost to the employee. This program shall be offered at the time of initial assignment to tasks where occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure. (8 CCR 5193(g))

Designated first aid providers shall receive training that includes the specifics of reporting

first-aid incidents which involve blood or body fluids which are potentially infectious. (8 CCR 5193(g))

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Superintendent or designee.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident. (8 CCR 5193(f))

Sharps Injury Log

The Superintendent or designee shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the district. (8 CCR 5193(c))

The information recorded shall include the following, if known or reasonably available: (8 CCR 5193(c))

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
 - a. Job classification of the exposed employee
 - b. Department or work area where the exposure incident occurred
 - c. The procedure that the exposed employee was performing at the time of the incident
 - d. How the incident occurred
 - e. The body part involved in the incident
 - f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated
 - g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury
 - h. The employee's opinion about whether any other engineering, administrative or work

practice could have prevented the injury

Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Superintendent or designee shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. The Superintendent or designee shall, at a minimum: (8 CCR 5193(f))

1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
2. Identify and document the source individual, unless that identification is infeasible or prohibited by law
3. Provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C and HIV serological status
4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
5. Provide for counseling and evaluation of reported illnesses

The Superintendent or designee shall provide the health care professional with a copy of 8 CCR 5193; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the district relevant to the appropriate treatment of the employee, including vaccination status. (8 CCR 5193(f))

The district shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation. (8 CCR 5193(f))

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

Records

Upon an employee's initial employment and at least annually thereafter, the Superintendent or designee shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records. (8 CCR 3204)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law. (8 CCR 5193(h))

Upon request by an employee, or a designated representative with the employee's written consent, the Superintendent or designee shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made. (8 CCR 3204(e))

Records shall be maintained as follows: (8 CCR 3204(d), 5193(h))

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

(3/93) 7/99

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Exhibit

Exposure Control Plan for Bloodborne Pathogens

E 4119.42 4219.42, 4319.42

Personnel

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

Signature

Employee Name (Please print)

Date

3/93

Exhibit
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Universal Precautions

BP 4119.43 4219.43, 4319.43

Personnel

In order to protect employees from contact with potentially infectious blood or other body fluids, the Governing Board requires that universal precautions be observed throughout the district.

Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

(cf. 4157/4257/4357 - Employee Safety)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.6 - School Health Services)
(cf. 6145.2 - Athletic Competition)

Employees shall immediately report any exposure incident or first aid incident in accordance with the district's exposure control plan or other safety procedures.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

Legal Reference:

HEALTH AND SAFETY CODE

117600-118360 Handling and disposal of regulated waste

120875 Providing information to school districts on AIDS, AIDS-related conditions and Hepatitis B

120880 Information to employees of school district

CODE OF REGULATIONS, TITLE 8

5193 California bloodborne pathogens standard

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

CDE PROGRAM ADVISORIES

1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings

WEB SITES

Centers for Disease Control and Prevention: <http://www.cdc.gov>

(3/93) 7/99

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Board Policy

Temporary/Substitute Personnel

BP 4121

Personnel

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

(cf. 4112.2 - Certification)

Hiring

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

(cf. 4113 - Assignment)

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

(cf. 4117.14/4317.14 - Postretirement Employment)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

(cf. 4117.3 - Personnel Reduction)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular district employees are absent due to leaves or long-term illness, the Board may classify a teacher who is employed for

at least one semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day to day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)

2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)

(cf. 6175 - Migrant Education Program)
(cf. 6200 - Adult Education)

3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)

For purposes of classifying employees pursuant to item #1 or #2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

Temporary employees shall not participate in the health and welfare plans or other fringe benefits of the district.

Paid Sick Leave

Except for a retired annuitant who is not reinstated to the retirement system, any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)

Any temporary or substitute employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. (Labor Code 246)

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained during one school year. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the district's decision not to reelect him/her for the

following school year. (Education Code 37200, 44954)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, his/her previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

(cf. 4116 - Probationary/Permanent Status)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

With the exception of on-call, day-to-day substitutes, any temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the district for at least 75 percent of each of two consecutive school years shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference:

EDUCATION CODE

22455.5 Provision of retirement plan information to potential members

22515 Irrevocable election to join retirement plan

37200 School calendar

44252.5 State basic skills assessment required for certificated personnel

44300 Emergency teaching or specialist permits

44830 Employment of certificated persons; requirements of proficiency in basic skills

44839.5 Employment of retirant
44845 Date of employment
44846 Criteria for reemployment preferences
44909 Employees providing services through categorically funded programs
44914 Substitute and probationary employment computation for classification as permanent employee
44915 Classification of probationary employees
44916 Time of classification; statement of employment status
44917 Classification of substitute employees
44918 Substitute or temporary employee deemed probationary employee; reemployment rights
44919 Classification of temporary employees
44920 Employment of certain temporary employees; classifications
44921 Employment of temporary employees; reemployment rights (unified and high school districts)
44953 Dismissal of substitute employees
44954 Release of temporary employees
44955 Layoff of permanent and probationary employees
44956 Rights of laid-off permanent employees to substitute positions
44957 Rights of laid-off probationary employees to substitute positions
44977 Salary schedule for substitute employees
45030 Substitutes
45041 Computation of salary
45042 Alternative method of computation for less than one school year
45043 Compensation for employment beginning in the second semester
56060-56063 Substitute teachers in special education

GOVERNMENT CODE

3540.1 Educational Employment Relations Act, definitions

LABOR CODE

220 Sections inapplicable to public employees
230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
233 Illness of child, parent, spouse or domestic partner
234 Absence control policy
245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired person
5503 Physical examination for employment of retired persons
5590 Temporary athletic team coach
80025-80025.5 Emergency substitute teaching permits

COURT DECISIONS

McIntyre v. Sonoma Valley Unified School District (2012) 206 Cal.App.4th 170
Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 Cal.App.4th 446
Neily v. Manhattan Beach Unified School District, (2011) 192 Cal.App.4th 187

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260, 1277

Kavanaugh v. West Sonoma Union High School District, (2003) 29 Cal.4th 911

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(7/12 12/14) 12/15

Policy
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

Administrative Regulation

Temporary/Substitute Personnel

AR 4121

Personnel

Qualifications

Any candidate recommended by the Superintendent or designee for a substitute or temporary position requiring certification qualifications shall possess the appropriate credential or permit authorizing his/her employment in such position and shall meet all other requirements of law for certificated positions. (Education Code 44830)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

(cf. 4112.2 - Certification)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

The district shall not initially hire a certificated person on a substitute or temporary basis in a capacity designated in his/her credential unless he/she has demonstrated basic skills proficiency in reading, writing, and mathematics pursuant to Education Code 44252.5, unless exempted by law. (Education Code 44830)

A noncredentialed person shall not substitute for any special education certificated position. The Superintendent or designee shall recruit and maintain lists of appropriately credentialed substitute teachers for special education positions. He/she shall contact institutes of higher education with approved special education programs for possible recommendations of appropriately credentialed special education personnel. (Education Code 56060, 56063)

Notifications

At the time of initial employment during each school year, each new temporary employee shall receive a written statement indicating his/her employment status and salary. This statement shall clearly indicate the temporary nature of the employment and the length of time for which the person is being employed. (Education Code 44916)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Time of initial employment means before the employee starts work. (Kavanaugh v. West Sonoma County Union High School District)

The Superintendent or designee shall notify all substitute and part-time certificated employees, within 30 days of their hire, of their right to elect membership in a defined benefit program under a qualified retirement plan. The employee shall sign a form provided by the system to

acknowledge receipt of this notice and to indicate whether he/she elects or declines membership. Election of membership shall be irrevocable for all future employment to perform creditable service. (Education Code 22455.5, 22515)

Assignments

A person who holds an emergency 30-day substitute permit, emergency career substitute permit, emergency substitute permit for prospective teachers, or emergency substitute permit for career technical education shall be restricted in the number of days he/she may substitute for any one teacher in accordance with 5 CCR 80025-80025.5.

In placing substitute teachers in special education classrooms, the district shall give first priority to substitute teachers with the appropriate special education credential(s), second priority to substitute teachers with any other special education credential, and third priority to substitute teachers with a regular teaching credential. An inappropriately credentialed substitute teacher shall not serve as a substitute for a special education teacher for a period of more than 20 cumulative school days for each special education teacher absent during each school year. The district may apply to the Superintendent of Public Instruction for an extension of 20 school days, or for a longer period in extraordinary circumstances. (Education Code 56060-56062)

(6/97 7/03) 7/12

Regulation
adopted:

DEHESA SCHOOL DISTRICT
El Cajon, California

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Personnel
Recommendations**

Meeting Date: December 13, 2018

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

The Governing Board is requested to approve/ratify the following personnel recommendations:

Personnel:

Certificated:

1. None

Classified:

1. To hire a six hour Child Nutrition Aide effective November 26, 2018.

Agenda Item #: VIII.F.1