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DEHESA SCHOOL DISTRICT

**Regular Governing
Board Meeting**

— — — — —
AGENDA

February 23, 2017

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 an 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.

Derek Voth -

Mr. Voth was appointed to the Governing Board in January 2013 and re-elected in 2016. His current term expires in 2020.

Dr. Mark Zacovic -

Dr. Zacovic was elected to the Governing Board in December 2016. His current term expires in 2020.

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 6:00 p.m.

Dehesa School – Conf Room

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

FEBRUARY 23, 2017

AGENDA

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

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

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; www.dehesasd.net.

I. Call to Order

- A. Public Comment on Closed Session Items.

II. Closed Session

- A. **PUPIL PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. **PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. **NEGOTIATIONS:** The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. **POTENTIAL LITIGATION:** The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b)(1).
- E. **REAL PROPERTY:** The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956.8 (b)(1). Case No. 37-2015-00030843-CU-WM-CTL

III. Public Meeting

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

IV. Requests to Address the Board

A. District/Community Organization Reports

1. 5th Grade Student Speeches
2. Diego Hills Charter School – Lindsay Reese & Kevin Ogden
3. Teachers – Sharing of Assessment Results
4. Parents' Club – Jade Clark, President
5. Dehesa Teacher's Association – President, Nicole Suetos
6. California School Employees Association # 663 - Jackie Finch, President
7. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
 - b. Community Montessori
8. The Heights Charter School – Diana Whyte
9. Inspire Charter – Nick Nichols
10. Method Schools – Jessica Venezia
11. Valiant Charter – Justin Schmitt
12. Citizen Input

B. Board Input

V. Routine Action Items

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

- A. Approval of Minutes – It is recommended that the board of Trustees approve the minutes of the following meetings:
 1. Special Board Workshop – January 7, 2017
 2. Regular Board Meeting – January 19, 2017
- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops
 1. CASTO 49th Annual State Conference March 31, 2017- April 3, 2017 – Jackie Finch

VI. Information & Proposals (Action may be taken)

A. Correspondence:

1. SDCBA "Honoring our Own" 2017 nomination form
2. County of San Diego Board of Supervisors – Noticed Public Hearing: Biennial Review of Conflict of Interest Codes: Various Departments and Agencies (Districts: All)
3. Surplus Equity Refund – FY 2015-216 Property Liability and Workers' Compensation
4. California School Dashboard and LCFF Evaluation Rubrics Equity Report
5. Applications for Summer Food Service Program

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Site Administrator Report
4. Enrollment
5. Statement of Economic Interest – Form 700 filing

C. Discussion

VII. Action Items

A. Public Hearings

1. Charter Renewal Petition from The Heights Charter School

B. Old Business – None

C. New Business

1. The Board will consider the approval of Memorandum of Understanding #1617-03 with CSEA
2. The Board will consider the 2017 CSBA Delegate Assembly Election.
3. The Board will consider the approval of the proposed Calendar for the 2017-2018 school year
4. The Board will consider the approval of the proposed Comprehensive Safety Plan
5. The Board will consider the approval of Supplies and Parts for New Camera System
6. The Board will consider the approval of Labor for Surveillance System Installation
7. The Board will consider of Acceptance of Donation and Gifts
8. The Board will consider the approval of Anticipated Board Vacancy

D. Negotiations - None

E. Board Policies

1. The Board will review, consider, and approve Board Policy and Administrative Regulation 5111.1 – Children Residing on Federal Lands

F. Personnel – None

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting – Thursday March 9, 2017. Closed Session at 6:00 p.m. Open Session at 7:00 p.m.

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

C. Future Meeting Dates

1. Regular Meeting – April 20, 2017. Closed Session at 6:00 p.m. Open Session at 7:00 p.m.

IX. Adjournment

DEHESA

SCHOOL DISTRICT

SPECIAL BOARD WORKSHOP MEETING

January 7, 2017

Minutes

- I. **Call to Order:** Karl Becker called the meeting to order at 8:04 am. In attendance were: Karl Becker, Christina Becker, Derek Voth, Lori Wigg, Cindy White, Mark Zacovic, Nancy Hauer, Anna Buxbaum, and Tamara Ripke. Karl led the group in the Pledge of Allegiance. There was no public present and the Board convened into Closed Session at 8:06 am.
- II. **Closed Session**
- III. **Public Meeting:** The Board reconvened at 11:32 and reported no action was taken at closed session. Meeting was adjourned
- IV. **Next Meeting:** January 19, 2017 with Closed Session at 6:00 p.m. followed by Open Session at 7:00 p.m.

Respectfully submitted by:

Approved by:

Nancy Hauer
Superintendent

Christina Becker
Clerk of the Board

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

January 19, 2017

Meeting Minutes

- I. **Call To Order:** President Cindy White called the meeting to order at 6:00 pm and the Board convened into Closed session.
- II. **Closed Session**
- III. **Public Meeting:** The Board reconvened at 7:13 pm and President White called the meeting to order and stated no action was taken in closed session. A quorum was established with members being present: Cindy White, Derek Voth and Christina Becker. Student Jadalyn Pham led the Pledge of Allegiance. Christina Becker made a motion to approve the agenda, seconded by Derek Voth. Board approved the agenda as follows:
Ayes: Cindy White, Christina Becker, Derek Voth
Nays: None
Absent: Dr. Mark Zacovic, Karl Becker
Abstain: None
- IV. **Action Items**
 - A. **Old Business- None**
 - B. **New Business**
 1. **Proposed Student Council Dress-up Days for 2017:** Motion made by Derek Voth and seconded by Christina Becker. Students from Student Council presented their proposed Dress-up Days for 2017. Discussion and clarification of comfy day ensuring that did not mean pajama day. Christine mentioned that with it being later in the year they may want to combine days. Also, clarified that these days would not be on testing days. Vote as follows:
Ayes: Cindy White, Christina Becker, Derek Voth
Nays: None
Absent: Dr. Mark Zacovic, Karl Becker
Abstain: None
 2. **Dehesa School District Audit Report June 30, 2016:** Motion made by Christina Becker and seconded by Derek Voth. Discussion and clarification by Business Manager. The Audit report was clean except for one finding regarding

unduplicated accounts. It was the cafeteria free and reduced meal application where it included students who had not turned in the application and also students who had graduated and were not taken off of roster. It caused an over inflation of 13 students. Question arose by Christina Becker as to if the Audit report was being Approved or Accepted. All agreed to amend the motion to say Approve/Accept. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

3. Agreement of Legal Services for Lozano Smith: Motion made by Derek Voth seconded by Christina Becker. Discussion by Board and vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

4. Tentative Agreement between the District and CSEA #663. Revisions of Job Descriptions/Salary Ranges/New Supervisors to report to: Motion made by Christina Becker and seconded by Derek Voth. Discussion and clarification. Tabled until end of meeting until Karl Becker can get to the meeting due to a conflict of interest and needing a quorum.

5. Tentative Agreement between the District and CSEA #663 regarding vacation for 11 month employees: Motion made by Christina Becker and seconded by Derek Voth. Discussion by Board and vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

6. Resolution #2017-1-1 Designating Authorized Agent to Receive Mail and Pick up Warrants at the County Office of Education: Motion made by Christina Becker and seconded by Derek Voth. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

7. Resolution #2017-1-2 Payment Order: Motion made by Christina Becker and seconded by Derek Voth. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

8. Resolution #2017-1-3 Designating Authorized Agent to Sign School Orders:

Motion made by Derek Voth and seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

9. Speakers Agreement with TurnAround Schools: Motion made by Derek Voth and seconded by Christina Becker. Discussion and Clarification. Tamara Ripke talked about the NEU speaker. Speaker will be here on Staff Development Day so all staff will be attending along with 10 from Sycuan Education Dept. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

10. Cell Phone Stipends: Motion made by Derek Voth and seconded by Christina Becker. Discussion by Board. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

C. Negotiations- None

D. Board Policies- None

E. Personnel-

Certified:

1. Hire a .64 FTE Middle School Teacher: Motion made by Derek Voth and seconded by Christina Becker. Discussion by Board. Nancy Hauer Mentioned that Alexis Chisholm who just got her credentials and had been subbing for us is doing a remarkable job in the position. Vote as follows:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

Classified:

2. Business Managers Contract as part of the Senior Management Team:

Motion made by Christina Becker and seconded by Derek Voth. Vote as follow:

Ayes: Cindy White, Christina Becker, Derek Voth

Nays: None

Absent: Dr. Mark Zacovic, Karl Becker

Abstain: None

V. Requests to address the board

A. District/Community Organization Reports

- 1. Parents Club-** No Report
- 2. Dehesa Teacher's Association-** No Report
- 3. California School Employees Association #663-** No Report
- 4. Element Education-**
 - a. Dehesa Charter School-** Enrollment of 1068. Just had Geography and Spelling Bee.
 - b. Community Montessori-** Enrollment of 601. Grades 1-3 had field trip to the Museum of Earth Science and Paleontology. All resource centers held a Holiday Performance. Students are learning about and caring for chickens.
- 5. Diego Hills Charter School-** Enrollment of 1,265. CTE course completion is on the rise. ADA was 95% for last learning period. Enrollment is on the rise with 103 students enrolling in the last 2 weeks. Dance Club starting in February. 60 students went to camp in Big Bear and had a wonderful time.
- 6. The Heights Charter School-** No Report
- 7. Inspire Charter-** 3598 enrolled

8. **Method Schools-** Enrollment 125. Just finished third round of REN/STAR testing for all students. Implemented Service Learning component for all students. Robotics starting week of February 6th. Working on summer school recruitment and expect an additional 500 students this summer.
9. **Academy of Southern California-** 63 enrolled (P1). New school Principal is Deanna Nguyen. Additions being made to staff to ensure each family has the support they need. Improvements to our internal operations are ongoing so that we can continue to sustain sizable increases in our student body. Exploring additional avenues to fulfill our mission through creative outreach and partnerships. The removal of the word "Mosaica" was required by the U.S. Federal District Court due to the collapse of Mosaica Education, Inc. and the courts order dissolving Mosaica. This process is now complete and our school's license to use the name "Valiant Academy" is temporary for this school year only. Therefore, we will be developing and launching a school new name prior to July 1, 2017.

10. Citizen Input

- B. **Board Input-** Discussion about having written reports from charters rather than verbal.

- VI. Routine Action Items:** Derek Voth made a motion to approve the routine action items, and the amended Minutes, seconded by Christina Becker. Discussion by Board regarding the conferences, Conferences listed as a table with costs and who is going. Possibly put the Flyers under correspondence. Vote as follows:

Ayes: Cindy White, Derek Voth, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: None

Abstain: None

VII. Information & Proposals

- A. **Correspondence:** Christina Becker again congratulated Derek Voth on the re-election to the Board. Certificates will be given out next meeting when Dr. Mark Zacovic will also be in attendance.

B.1 Budget Report: Business Manager shared the Budget Report. She had some questions since it is her first Board meeting as to what if anything needed to be approved on the P.O's. Christina Becker answered that if they have a question on the P.O's then they will ask during this time. However, most expense items have been approved in the yearly budget.

B.2 State School Building Report: Due to no changes in the State School Building Report. The Board asked to not include the packet of breakdown of past costs. To only include that if there is a change.

B.3 Principal's Report: Principal, Tamara Ripke talked about how Archery is starting up next week and the kids are really excited about that. They will be competing in tournaments with other schools. There are also enrichment classes starting on next week. Map testing begins at the end of January into the beginning part of February. Mentioned how Sheila White our Nutrition Coordinator had done a fabulous job getting ready the Wellness Policy. Parents Club meeting is on February 3rd. And, Steele Canyon is coming out to the school on January 27th to talk to the 8th graders.

B.4 Enrollment: Nancy Hauer talked about how enrollment is at 170 and includes 16 students in EAK.

B.5 Williams Report: Nancy Hauer shared how there were no complaints for this quarterly reporting.

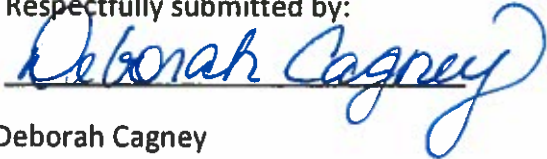
C. Discussion: Talked about having a small break in order to give Karl Becker time to get to meeting so the Board could vote on the Tentative Agreement between the District and CSEA #663. Karl Becker arrived at the meeting at 8:25 pm

- VIII. Re-open voting on ITEM IV. 4. Tentative Agreement between the District and CSEA #663. Revisions of Job Descriptions/Salary Ranges/New Supervisors to report to:** Motion made by Christina Becker and seconded by Derek Voth. Discussion by Board. Vote as follows:
Ayes: Derek Voth, Karl Becker, Christina Becker
Nays: None
Absent: Dr. Mark Zacovic
Abstain: Cindy White

IX. Advance Planning:

- A. Next Meeting:** Regular Meeting is set for Thursday, March 9, 2017. Closed session will be at 6:00 pm followed by open session at 7:00 pm.
- B. Future Meeting Dates:** Regular Meeting- Thursday, April 20, 2017. Closed session will be at 6:00 pm followed by open session at 7:00 pm
- C. Adjournment:** Meeting was adjourned at 8:33 pm.

Respectfully submitted by:



Deborah Cagney
Administrative Secretary

Approved by:

Christina Becker
Clerk of the Board

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

DEHESA SCHOOL DISTRICT TRAVEL & CONFERENCE REQUEST FORM

DATE February 14, 2017

EMPLOYEE NAME	EE ID #	POSITION	SUBSTITUTE REQUIRED:		FULL DAY(S)	1/2 DAY(S)	SUB COST
			Yes	No			
Jacqueline Finch	142187	Transportation Coordinator	X			3 Hours	\$51

CONFERENCE / WORKSHOP / MEETING INFORMATION

VENDOR/ORGANIZATION NAME	California Association fo School Transportation Officials (CASTO)			
TITLE	CASTO 49th Annual State Conference			
LOCATION	Wyndham Anaheim Hotel			
DESCRIPTION/BUSINESS PURPOSE	To receive current legislation and information to keep our transportation department in compliance			
DATES	TO	3/31/2017	FROM	4/3/2017
OVERNIGHT STAY REQUIRED?	YES	X	NO	

ESTIMATED EXPENSES	QTY	RATE	TOTAL
REGISTRATION FEE(S)	1		\$ 375.00
LODGING	3	\$ 129.00	\$ 522.21
TRANSPORTATION: AIRFARE, BUS, TRAIN			\$ -
MILEAGE (RATE PER MILE \$0.56 AS OF 1/1/16)			
ENTER NUMBER OF MILES TO BE DRIVEN	214	\$ 0.56	\$ 119.84
CAB/TAXI, SHUTTLE, PARKING, OTHER			\$ -
MEALS			
BREAKFAST (\$7.00 PER DAY MAX)	2	\$ 7.00	\$ 14.00
LUNCH (\$11.00 PER DAY MAX)	3	\$ 11.00	\$ 33.00
DINNER (\$23.00 PER DAY MAX)	2	\$ 23.00	\$ 46.00
TOTAL			\$ 1,110.05

PLEASE ATTACH REGISTRATION INFORMATION

BUDGET	Use money collectd from leasing our busses to YMCA please
BUDGET	

APPROVED BY (NAME): Tamara Ripke

SUPERVISOR SIGNATURE: Tamara Ripke

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

Jacqueline Finch

2/15/17

DATE

DEPARTMENT SIGNATURE

DATE

Back

Add to my calendar

49th Annual CASTO State Conference 2017

Start **01 Apr 2017**
 End **03 Apr 2017**
 Location **Wyndham Anaheim Garden Grove**
 Registered **61 registrants**

Registration
 (depends on selected options)

Base fee:

- **Buddy Special - Members - \$75.00 (USD)**
 This "Buddy Special" is for 2 current members. Both of you must be members.

This is for the Saturday classes only!

You must enter your CASTO member number in the appropriate box when registering.

- **Buddy Special - Non Members - \$99.00 (USD)**
 This "Buddy Special" is for non members.

This is for the Saturday classes only!

- **Early Bird - Full Conference - \$350.00 (USD)**
 Members only

Early Bird Special is open to all members. This is a full conference registration package.

Must have Member Number listed. If you do not know your member number, please call 866 777 8668 ext 101



2017 CASTO Annual State Conference will be held at the Wyndham Anaheim Garden Grove.

Room Rates are \$129.00 per night plus tax. Reservations can be made by calling 877-999-3223. Do not forget to mention our rate code of: CA Association of School Transportation Officials 2017

Online reservations:

<https://aws.passkey.com/go/CASTO2017>

All Full Conference Registrations include:

All Sessions, Exhibit Show, All Themed Events, Sunday Breakfast, Meet & Greet on Sunday.



Wyndham Anaheim Garden Grove

REGISTRATION INFORMATION

Registration can be filled out online at www.casto.wildapricot.org

CASTO members only can take advantage of the "Limited Time Special" that expires on December 31, 2016. Full-conference registration and payment no later than *February 28, 2017 will receive the Early-Bird discount.* For more information, see the registration form. Additional meal tickets will be available on a date-received basis until maximum limits are reached. We encourage you to register early to guarantee your attendance at the conference. *Purchase orders will be accepted up to March 4, 2017.*

Cancellation requests *must be* in writing and postmarked no later than March 10, 2017. You may fax your cancellation request to (831) 761-2656 or email us. CASTO will assess a 10% fee to cover the cost involved with cancellations. There will be no refunds for cancellations received after March 10, 2017 or for no shows. CASTO will impose a \$25.00 fee for returned checks.

Questions and Information: email Mark at castoconference@gmail.com or call toll-free 855-CASTO68

All payments shall be made prior to conference. This also includes purchase orders.

Onsite Registration will be open the following hours:

Friday, March 31, 2017	3:00 pm – 4:30 pm
Saturday, April 1, 2017	6:30 am – 10:30 am
	11:30 am – 1:30 pm
	3:00 pm – 4:30 pm
Sunday, April 2, 2017	6:30 am – 7:30 am
	11:30 am – 1:30 pm



- **Full Conference – \$425.00 (USD)**
Early Bird - Non-Members

This Early Bird Special is for non members and is for Full Conference.

- **Full Conference – \$295.00 (USD)**
Members Only

Limited Time Special Full Conference is for members only that register prior to 1/31/17.

Must have Member Number listed. If you do not know your member number, please call 855-227-8668 ext 101

- **Full Conference - Retired Members – \$275.00 (USD)**
Retired Members

Full conference for retired members only

Must have Member Number listed. If you do not know your member number, please call 855-227-8668 ext 101

- **Full Registration – \$375.00 (USD)**
Members Only - Full registration after February 28th. This is for Full Conference

Must have Member Number listed. If you do not know your member number, please call 855-227-8668 ext 101

- **Full Registration – \$450.00 (USD)**
Non Members-
Full conference registration for non-members.
- **Life Member – Variable**
Full conference registration for Life Members only
- **Monday – \$100.00 (USD)**
This is for Members only

Must have Member Number listed. If you do not know your member number, please call 855-227-8668 ext 101

- **Monday – \$125.00 (USD)**
Non Members
- **Saturday PreCon – \$50.00 (USD)**
Members Only

Saturday, April 1, 2017

8:00 - 8:15	8:30 - 9:45	9:45-10:00	10:00 - 11:15	11:15 -12:45	12:45 - 2:00	2:00 - 2:15	2:15 - 3:30	2:00 - 5:00	6:30 - 11:00
President's Welcome Jennifer Hansew	Keynote	Break	Lap/Shoulder Restraint Systems Dennis Andersen CDE	Lunch on Your Own	Do You Have What It Takes to Promote? Don Smith Orange USD	Break	Bus Critical Incidents Officer Carlos Gutierrez Corporal Tyler Ray Orange Police Dept	2:00-3:30 VIP Vendor Show (MFP Ticket Required)	CASTO Bingo Scholarships Music/Dancing
			Awareness in Drug And Alcohol Testing Tammy Bean Compliance Associates		Roadside ID Joy & Randy Crew Garden Grove USD		Don't be a Witch Kathy Lupansky Oxnart Banda Unified	3:30-6:00 OPEN to All Vendor Show	
			Special Education Transportation Ormar Dana Tony Tai Nguyen Esq. Orange USD		Your Nerves and Testing with CHP Marcia Munson CHP Area Coord. - Occidente		Distracted Driving: What will YOU decide? Antoniolo Perez CDE		
			Low Carbon Fuel Standards Michael Bath So Cal Gas		Educational Bingo with CDE Stephanie Oliver CDE		Driving with Difficult Students Dayle Contrall San Juan USD		

Sunday, April 2, 2017

8:00 - 9:45	9:45-10:00	10:00 - 11:15	11:15 - 12:45	12:45 - 2:00	2:00 - 2:15	2:15 - 3:30	5:30 - 6:30	6:30 - 11:00
Presentation of Colors Breakfast	Break	Keynote - VIP's - Vehicles Improperly Passing a schoolbus Sargent Scott Taylor Officer Sierra Lund	Lunch on Your Own	Ready for Inspection Andrew Peters CDE	Break	Intro to Google Kevin Meier Instructional Specialist Orange Unified	Meet And Greet Vendors	Handerves Music/Dancing Karaoke
Poster Contest Election Results				HR Topics Elise Lance Executive Director of HR Orange County Department of Ed		The Obvious and Not so Obvious of Bus Video Robert Berkstresser Connecticut Bus Consult LLC		
Initiation of Officers				Building Relationships Between Trans & SPED (Part 1) Dayle Contrall San Juan Unified School District		Building Relationships Between Trans & SPED (Part 2) Dayle Contrall San Juan Unified School District		

Monday, April 3, 2017

8:30 - 9:45	9:45 - 10:00	10:00 - 11:15	11:15 - 12:45	12:45 - 2:00	2:00 - 2:15	2:15 - 3:30
Q&A for CHP No Topic is off Limits Cullen Sizeland California Highway Patrol Motor Carrier Safety Program	Break	Legislative Info Dale Shimazaki Ph.D. School Transportation Coalition Mike Rice	Lunch on Your Own	State Agency Panel CHP, CDE, DMV AAS	Break	SPTAC



Jackie Finch <jackie.finch@dehesasd.net>

Reservation Confirmation at Wyndham Anaheim Garden Grove (MODIFICATION)

reservations@anaheimwyndham.com <reservations@anaheimwyndham.com>
To: jackie.finch@dehesasd.net

Tue, Feb 14, 2017 at 8:52 AM



THANK YOU. YOUR ROOM RESERVATION HAS BEEN CONFIRMED.

NAME: Jackie Finch

Confirmation Number: 80408EC051089

Hotel Information:
Wyndham Anaheim Garden Grove
12021 Harbor Blvd.
Anaheim
United States
17148675555
[Hotel Website](#)

Reservation:
Executive 1 King With Sleeper Sofa WiFi

Stay:
1 Room(s); 3 Night(s)

Occupancy:
1 Adult(s), 0 Child(ren) ages 0-17

Check-In:
Friday, March 31, 2017 16:00 (4:00 PM)

Check-Out:
Monday, April 03, 2017 12:00 (12:00 PM)

Best Available Rate	USD 129.00
Tax	California Tourism Assessment: USD 0.75 Occ City: USD 9.66 Other Tax: USD 56.10 Hospitality Fee: USD 60.00 Hospitality Fee Tax: USD 8.70
Total for Stay	USD 522.21

[Quoted text hidden]

WYNDHAM REWARDS



Total Room Rate reflects all rooms and all nights on this confirmation page.



SAN DIEGO COUNTY SCHOOL BOARDS ASSOCIATION

6401 Linda Vista Road, Room 406
San Diego, CA 92111-7399
Phone (858) 292-3819

January 18, 2017

President
BETH HERGESHEIMER

Vice President
TAMARA OTERO

Secretary
CLAUDINE JONES

Treasurer
DAWN PERFECT

Legislative Chair
CLAUDINE JONES

**CSBA Director
Region 17**
KATIE DEXTER

Dear School Board Members and Superintendents:

Once again, the San Diego County School Boards Association (SDCSBA) is partnering with Association of California School Administrators (ACSA), Region 18, to recognize outstanding individual board members, administrators, staff, parents and community partners at our 15th Annual "Honoring Our Own" Awards Dinner. Last year, approximately five hundred members of our educational community gathered to honor our community. This year promises to be even better.

Enclosed is the link to the SDCSBA 15th Annual "Honoring Our Own" 2017 nomination form. Here you will find the criteria for the award categories. We look forward to hearing about the nominees in your district. Nominations should be received in our office no later than **Wednesday, February 15, 2017**. Please follow the directions below to meet this deadline.

We invite you to join us on **Friday, April 28, 2017**, at the Sheraton San Diego Hotel and Marina for our 15th Annual "Honoring Our Own" Awards Dinner. Please save the date. It is a wonderful opportunity to celebrate the successes that make working for quality education so rewarding. We expect many educational leaders and friends of the educational community to attend this black tie optional event!

Respectfully,

Beth Hergesheimer

Beth Hergesheimer
President

If you have any questions, contact:

Brenda Gomez, Executive Assistant to the County Board of Education
San Diego County Office of Education
6401 Linda Vista Rd, Room #406
San Diego, CA 92111
e-mail: SDCSBA@sdcoe.net

**ALL NOMINATIONS MUST BE RECEIVED BY
WEDNESDAY - FEBRUARY 15, 2017**



SAN DIEGO COUNTY SCHOOL BOARDS ASSOCIATION

6401 Linda Vista Road, Room 406
San Diego, CA 92111-7399
(858) 292-3819



This year you have 2 options to submit your nominations, by Google Form or using the enclosed pdf document (non-fillable). You may send a total of two additional pages of supporting documents (such as newspaper articles and letters of support), per nominee to SDCSBA@sdcoe.net

Option 1: Click on the following link and submit the google nomination form. Submit a separate form for each nominee. <https://goo.gl/forms/Beh96bo7v9hMLpxt1>

Option 2: Submit your nomination by using the enclosed document and sending it via email to SDCSBA@sdcoe.net or fax (858) 268-5864.

All Nominations Must Be
Received by Wednesday
February 15, 2017

NO LATE SUBMISSIONS WILL BE CONSIDERED



NOMINATION FORM
**** Due February 15, 2017 ****

If using this form to submit your nomination, please email form to Brenda Gomez at SDCSBA@sdcoe.net or fax (858) 268-5864. Here you can also include a total of two additional pages of supporting documents (such as newspaper articles and letters of support), per nominee.

Check Award Nomination:

- School Board Member
- First Term School Board Member
- Community Partner
- Parent Volunteer
- Staff Member
- Confidential or Administrative Staff Member

AWARD NOMINEE:

Name of Nominee _____

Home Address _____

City _____ Zip _____

Home/Cell number _____ Work Number _____

Email _____

NOMINATED BY:

Name(s) _____

Title(s) _____

Email _____

School District _____

District Address _____

City _____ Zip _____

District Phone _____ Fax _____

STAFF MEMBER OF THE YEAR AWARD

Certificated and classified staff members are often unsung heroes. This category provides an opportunity for recognizing a staff member who, in the course of their daily interaction with students, has made an impact that profoundly affects the lives of today's youth.

CRITERIA - A nominee for Staff Member of the Year should be a non-administrative staff member of any school district in San Diego County who has demonstrated exemplary support for their local schools:

- ✓ Contributes to the success of all students by participating in the development, articulation and/ or implementation of a vision that promotes high expectations for all students.
- ✓ Contributes to the success of all students by advocating, nurturing and sustaining a positive school culture.
- ✓ Contributes to the success of all students by collaborating with families and community members and responding to their diverse needs.
- ✓ Contributes to the success of all students by participating in continuous professional growth and development.
- ✓ Contributes to the success of all students through exceptional leadership in developing and/or managing school programs.



COMMUNITY PARTNER OF THE YEAR AWARD

-Members of the community, from individuals to corporations, serve a vital role in the delivery of educational services in our public schools. These stalwart contributors of valuable resources of time and financial support realize that educating a child is, indeed, the business of us all.

CRITERIA - A nominee for Community Partner of the Year should be a member of any school district community in San Diego County who has demonstrated exemplary support for their local schools:

- ✓ Has had a positive impact on student achievement and learning.
- ✓ Has effectively collaborated with education and community leaders.
- ✓ Has sought and helped develop innovative solutions to the complex challenges facing public schools.
- ✓ Has broad support and demonstrates active involvement in the community.

15th Annual
"Honoring our
Own"
AWARDS

PARENT VOLUNTEER OF THE YEAR AWARD

Parent volunteers serve endless hours in a variety of ways that enrich and improve the educational experience of all children. This category provides an opportunity for recognizing a parent volunteer that embraces the tenet "ALL children are our children" in their volunteer efforts.

CRITERIA - A nominee for Parent Volunteer of the Year should be a parent volunteer in any school district in San Diego County who has demonstrated exemplary support for their local school(s):

- ✓ Has had a positive impact on student achievement and learning.
- ✓ Has effectively collaborated with parent, education and community leaders.
- ✓ Has sought and helped develop innovative solutions to the complex challenges facing public schools.
- ✓ Has broad support and demonstrates active involvement in the school community.



FIRST TERM SCHOOL BOARD MEMBER OF THE YEAR AWARD

- Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

We have rigorous standards for what we expect our students to know and be able to do; it is important to model these high expectations through standards of our own.

CRITERIA - A nominee for 1st Term School Board Member of the Year should be a member of any school board in San Diego County who is serving their first term and demonstrates exemplary performance in the following standards:

- ✓ Keeps learning and achievement for all students as the primary focus.
- ✓ Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal level.
- ✓ Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- ✓ Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- ✓ Understands that authority rests with the board as a whole and not with individuals.
- ✓ Demonstrates creativity and innovation in dealing with issues and problems facing public education.

15th Annual
"Honoring our
Own"
AWARDS



SCHOOL BOARD MEMBER OF THE YEAR AWARD - Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

We have rigorous standards for what we expect our students to know and be able to do; it is important to model these high expectations through standards of our own.

CRITERIA - A nominee for School Board Member of the Year should be a member of any school board in San Diego County who demonstrates exemplary performance in the following standards:

- ✓ Keeps learning and achievement for all students as the primary focus.
- ✓ Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal level.
- ✓ Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- ✓ Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- ✓ Understands that authority rests with the board as a whole and not with individuals.
- ✓ Demonstrates creativity and innovation in dealing with issues.

15th Annual
"Honoring our Own"
AWARDS

CONFIDENTIAL OR ADMINISTRATIVE STAFF MEMBER OF THE YEAR AWARD

Confidential/administrative employees are often the glue that holds a school district together. Usually working behind the scenes, these employees deal with issues having the potential to be a distraction from student learning. This category provides an opportunity to recognize a confidential or administrative staff member who, by working diligently, has made a difference to ensure the district stays focused on our primary responsibility, our students and their education.

CRITERIA

A nominee for Confidential/Administrative Staff Member of the Year should be a confidential/administrative employee of any school district in San Diego County who demonstrates exemplary performance in the following standards:

- ✓ Keeps the district vision and mission in mind and in focus at all times.
- ✓ Provides community leadership on educational issues and advocates for ALL students.
- ✓ Contributes to the success of students and the district by collaborating with the board and all district staff in a positive manner, respecting diversity and different perspectives and points of view.
- ✓ Contributes to the success of students through participating in continuous personal growth and development.
- ✓ Contributes to the success of students by avocation, nurturing and sustaining a positive work environment.



NOMINATION FORM
**** Due February 15, 2017 ****

If using this form to submit your nomination, please email form to Brenda Gomez at SDCSBA@sdcoe.net or fax (858) 268-5864. Here you can also include a total of two additional pages of supporting documents (such as newspaper articles and letters of support), per nominee.

Check Award Nomination:

- School Board Member
- First Term School Board Member
- Community Partner
- Parent Volunteer
- Staff Member
- Confidential or Administrative Staff Member

AWARD NOMINEE:

Name of Nominee _____

Home Address _____

City _____ Zip _____

Home/Cell number _____ Work Number _____

Email _____

NOMINATED BY:

Name(s) _____

Title(s) _____

Email _____

School District _____

District Address _____

City _____ Zip _____

District Phone _____ Fax _____

**COUNTY OF SAN DIEGO
BOARD OF SUPERVISORS
TUESDAY, DECEMBER 13, 2016**

MINUTE ORDER NO. 15

**SUBJECT: NOTICED PUBLIC HEARING:
BIENNIAL REVIEW OF CONFLICT OF INTEREST CODES: VARIOUS
DEPARTMENTS AND AGENCIES (DISTRICTS: ALL)**

OVERVIEW:

The Board of Supervisors serves as the Conflict of Interest Code Reviewing Board for any local government agency, other than cities, with jurisdiction wholly within the County and all County Departments, in accordance with Government Code Section 82011. Pursuant to Government Code Section 87306.5, the Clerk of the Board of Supervisors coordinated, on behalf of the Board, the Biennial Review of Conflict of Interest Codes for all County Departments and local agencies. This report is a result of the Biennial Review of Conflict of Interest Codes.

FISCAL IMPACT:

The funding source for the administration of this task is included in the Fiscal Year 2016-17 Adopted Operational Plan for the Clerk of the Board of Supervisors. These reviews require minor costs which may be recoverable from the State of California.

BUSINESS IMPACT STATEMENT:

N/A

RECOMMENDATION:

CHIEF ADMINISTRATIVE OFFICER

1. Accept the Conflict of Interest Codes adopted by agencies where no changes were necessary, listed in Attachment A.
2. Approve the amended Conflict of Interest Codes adopted by the following agencies (Attachment B):

- Aging & Independence Services
- Air Pollution Control District
- Alpine Union School District
- Assessor/Recorder/County Clerk
- Auditor & Controller
- Bonsall Unified School District
- Buena Sanitation District
- Child Abuse Prevention Coordinating Council
- Child Support Services
- Chula Vista Elementary School District
- Coleman Tech Charter High School (new name: MindSET Charter Schools, Inc.)
- DCAO - Community Services Group
- DCAO - Finance & General Govt Group
- DCAO - Health & Human Services Group

DCAO - Land Use & Environment Group
DCAO - Public Safety Group
Dehesa School District
Del Mar Union School District
Diego Plus Education Corporation
Encinitas Union School District
Fallbrook Healthcare District
Fallbrook Public Utility District
Fallbrook Union Elementary School District
General Services
Grossmont Healthcare District
Grossmont-Cuyamaca Community College District
Guajome Learning Centers, Inc.
Guajome Park Academy
Helix Water District
Iftin Charter School
Julian Union High School District
King-Chavez Academy of Excellence Inc.
La Mesa-Spring Valley School District
Lakeside Fire Protection District
Lakeside Union School District
Lakeside Water District
Lemon Grove School District
Library
Lower Sweetwater Fire Protection District
Metro Wastewater Joint Powers Authority
Metropolitan Transit System
Mira Costa Community College District
North County Fire Protection District
North County Transit District
Oceanside Small Craft Harbor District
Old Town Academy k-8 Charter School
Olivenhain Municipal Water District
Otay Water District
Padre Dam Municipal Water District
Palomar Health
Purchasing & Contracting
Ramona Municipal Water District
Rancho Santa Fe Fire Protection District
Registrar of Voters
San Diego Association of Governments (SANDAG)
San Diego County Employee Retirement Assn (SDCERA)
San Diego County Regional Airport Authority (SDCRAA)
San Diego County Water Authority
San Diego Geographic Information Source (SanGIS)
San Diego Unified Port District
San Diego Unified School District

San Diego Workforce Partnership
San Dieguito River Park Joint Powers Authority
San Dieguito Union High School District
San Dieguito Water District
San Luis Rey Municipal Water District
San Marcos Unified School District
San Miguel Consolidated Fire Protection District
San Ysidro School District
Santa Fe Irrigation District
Sheriff
South Bay Union School District
Steele Canyon High School
Sweetwater Authority
Treasurer-Tax Collector
Tri-City Healthcare District
Urban Discovery Academy
Vallecitos Water District
Valley Center Municipal Water District
Valley Center-Pauma Unified School District
Vista Irrigation District
Vista Unified School District
Water Conservation Garden Joint Powers Authority
Wynola Water District
Yuima Municipal Water District

ACTION:

ON MOTION of Supervisor Horn, seconded by Supervisor Cox, the Board closed the Hearing and took action as recommended, on Consent.

AYES: Cox, Jacob, D. Roberts, R. Roberts, Horn

State of California)
County of San Diego) §

I hereby certify that the foregoing is a full, true and correct copy of the Original entered in the Minutes of the Board of Supervisors.

DAVID HALL
Clerk of the Board of Supervisors

By 
Marvice E. Mazyck, Chief Deputy





Risk Management JPA Fringe Benefits Consortium



SAN DIEGO COUNTY AND IMPERIAL COUNTY SCHOOLS

SURPLUS EQUITY RELEASE

January 27, 2017

To: Nancy Hauer, Dehesa School District

From: Diane Crosier, Executive Director, JPA Risk Management

Subject: Surplus Equity Refund – FY 2015-2016 Property Liability and Workers’ Compensation

The JPA Board of Directors approved distribution of Surplus Equity at the January 20, 2017 Board meeting.

Our records indicate that your District reflects **\$1,988.12** as surplus equity in our Workers’ Comp Program (Small Districts Pool) for FY 2015-16. However, as of 06/30/2016, your District had a deficit fund balance of **(\$31,648.06)** in its standalone Workers Comp Fund, hence; your District cannot withdraw the money at this moment. The JPA will transfer your District’s WC Small Districts Pool surplus equity to your standalone WC Fund to help reduce deficit. We would just need your confirmation via this letter and we will take care of the inter-fund transfer.

Please sign below and return this form to JPA Senior Business Specialist, Montserrat L. Carrillo, montserrat.carrillo@sdcoe.net.

SURPLUS EQUITY AVAILABLE FOR RELEASE

PROPERTY & LIABILITY PROGRAM

\$0.00

- Keep in the current fund
- Transfer to another JPA Fund (please specify name)
- Transfer to FBC Fund (please specify name)
- Refund surplus equity to District fund No

WORKERS’ COMPENSATION PROGRAM:

\$1,988.12

Signature _____

Date _____

Please call Montserrat L. Carrillo @ 858-569-5311 with any questions.

California School Dashboard and LCFF Evaluation Rubrics Equity Report

The Equity Report will identify performance gaps between student groups in the different indicators.

Equity means that a student's ZIP code, race, or gender shouldn't predict their success in school. Each child is unique and needs unique supports in their education.

With the Equity Report, you can see how the school district is performing in the different state indicators by students' race, income, language status and more.

The Equity Report shows the district and school leaders, parents and families, and community partners any gaps in performance and achievement. It can help pinpoint areas that need focused support.

The rubrics use colors to rate performance with blue being the best followed by green, yellow, orange, and red.

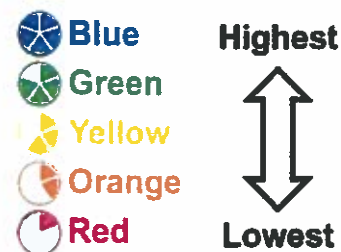
The Academic Indicator for mathematics for all students in the district could be blue based on the reference chart (status and change/growth). But on the Equity Report, you can look deeper and see possibly that English learners are orange and students with disabilities are red on the Academic Indicator for math.

It is considered a gap when a student group performance is two or more colors below the performance category for all students.

Just one student not achieving their potential is one too many.

Note: The California School Dashboard webpage sample shown above may not be an exact replication of the final rubrics dashboard that will be available to the public.

Performance Categories:	Blue	Green	Yellow	Orange	Red
English Learners					
English Learners (17 States)					
AP Students					
Foster Youth					
Socioeconomically Disadvantaged					
American Indian					
White					



LCFF Evaluation Rubrics Student Groups*

- All students
- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities
- American Indian
- Asian
- African American
- Filipino
- Hispanic
- Pacific Islander
- Two/+ Race
- White

*The rubrics will only show data if a school has 11 or more students in that group. Data may not always be available.

California School Dashboard and LCFF Evaluation Rubrics Overview

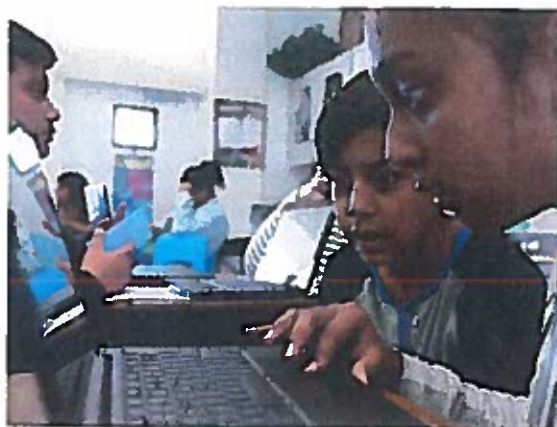
California's accountability system for districts and schools continues to evolve.

With the **Local Control Funding Formula (LCFF)**, school districts receive a base amount of funding for each student, and additional funding for students identified as low-income, English learner, and/or foster youth.

School districts now have more flexibility locally to direct spending to their greatest local needs. They also must keep the community informed through the **Local Control and Accountability Plan (LCAP)** process. The LCAP outlines how the district plans to support student achievement, and how it is using its financial resources to get results. The plan must address the state's identified eight priorities or areas — both inside and outside of the classroom — that impact student achievement.

The new **LCFF Evaluation Rubrics** and **California School Dashboard** are another step forward. The rubrics provide a way to measure district and school performance through multiple measures that go beyond student test scores. They address a variety of indicators based on the LCAP priorities, such as school culture and graduation rates.

The rubrics will be used to measure how a district or school is performing by indicator and by student group. Those ratings will be available to the public on a website known as the California School Dashboard.



The district and school leaders, staff members, families, and community stakeholders will be able to use the dashboard and the rubrics to help determine which LCAP actions are having the biggest impact and which need to be revised for better results.

Our goal is to use these tools to continuously improve our district's efforts so that every student succeeds.

California School Dashboard and LCFF Evaluation Rubrics Overview

Dashboard and Rubrics Indicators

There are 11 indicators in the rubrics and the dashboard that are in line with the eight state priorities. These indicators were identified for their impact on student performance. Each has its own standards and performance ranges unique to that area.

The indicators are split into two categories: Those calculated at the state level and those calculated at the local or district level.

The performance of **state indicators** is color-coded based on the status or latest results (“very high,” “high,” “medium,” “low,” or “very low”) and the growth or change, which is the status compared to the previous year or years (“declined significantly,” “declined,” “maintained,” “increased,” and “increased significantly”) in each area.

The status ranges are determined by looking at the student achievement across the state and calculating the average highs and lows.

Similar to the game Battleship or finding your way with the Thomas Guide maps, a performance color for state indicators is found using a reference chart to find the colored space where the status and growth indicators meet. The color on the rubrics corresponds to the colored pies on the California School Dashboard.

For the **local indicators**, performance will be labeled as “met,” “not met,” or “not met for two years,” based on state standards. The local indicators do not include status and change in the performance or use the colored pies or rubrics.

State and Local Indicators

- Chronic Absenteeism
- Suspension Rate
- Graduation Rate
- Academic
 - English Language Arts
 - Mathematics
- Basics (teachers, materials, facilities)
- Implementation of State Standards
- Parent Engagement
- College and Career Readiness
- Local Climate Survey

Graduation Rate (All Local High Schools)	CHANGE (PRIOR 3 YEAR AVE)				
	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or Improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater	Blue	Blue	Blue	Blue	Blue
High 80% to less than 95%	Orange	Yellow	Green	Green	Blue
Medium 65% to less than 80%	Orange	Orange	Yellow	Green	Green
Low 50% to less than 65%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 50%	Red	Red	Red	Red	Red



Nancy Hauer <nancy.hauer@dehesasd.net>

[superintendents-district] State Schools Chief Tom Torlakson Announces Applications for Summer Food Service Program

1 message

COMMUNICATIONS <COMMUNICATIONS@cde.ca.gov>

Wed, Feb 1, 2017 at 1:24 PM

To: Nancy Hauer <nancy.hauer@dehesasd.net>



CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

TOM TORLAKSON
State Superintendent
of Public Instruction

REL#17-10

CONTACT: Cynthia Butler

FOR IMMEDIATE RELEASE

PHONE: 916-319-0818

February 1, 2017

E-MAIL: communications@cde.ca.gov

State Schools Chief Tom Torlakson Announces Applications for Summer Food Service Program

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson today announced that applications are available for the Summer Food Service Program, a federally funded, state-administered program that serves meals to California's low-income children.

"Providing nutritious meals to students during the school year helps students stay alert and focused in class," Torlakson said. "Making sure children have access to healthy food during the summer is just as critical. Those students will return to school in the fall ready to learn."

The Summer Food Service Program reimburses participating organizations that provide free meals to children 18 and younger when students are on summer vacation or when those students who attend year-round schools are out of school for 15 or more consecutive school days.

Summer Food Service sponsors may prepare meals or obtain meals from another sponsor, public or commercial food vendor, or a school food service department. All meals must meet U.S. Department of Agriculture requirements. Sponsors serve meals and snacks to children at state-

approved locations where at least 50 percent of the children qualify for free or reduced-price school meals during the school year.

Organizations eligible to apply include schools, camps, nonprofits, tribal governments, and government agencies. Applications are due by June 1, 2017.

For more information, visit the California Department of Education Summer Food Service Program Information Web page at <http://www.cde.ca.gov/ls/nu/sf/sfspinfo.asp>.

###

The California Department of Education is a state agency led by State Superintendent of Public Instruction Tom Torlakson. For more information, please visit the [California Department of Education's Web site](#) or by [mobile device](#). You may also follow Superintendent Torlakson on [Twitter](#), [Facebook](#), and [YouTube](#).

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum
Business Manager

Subject: Monthly Budget Update

Meeting Date: February 23, 2017

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

Background:

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

Report:

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

Financial Impact:

N/A-Form Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:VI.B.1

**Purchase Orders
January 2017**

DATE	PO NUMBER	VENDOR	DESCRIPTION	AMOUNT	BUDGET CATEGORY
01/05/17	7226	School Specialty	Markers	\$ 19.30	General-School Admin
01/05/17	7227	SSC	Workshops/Anna & Nancy	\$ 410.00	General-District Admin
01/05/17	7228	School Fix	ADA Compliant Restroom signs	\$ 94.33	Deferred Maintenance Fund
01/06/17	7229	SDCOE	Brandy Training	\$ 25.00	General-School Admin
01/06/17	7230	Pearson	Daniels Resource books	\$ 105.04	General-Instruction
01/09/17	7231	SDCOE	Business Cards/Anna & Nancy	\$ 73.27	General-District Admin
01/10/17	7232	CASBO	Membership Dues	\$ 137.50	General-District Admin
01/10/17	7233	SDCOE	CBO Forum	\$ 250.00	General-District Admin
01/10/17	7234	CASBO	Boot Camp Seminar	\$ 580.00	General-District Admin
01/10/17	7235	Gopher	Sports Equip	\$ 238.73	General-Instruction
01/11/17	7236	SDCOE	Tamara Training	\$ 65.00	General-School Admin
01/13/17	7237	School Nurse Supply	Thermometer/supplies	\$ 67.96	General-School Admin
01/17/17	7238	ACCO	Laminator Film	\$ 232.98	General-Instruction
01/17/17	7239	Social Thinking	Daniels books	\$ 437.57	General-Instruction
01/18/17	7240	SDCOE	Nancy Training	\$ 65.00	General-Board/Superintendent
01/18/17	7241	Ricks Glass	Bus Window repair	\$ 78.00	General-Operations
01/19/17	7242	CASBO	Membership/Jackie	\$ 45.00	General-District Admin
01/19/17	7245	MRC	Staples for Copier	\$ 129.08	General-School Admin
01/23/17	7243	Amazon	Book Set for Lavigne	\$ 116.10	General-Instruction
01/24/17	7244	SDCOE	Floating Lab	\$ 697.00	General-Instruction
01/26/17	7246	Amazon	Computer screen	\$ 47.18	General-Instructional Media
01/30/17	7247	Southwest School Supply	Supplies	\$ 370.53	General-School Admin
01/30/17	7248	Really Good Stuff	Dr Seuss Day Supplies	\$ 44.48	General-Instruction
01/30/17	7249	Dell Awards	Name Plates	\$ 90.12	General-District Admin
TOTAL				\$ 4,419.17	

Dehesa School District

Fund Balances

(Cash in County Treasury as of January 31, 2017)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$1,429,521.81
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND (FD 39)	\$129,046.43
12-06	CHILD DEVELOPMENT FUND	\$2,674.00
13-00	CAFETERIA SPECIAL REVENUE FUND	\$34,156.04
14-00	DEFERRED MAINTENANCE FUND	\$100,059.95
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$481,559.76
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$68,273.67
21-39	BUILDING FUND	\$291,600.76
25-19	CAPITAL FACILITIES/SB2068 FUND	\$5,631.83
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,505.42
	GRAND TOTAL	\$2,550,029.67

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

1/31/2017

Date			Expenditure
7/1/2016	Beginning Balance		\$547,086.9
10/19/2016	Interest		\$795.21
11/2/2016	Insurance Reimb		\$14,484.6
1/20/2017	Interest		\$740.1
Total			\$563,106.9
Payment Date	Service Provider	Services Performed	Amount
7/27/2016	Office Depot	Conference Room Furniture for new building	\$2,278.3
9/2/2016	West Coast Air	Final Payment to West Coast Air for Change Order	\$10,038.01
10/18/2016	WorldBridge Technologies	Classroom Projector Installation	\$12,400.01
10/18/2016	Dale Scott & Co.	Bond Disclosure Report	\$4,900.01
10/28/2016	Union Bank Escrow Acct	Shade Structure Project-FACIPA	\$241,500.01
11/28/2016	Division of State Architect	DSA Close out on Shade Structure	\$389.8
TOTAL CURRENT YEAR EXPENSES			\$271,506.1
TOTAL FUNDS AVAILABLE AS OF 1/31/17			\$291,600.71

*Change from previous month

Dehesa School District
Capital Facilities Funds 25-19

1/31/2017

Current Year Project Activity			Amount
7/1/2015	Beginning Fund Balance		20.09
10/11/2016	Developer Fees		5,282.83
10/19/2016	Interest		287.11
1/20/2017	Interest		41.80
Total			5,631.83
Payment Date	Service Provider	Services Performed	Amount
TOTAL CURRENT YEAR EXPENSES			-
TOTAL FUNDS AVAILABLE AS OF 1/31/17			5,631.83

*Change from previous month

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of February 23, 2017

- Meeting Date: February 23, 2017
- Action
 - First Reading
 - Information
 - Presentation
 - Public Hearing
 - Roll Call Vote Required
 - Discussion

Current Enrollment

By Grade Level

EAK.....	15
Kindergarten.....	17
1st Grade	20
2nd Grade	15
3rd Grade	16
4th Grade	21
5th Grade	24
6th Grade	16
7th	10
8th	16
173	

End-of-the-Year Enrollment

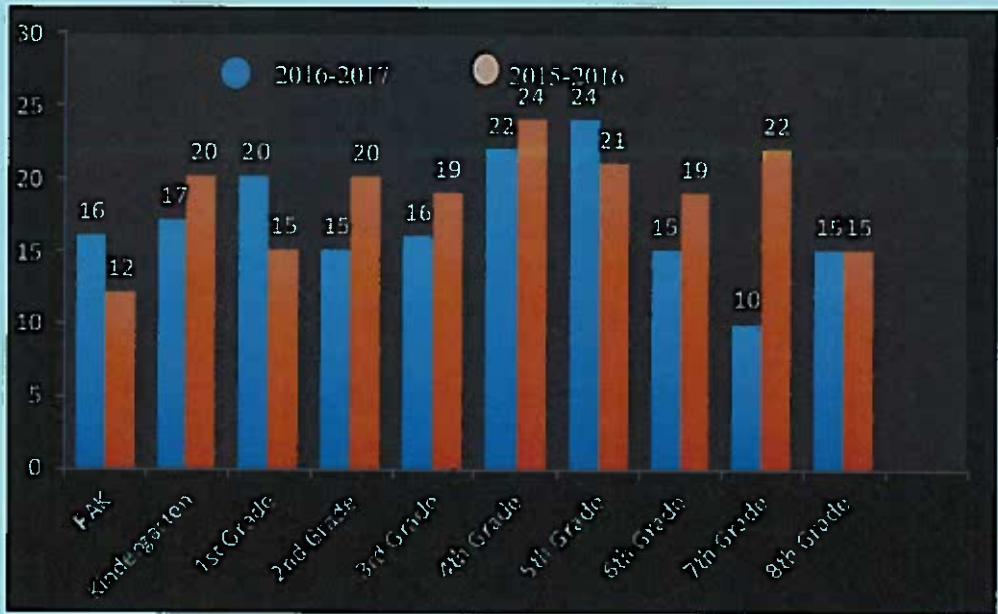
By Grade Level

EAK.....	12
Kindergarten	20
1st Grade	15
2nd Grade	20
3rd Grade.....	19
4th Grade.....	24
5th Grade.....	21
6th Grade.....	19
7th.....	22
8th.....	15
187	

Inter District Transfers

Students who live in our District but attend a different school
40

Students who live in another district but attend our school
51



DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Statement of Economic Interest-Form 700 filing

Meeting Date: February 23, 2017

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

Background/Report:

Annual filing of 700 forms is required for public officials to ensure no financial conflicts of interest occur.

For your convenience, a form, patterned after your last year's report has been created. Forms will be distributed at the meeting for your perusal. If correct, you may sign at that time or take it home and make changes. All forms must be submitted together, by the district, and received by the Clerk of the County Board of Supervisors no later than April 1, 2017.

Do not hesitate to call if you have any questions.

Financial Impact:

N/A

Student Impact:

N/A

Agenda Item #: VI.B.5

2016/2017 Statement of Economic Interests



Form 700

A Public Document

Also available on the FPPC website:

- ***Form 700 in Excel format***
- ***Reference Pamphlet for Form 700***

California Fair Political Practices Commission
Email Advice: advice@fppc.ca.gov
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916)322-5660 • Website: www.fppc.ca.gov

December 2016

What's New

Gift Limit Increase

The gift limit increased to \$470 for calendar years 2017 and 2018. The gift limit during 2016 was \$460.

Gifts of Travel

If an individual receives a payment that is a reportable gift for travel taken on or after January 1, 2016, he or she must disclose the travel destination. (See Schedule E instructions for other details that must be disclosed.)

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency; they are not part of the Form 700**
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception: Candidates for a county central committee are not required to file the Form 700.

- Members of newly created boards and commissions not yet covered under a conflict of interest code
- Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. See Reference Pamphlet, page 3.

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions.

When to file:

Annual Statements

⇒ March 1, 2017

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

⇒ April 3, 2017

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2016, and December 31, 2016, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2018, or April 2, 2018, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2017. See Reference Pamphlet, pages 6 and 7, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents.

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

There is no provision for filing deadline extensions unless the filer is serving in active military duty. Statements of 30 pages or less may be faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Introduction

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. During 2015 and 2016, the gift limit was \$460 from a single source per calendar year. For years 2017-2018, the limit increased to \$470 from a single source during a calendar year.

In addition, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose (i.e., a personal residence is often not reportable, but may be disqualifying). Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. See Reference Pamphlet, page 10.

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. See Reference Pamphlet, page 14.

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Types of Form 700 Filings

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position is reportable.

For positions subject to confirmation by the State Senate or the Commission on Judicial Performance, your assuming office date is the date you were appointed or nominated to the position.

Example:

Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment is reportable.

Annual Statement:

Generally, the period covered is January 1, 2016, through December 31, 2016. If the period covered by the statement is different than January 1, 2016, through December 31, 2016, (for example, you assumed office between October 1, 2015, and December 31, 2015 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2016.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2016, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2016, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2015, and December 31, 2015, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2016.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Instructions Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.
- To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April 1 annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Example:

Scott Baker is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Scott will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Scott will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name (Do not use acronym)	
Feather River Irrigation District	
Division, Board, Department, District, if applicable	Your Position
N/A	Board Member
* If filing for multiple positions, list below or on an attachment. (Do not use acronym)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of
<input type="checkbox"/> City of	<input type="checkbox"/> Other

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2016 annual statement, **do not change the pre-printed dates to reflect 2017.** Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2017, through December 31, 2017, will be disclosed on your statement filed in 2018. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; or if you have nothing to disclose on any schedule, check the "No reportable interests" box. **Please do not attach any blank schedules.**

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

**STATEMENT OF ECONOMIC INTERESTS
COVER PAGE**

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other _____

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2016, through December 31, 2016.
-or-
The period covered is ____/____/____, through December 31, 2016.
- Assuming Office: Date assumed ____/____/____
- Candidate: Election year _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____
(Check one)
 - The period covered is January 1, 2016, through the date of leaving office.
 - or-
 - The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: _____

Schedules attached

- Schedule A-1 - Investments – schedule attached
 - Schedule A-2 - Investments – schedule attached
 - Schedule B - Real Property – schedule attached
 - Schedule C - Income, Loans, & Business Positions – schedule attached
 - Schedule D - Income – Gifts – schedule attached
 - Schedule E - Income – Gifts – Travel Payments – schedule attached
- or-
- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ Signature _____
(month, day, year) (File the originally signed statement with your filing official.)

Which Schedule Do I Use?

Common Reportable Interests

Schedule A-1	Stocks, including those held in an IRA or a 401K
Schedule A-2	Business entities (including certain independent contracting), sole proprietorships, partnerships, LLCs, corporations, and trusts
Schedule B	Rental property in the jurisdiction, or within two miles of the boundaries of the jurisdiction
Schedule C	Non-governmental salaries of public official and spouse/registered domestic partner
Schedule D	Gifts from businesses (such as tickets to sporting or entertainment events)
Schedule E	Travel payments from third parties (not your employer)

Common Non-Reportable Interests

Schedule A-1	Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 13, for detailed information. (Regulation 18237)
Schedule A-2	Savings and checking accounts and annuities
Schedule B	A residence used exclusively as a personal residence (such as a home or vacation cabin)
Schedule C	Governmental salary (such as a school district)
Schedule D	Gifts from family members
Schedule E	Travel paid by your government agency

Remember:

- ✓ Mark the "No reportable interests" box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the Cover Page only. **Make sure you carefully read all instructions to ensure proper reporting.**
- ✓ The Form 700 is a public document.
- ✓ **Most individuals must consult their agency's conflict of interest code for reportable interests.**
- ✓ Most individuals file the Form 700 with their agencies.

Questions and Answers

General

Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?

A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?

A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.

Q. I am a department head who recently began acting as city manager. Should I file as the city manager?

A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.

Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?

A. Yes. You may also need to file an assuming office statement for the new agency.

Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse's income, investments, and interests in real property?

A. Yes. A public official must continue to report a spouse's economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse's income may not have to be reported. Contact the FPPC for more information.

Investment Disclosure

Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?

A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. See Reference Pamphlet, page 13.

Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?

A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.

Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?

A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers Continued

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. See Reference Pamphlet, page 14.

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Questions and Answers Continued

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. See Reference Pamphlet, page 8, for the definition of "business entity."

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. See Reference Pamphlet, page 14, for additional information.

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in real property for you.

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Questions and Answers Continued

- Q.** Mary and Joe Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A.** Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2016 the gift limit was \$460, so the Bensons may have given the supervisor artwork valued at no more than \$920. The supervisor must identify Joe and Mary Benson as the sources of the gift.
- Q.** I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A.** No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.
- Q.** I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A.** Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q.** My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A.** Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. See Reference Pamphlet, page 13.

Reportable Investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. See Reference Pamphlet, page 15, for more information on disclosing trusts.
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 13, for detailed information. (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)
- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. See second example below.

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively.
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

John Smith holds a state agency position. His conflict of interest code requires full disclosure of investments. John must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Susan Jones is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Susan must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

Instructions – Schedule A-2 Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13. A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating your pro rata share of the gross income received by the business entity or trust. This amount includes your pro rata share of the gross income from the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan to the business entity or trust identified in Part 1 if your pro rata share of the gross income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting

period. See Reference Pamphlet, page 11, for examples. Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. See Reference Pamphlet, page 8, for an explanation of commission income.

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Using phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" may trigger a request for an amendment to your statement. See Reference Pamphlet, page 14, for details about requesting an exemption from disclosing privileged information.

Part 4. Report any investments or interests in real property held or leased by the entity or trust identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE A-2

Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

<p>FAIR MARKET VALUE</p> <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	<p>IF APPLICABLE, LIST DATE:</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 ACQUIRED </td> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 DISPOSED </td> </tr> </table>	____/____/16 ACQUIRED	____/____/16 DISPOSED
____/____/16 ACQUIRED	____/____/16 DISPOSED		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary)

None or Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

<p>FAIR MARKET VALUE</p> <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	<p>IF APPLICABLE, LIST DATE:</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 ACQUIRED </td> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 DISPOSED </td> </tr> </table>	____/____/16 ACQUIRED	____/____/16 DISPOSED
____/____/16 ACQUIRED	____/____/16 DISPOSED		

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Yrs. remaining Other _____

Check box if additional schedules reporting investments or real property are attached

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

<p>FAIR MARKET VALUE</p> <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	<p>IF APPLICABLE, LIST DATE:</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 ACQUIRED </td> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 DISPOSED </td> </tr> </table>	____/____/16 ACQUIRED	____/____/16 DISPOSED
____/____/16 ACQUIRED	____/____/16 DISPOSED		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary)

None or Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

<p>FAIR MARKET VALUE</p> <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	<p>IF APPLICABLE, LIST DATE:</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 ACQUIRED </td> <td style="width: 50%; border-bottom: 1px solid black;"> ____/____/16 DISPOSED </td> </tr> </table>	____/____/16 ACQUIRED	____/____/16 DISPOSED
____/____/16 ACQUIRED	____/____/16 DISPOSED		

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Yrs. remaining Other _____

Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. See Reference Pamphlet, page 13.

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)

Please note: A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.

- Interests in real property held through a blind trust (See Reference Pamphlet, page 16, for exceptions.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Joe Nelson is a city planning commissioner. Joe received rental income of \$12,000 during the reporting period from a single tenant who rented property Joe owned in the city's jurisdiction. If Joe had received the \$12,000 from two or more tenants, the tenants' names would not be required as long as no single tenant paid \$10,000 or more. A married couple would be considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS 4600 24th Street	
CITY Sacramento	
FAIR MARKET VALUE	IF APPLICABLE, LIST DATE
<input type="checkbox"/> \$2,000 - \$10,000	ACQUIRED _____ DISPOSED _____
<input type="checkbox"/> \$10,001 - \$100,000	
<input checked="" type="checkbox"/> \$100,001 - \$1,000,000	
<input type="checkbox"/> Over \$1,000,000	
NATURE OF INTEREST	
<input checked="" type="checkbox"/> Ownership/Deed of Trust	<input type="checkbox"/> Easement
<input type="checkbox"/> Leasehold	<input type="checkbox"/> Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED	
<input type="checkbox"/> \$0 - \$999	<input type="checkbox"/> \$500 - \$1,000
<input type="checkbox"/> \$1,001 - \$100,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000
SOURCE(S) OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.	
<input type="checkbox"/> None	
Henry Wells	
NAME OF LENDER	
Sophia Petroilo	
ADDRESS (Business Address Acceptable)	
2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY, IF ANY, OF LENDER	
Restaurant Owner	
INTEREST RATE	TERM (Month/Year)
8 % <input type="checkbox"/> None	15 Years
HIGHEST BALANCE DURING REPORTING PERIOD	
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> Guarantor, if applicable	

FPPC Form 700 (2016/2017)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions – 12

SCHEDULE B
Interests in Real Property
(Including Rental Income)

Name _____

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000 _____/_____/16 _____/_____/16

\$10,001 - \$100,000 _____/_____/16 _____/_____/16

\$100,001 - \$1,000,000 _____/_____/16 _____/_____/16

Over \$1,000,000 _____/_____/16 _____/_____/16

ACQUIRED DISPOSED

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ _____

Yrs. remaining Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000 _____/_____/16 _____/_____/16

\$10,001 - \$100,000 _____/_____/16 _____/_____/16

\$100,001 - \$1,000,000 _____/_____/16 _____/_____/16

Over \$1,000,000 _____/_____/16 _____/_____/16

ACQUIRED DISPOSED

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ _____

Yrs. remaining Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____% None _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____% None _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

Comments: _____

Instructions – Schedule C Income, Loans, & Business Positions (Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. See Reference Pamphlet, page 11. You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13, for more information about doing business in the jurisdiction. Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10, concerning your ability to receive future honoraria.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

See Reference Pamphlet, page 11, for more exceptions to income reporting.

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. See Reference Pamphlet, page 8. **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

SCHEDULE C

Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED No Income - Business Position Only
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

NAME OF SOURCE OF INCOME _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED No Income - Business Position Only
 \$500 - \$1,000 \$1,001 - \$10,000
 \$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
 Salary Spouse's or registered domestic partner's income
 (For self-employed use Schedule A-2.)

Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

Sale of _____
 (Real property, car, boat, etc.)

Loan repayment

Commission or Rental Income, list each source of \$10,000 or more

 (Describe)

Other _____
 (Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000
 \$1,001 - \$10,000
 \$10,001 - \$100,000
 OVER \$100,000

Comments: _____

INTEREST RATE _____ TERM (Months/Years) _____

_____ % None

SECURITY FOR LOAN

None Personal residence

Real Property _____

Street address

City

Guarantor _____

Other _____

(Describe)

Instructions – Schedule D Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10, regarding your ability to receive future honoraria.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without

Reminders

- Gifts from a single source are subject to a \$460 limit during 2016. See Reference Pamphlet, page 10.
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

being claimed by you as a charitable contribution for tax purposes

- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

FPPC Form 700 (2016/2017)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions – 16

SCHEDULE D
Income – Gifts

Name _____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

Comments: _____

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" at www.fppc.ca.gov.

You are **not** required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a non-profit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported on Form 801 by your agency.

- **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member Rick Chandler is the chairman of a 501 (c)(6) trade association and the association pays for Rick's travel to attend its meetings. Because Rick is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for Rick to attend other events for which he is not providing services are likely considered gifts.

▶ NAME OF SOURCE (Not an Acronym)	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Suite 610	
CITY AND STATE	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) OR DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
DATE(S):	AMT: 150.00
	(if gift)
▶ MUST CHECK ONE: <input type="checkbox"/> Gift -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for board meeting</u>	

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$50 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift and the date(s) received. If the travel occurred on or after January 1, 2016, you must also disclose the travel destination.

SCHEDULE E

Income – Gifts

Travel Payments, Advances, and Reimbursements

Name _____

- Mark either the gift or income box.
- Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. These payments are not subject to the gift limit, but may result in a disqualifying conflict of interest.
- For gifts of travel, provide the travel destination.

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift -or- Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift -or- Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift -or- Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift -or- Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

Comments: _____

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

**Subject: The Heights Charter
Renewal**

Meeting Date: February 23, 2017

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

Background:

The current charter agreement between the Dehesa School District and The Heights Charter School expires in June 2017. The Heights Charter School has presented their proposal to renew the agreement between the District and the school.

Report:

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

Financial Impact:

There is no financial impact to the District. Oversight fees are paid to the District.

Student Impact:

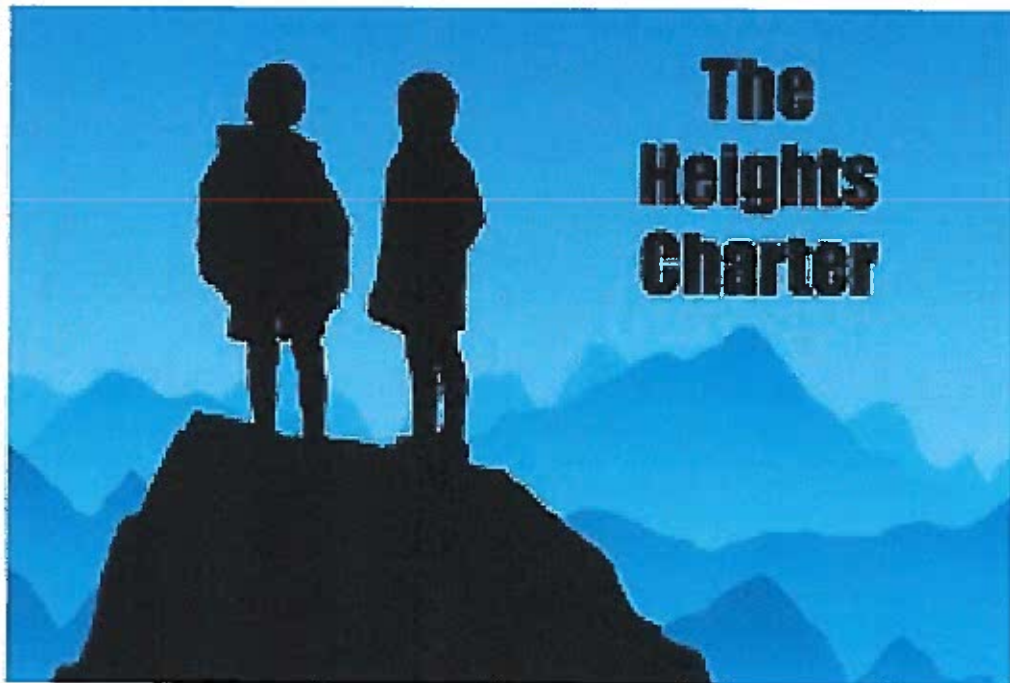
The Charter School funding provides potential support for the student instructional programs, and/or provides additional economic reserves for the District as determined by the Governing Board.

Recommendation:

Administration recommends approval for the charter renewal agreement between the Dehesa School District and The Heights Charter School.

Agenda Item #:VII.A.1

Charter **The Heights Charter**



**Petition for Charter Renewal
For the term of July 1, 2017 – June 30, 2022**

**Submitted to the Dehesa School District
February 23, 2017**

AFFIRMATIONS AND DECLARATION

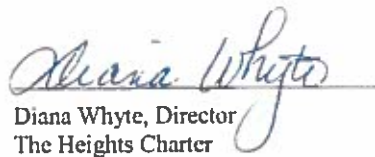
As the authorized lead petitioner, I, Diana Whyte, hereby certify that the information submitted in this petition for renewal of a California public charter school named The Heights Charter (“THC” or the “Charter School”), and authorized by the Dehesa School District (the “District”) is true to the best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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of The Heights Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate

crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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


Diana Whyte, Director
The Heights Charter

2/16/2017
Date

CHARTER RENEWAL

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2012-2017

The Heights Charter is a K-8 independent study school that provides a unique educational opportunity to students through a rigorous, standards-based curriculum with an emphasis on meeting the individual needs of each student while providing enrichment classes in Spanish, theater arts/drama, technology, and art. The school offers a variety of personalized services to its students to meet the increasing needs of students in the 21st century with an emphasis on relationship that incorporates strong family and community ties, all within a framework of high academic standards. As a voluntary public educational choice for parents, The Heights Charter has scored 9 out of 10 statewide and also 9 out of 10 compared to similar schools for the past two years that the California Assessment of Student Performance and Progress (CAASPP) has been in existence. Our graduating 8th graders have successfully progressed to both public and private high schools throughout the county.

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

CHARTER RENEWAL CRITERIA

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

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

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

*Note on Testing Data

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

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

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

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL	
Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	N/A: Charter School did not receive a base API score in 2012 (opening year), so no growth API score was calculated in 2013
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 rank of 8

Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	N/A; see above
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	N/A; Charter School is not an ASAM school
(Source: CDE DataQuest, accessed February 7, 2017.)	

Analysis of Comparison Schools Data

See Appendix A

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

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

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

See Appendix A

ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM

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

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

Mission Statement

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

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

How Learning Best Occurs

We believe that learning best occurs when:

- Children are in an environment of supportive relationships

- Parents, students, and teachers work as an educational team
- Parents are involved in the educational process and school governance
- The learning environment is safe and non-judgmental
- Relationships are based on mutual cooperation and respect
- Class sizes are small
- Nurturing educational passion is an integral part of every activity

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

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

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

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

We believe the following are necessary components to an education:

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

- The development of leadership and responsibility
- The ability of each student to be accountable and productive

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

Targeted Student Population

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

Curriculum

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

THC's program aligns well with the legislative intent expressed in founding charter school legislation by, most notably, offering expanded choices to families, encouraging

different and innovative teaching methods, giving teachers new professional opportunities that allow them to assume responsibility for the learning program, providing parents and students with expanded choices within the public school system, providing a venue for performance-based accountability, and improving the learning experience for all students.

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

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

In the 2012-2013 school year, which was our first year of operation, THC achieved an API of 860. This included the subgroup of Students with Disabilities which comprised 19% of the student population in the spring of 2013. THC had a school ranking of “8” at the end of our first year in operation. The student population has grown from 71 to 230 students and the State of California has transitioned into Common Core Standards and the resultant CAASPP testing instrument, THC compared to comparable schools in the State of California in the spring of 2016 achieved a state ranking was a “9” (see below).

Academic Accountability
Data Extracted from
CCSA Academic Accountability Report
2015-16
The Heights Charter (Alpine)
<http://snapshots.ccsa.org/aar>

STATUS

Average Point Difference (APD)

On average, students at my school are 21 scale score Points above the "met standard" level on the Common Core Standards, as measured by the SBAC assessment

This is equivalent to
a Statewide Percentile of **82**
and a State Rank of **9**

GROWTH / POST- SECONDARY READINESS

Growth: **7.7** APD points
A-G Rate: N/A

SIMILAR STUDENTS

Similar Students
Measure (SSM): **Within/Fluctuating**

This is equivalent to a
Similar Schools Rank of **9**

MULTIPLE MEASURE REVIEW

The core curriculum is based on the state content and performance standards, curriculum frameworks, benchmarks, and/or the Common Core standards. A variety of supplementary curricular resources are available that support these standards. A key component will be individual choice of materials within an overall educational framework. Since student interest and educational passion is a component of this charter, teachers will provide supplementary material that will teach the standards based on a student's needs and interests.

Students will also have the opportunity to participate in a variety of enrichment courses, electives, and related learning opportunities. Tutoring, on an individual basis or within a

small group setting, is also offered on a weekly basis. Regularly schedule field trips are also organized and provided to enhance the experiential learning process.

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

Independent Study Assurances

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

Charter School Goals and Actions to Achieve the Eight State Priorities

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

Plan for Students that are Academically Low Achieving

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

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

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

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

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

Plan for Students that are Academically High Achieving

THC is also an ideal environment for high achieving students. Students who demonstrate an ability to advance at a faster pace or a higher cognitive level will be academically challenged by THC's highly flexible curriculum. Teachers adjust assignments and expectations to maximize student realization of their individual potential. All students address content standards skills and content, but students who are ready for accelerated skills will also work on higher level content, both standards-based and other. Students

will be encouraged and supported to reach beyond the grade-appropriate standards to work on their level, learn at their own pace, and pursue their own interests. Teachers will modify instruction as needed to engage and challenge each student at his/her level. Staff will also guide learners to extracurricular enrichment activities that happen throughout the year.

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

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

Plan for English Learners

THC will identify, serve, and monitor the progress of English Learners to ensure that they have full access to THC educational programs and that they make appropriate progress to English proficiency. THC will collect a Home Language Survey from every student upon enrollment. All students with a home language other than English (as indicated by the survey) will be given the California English Language Development Tests (CELDT)'

within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. Where appropriate, these students will also be assessed in their primary language to determine academic skill levels. THC will use annual CELDT and CAASPP data, teacher observations, and optional parents input to identify English Learners, determine their English Language Development (ELD) levels and reclassify English Learners as English proficient when appropriate. Once an English Learner is reclassified as proficient, THC will continue to monitor the student's progress for at least two years using CAASPP scores and THC assessments. THC will make teachers aware that raising English Learners' rate of English acquisition and overall academic performance is not only a moral imperative; it is also a factor in the new state and federal accountability systems. Instructional staff will monitor progress of English Learners through the year to ensure that students are on track for meeting growth goals.

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

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

Special Education Services to Students

The Heights Charter complies with all State and Federal laws for special education, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education

¹ All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Improvement Act (“IDEA”). All children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

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

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

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

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

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

In the event of a due process claim to enforce applicable special education law, the Charter School is committed to working in cooperation with Dehesa School District to the maximum extent permitted under law and as set forth in the MOU to respond to and defend the Charter School and Dehesa School District in the process.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education

("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

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

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

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

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

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

School Outcome Goals

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

The Heights Charter expects its graduates to be able to:

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

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

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

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

School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.heightscharter.org/heights-blog/2016-17-lcap>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

ELEMENT 3: MEASUREMENT OF OUTCOMES

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

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

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

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

Mandated State Assessments:

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

School-based Assessments:

THC will use a mix of assessments that best reflect the desired student outcomes within each content area. These may include brief assessments that provide immediate information about student understanding and skill development, so that teachers can adjust instruction according to what has been learned or not learned. Immediate assessments may include journal entries, class discussions, or question and response.

Short term assessments will provide in a timely manner more substantive feedback that is helpful to the teacher and learner. Cumulative assessments are typically used at the end of chapters or units.

Publisher-developed Assessments:

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

Teacher-developed quizzes, tests, and other assessments:

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

Student work samples:

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

ELEMENT 4: GOVERNANCE

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

Non-Profit Public Benefit Corporation

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

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

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

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

The Heights Charter and its operating corporation will ensure they mutually maintain, during the term of the charter, such public liability and property damage insurance as shall protect the Charter School and the District, and their officers, agents, servants, representatives and employees, from all claims for personal property, including accidental death, to any person as well from all claims for property damage as well as all claims and liens of all persons for deprivation of civil rights, including rights of persons with disabilities, arising from the operations under this charter, in minimum amounts set forth as follows: (1) \$1,000,000 per occurrence; and (2) \$2,000,000, excess insurance.

The Heights Charter will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability or religion or any of the of characteristics listed in Education Code 220.

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

The Board of Directors and Administration

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

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

Board members will be selected based on the following criteria

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

Parent Involvement in Governance

In addition to encouraging parents to serve on the Board, parents will be encouraged to attend a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising The Heights Charter School Board of Directors on any and all matters related to the strengthening of The Heights Charter community. Parent participation will play a vital role in the effectiveness our program.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teachers

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

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

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

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

Administration

THC will hire a Director who will be responsible for administration of the Charter School. Successful candidates must have a bachelor's degree (at a minimum) and demonstrate expertise in their field equivalent to five or more years in education, business management, and/or teaching. A master's degree and/or administrative credential is preferred but not required.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

- A requirement that all enrolling students provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- A requirement that all employees, and volunteers who have frequent and prolonged contact with students, furnish the results of a tuberculosis risk assessment and examination (if necessary) prior to commencing employment and working with students as required by Education Code Section 49406.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
- The facilities of the Charter School will be inspected and approved by the Fire Marshall. The Heights Charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.
- The Charter School will be designated as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted

and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

ELEMENT 7: ACHIEVING RACIAL/ETHNIC BALANCE

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

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

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

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

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

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

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

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

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

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

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

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade

level, with the exception of existing students who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students currently enrolled in The Heights Charter (exempt)
2. Siblings of enrolled students
3. Students of The Heights Charter's teachers and staff
4. Residents of the District
5. All other applicants

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

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

ELEMENT 9: FINANCIAL AUDIT

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

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

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

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

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

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

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

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

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

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

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

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

otherwise qualified for such services or protections in according due process to such students.

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, 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 one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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 one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) **“Electronic Act”** means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with The Heights Charter officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by The Heights Charter Board of Directors following a hearing before it or by The Heights Charter 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 in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

2. The Heights Charter must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, The Heights Charter must present evidence that the witness' presence is both desired by the witness and will be helpful to The Heights Charter. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing

room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

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

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

ELEMENT 11: RETIREMENT

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

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

ELEMENT 12: ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at The Heights Charter. Persons employed by The Heights Charter are not considered employees of Dehesa School District for any purpose whatsoever. Employees of any district who resign from employment to work at The Heights Charter and later wish to return to their district shall be treated the same as any other former district employee seeking reemployment.

Certificated, classified, and other staff members at The Heights Charter shall retain all previously vested rights in their representative systems, including but not limited to STRS and PERS.

The Heights Charter maintains full responsibility and liability for hiring and retention practices for all employees of The Heights Charter. The District does not employ or retain any responsibility for employment of individuals at The Heights Charter. The Heights Charter shall be deemed the exclusive public school employer of the employees of this charter school for the purpose of the Educational Employment Relations Act, and the right of The Heights Charter employees shall be as specified in this Charter.

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

ELEMENT 14: DISPUTE RESOLUTION PROCESS, REPORTING, AND RENEWAL

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

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

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School.

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

Disputes Between the Charter School and District

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

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

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter

School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

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

Oversight, Reporting, Revocation, and Renewal

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

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

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

ELEMENT 15: SCHOOL CLOSURE

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

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

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

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

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

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

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

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

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

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

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

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-

profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

MISCELLANEOUS CLAUSES

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners 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, please find the Charter School's budget, cash flow and financial projections for the next three years of operation.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

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

Administrative Services

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

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program

development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

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

The Charter School is located at 2710 Alpine Blvd, Suite E, Alpine, California 91901 in accordance with Education Code Sections 47605(a)(5) and 47605.1(d).

To ensure The Heights Charter meets current legal requirements as interpreted by the 3rd District Appellate Court in *Anderson Union High School District v. Shasta Secondary Charter School, Case No. C078491*, the Charter School has submitted a waiver to the State Board of Education. Prior to expiration of the waiver, The Heights Charter shall ensure continued compliance with applicable law by pursuing strategies to include, but not be limited to, a waiver renewal, charter material revision, and/or a new charter petition.

Potential Civil Liability Effects

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

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

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

Further, the Charter School 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.

Renewal Term

The term of this charter renewal shall be for five years, from July 1, 2017 to June 30, 2022.

Amendments

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

Severability

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

Appendix A: CAASPP Test Data

Test Results for:

The Heights Charter School

CDS Code: 37-68049-0127118

The Heights Charter District

San Diego County

Report Options

Select Grade:

4th Grade



Select Group/Subgroup:

All Students (Default)



Apply Selections

Smarter Balanced Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	*	2498.8
Standard Exceeded: Level 4	*	48 %
Standard Met: Level 3	*	24 %
Standard Nearly Met: Level 2	*	10 %
Standard Not Met: Level 1	*	19 %

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

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

► All Students

MATHEMATICS

Achievement Level Distribution Over Time

	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	*	2473.9
Standard Exceeded: Level 4	*	10 %
Standard Met: Level 3	*	35 %
Standard Nearly Met: Level 2	*	40 %

3rd Grade (2015)	4th Grade (2016)
---------------------	---------------------

Standard Not Met: Level 1

*

15 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

▶ **All Students**

Test Results for:

The Heights Charter School

CDS Code: 37-68049-0127118

The Heights Charter District

San Diego County

Report Options

Select Grade:

5th Grade

Select Group/Subgroup:

All Students (Default)

Apply Selections

Smarter Balanced Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	4th Grade (2015)	5th Grade (2016)
Mean Scale Score	2517.8	2557.4
Standard Exceeded: Level 4	36 %	28 %
Standard Met: Level 3	41 %	56 %
Standard Nearly Met: Level 2	18 %	8 %
Standard Not Met: Level 1	5 %	8 %

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

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

► [All Students](#)

MATHEMATICS

Achievement Level Distribution Over Time

	4th Grade (2015)	5th Grade (2016)
Mean Scale Score	2470.7	2504.8
Standard Exceeded: Level 4	9 %	12 %
Standard Met: Level 3	26 %	24 %
Standard Nearly Met: Level 2	52 %	40 %

	4th Grade (2015)	5th Grade (2016)
--	---------------------	---------------------

Standard Not Met: Level 1

13 %

24 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

▶ **All Students**

Test Results for:

The Heights Charter School

CDS Code: 37-68049-0127118

The Heights Charter District

San Diego County

Report Options

Select Grade:

6th Grade

Select Group/Subgroup:

All Students (Default)

Apply Selections

Smarter Balanced Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	5th Grade (2015)	6th Grade (2016)
Mean Scale Score	2535.4	2570.9
Standard Exceeded: Level 4	25 %	21 %
Standard Met: Level 3	38 %	63 %
Standard Nearly Met: Level 2	31 %	5 %
Standard Not Met: Level 1	6 %	11 %

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

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

▶ All Students

MATHEMATICS

Achievement Level Distribution Over Time

	5th Grade (2015)	6th Grade (2016)
Mean Scale Score	2488.7	2527.6
Standard Exceeded: Level 4	0 %	11 %
Standard Met: Level 3	25 %	21 %
Standard Nearly Met: Level 2	63 %	47 %

	5th Grade (2015)	6th Grade (2016)
--	---------------------	---------------------

Standard Not Met: Level 1

13 %

21 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

► **All Students**

Test Results for:

The Heights Charter School

CDS Code: 37-68049-0127118

The Heights Charter District

San Diego County

Report Options

Select Grade:

7th Grade

Select Group/Subgroup:

All Students (Default)

Apply Selections

Smarter Balanced Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2557.6	2604.7
Standard Exceeded: Level 4	21 %	24 %
Standard Met: Level 3	38 %	52 %
Standard Nearly Met: Level 2	38 %	24 %
Standard Not Met: Level 1	4 %	0 %

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

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

▶ [All Students](#)

MATHEMATICS

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2554.3	2576.0
Standard Exceeded: Level 4	38 %	32 %
Standard Met: Level 3	17 %	28 %
Standard Nearly Met: Level 2	13 %	20 %

	6th Grade (2015)	7th Grade (2016)
--	---------------------	---------------------

Standard Not Met: Level 1

33 %

20 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

► [All Students](#)

Test Results for:

The Heights Charter School

CDS Code: 37-68049-0127118

The Heights Charter District

San Diego County

Report Options

Select Grade:

8th Grade



Select Group/Subgroup:

All Students (Default)



Apply Selections

Smarter Balanced Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2582.1	2619.1
Standard Exceeded: Level 4	28 %	25 %
Standard Met: Level 3	28 %	55 %
Standard Nearly Met: Level 2	33 %	20 %
Standard Not Met: Level 1	11 %	0 %

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

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

▶ [All Students](#)

MATHEMATICS

Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2571.4	2617.0
Standard Exceeded: Level 4	28 %	30 %
Standard Met: Level 3	11 %	20 %
Standard Nearly Met: Level 2	50 %	30 %

	7th Grade (2015)	8th Grade (2016)
--	---------------------	---------------------

Standard Not Met: Level 1

11 %

20 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

► [All Students](#)

Smarter Balanced

Test Result Comparison

Report Options

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

Apply Selections

2016 Overall Achievement--All Grades

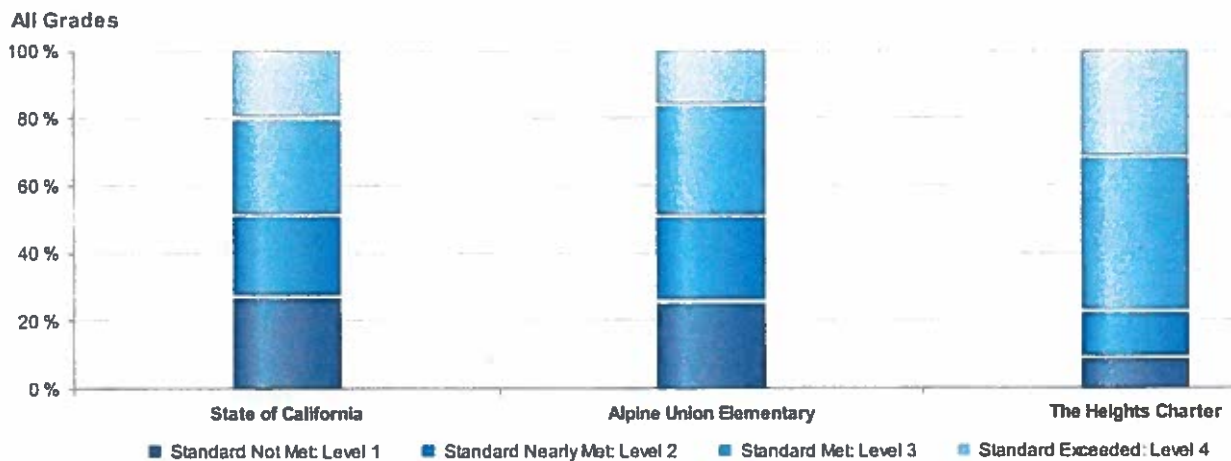
TABLE GRAPH

Comparing 3 out of 3 Results

STATE	DISTRICT	SCHOOL
State of California CDS Code: 00-00000-0000000	Alpine Union Elementary CDS Code: 37-67967-0000000	The Heights Charter CDS Code: 37-68049-0127118
* Grades 3-8,11	* Grades 3-8	* Grades 3-8
View Full Test Results	View Full Test Results	View Full Test Results
Remove Selection	Remove Selection	Remove Selection

ENGLISH LANGUAGE ARTS/LITERACY

2016 Achievement Level Distribution

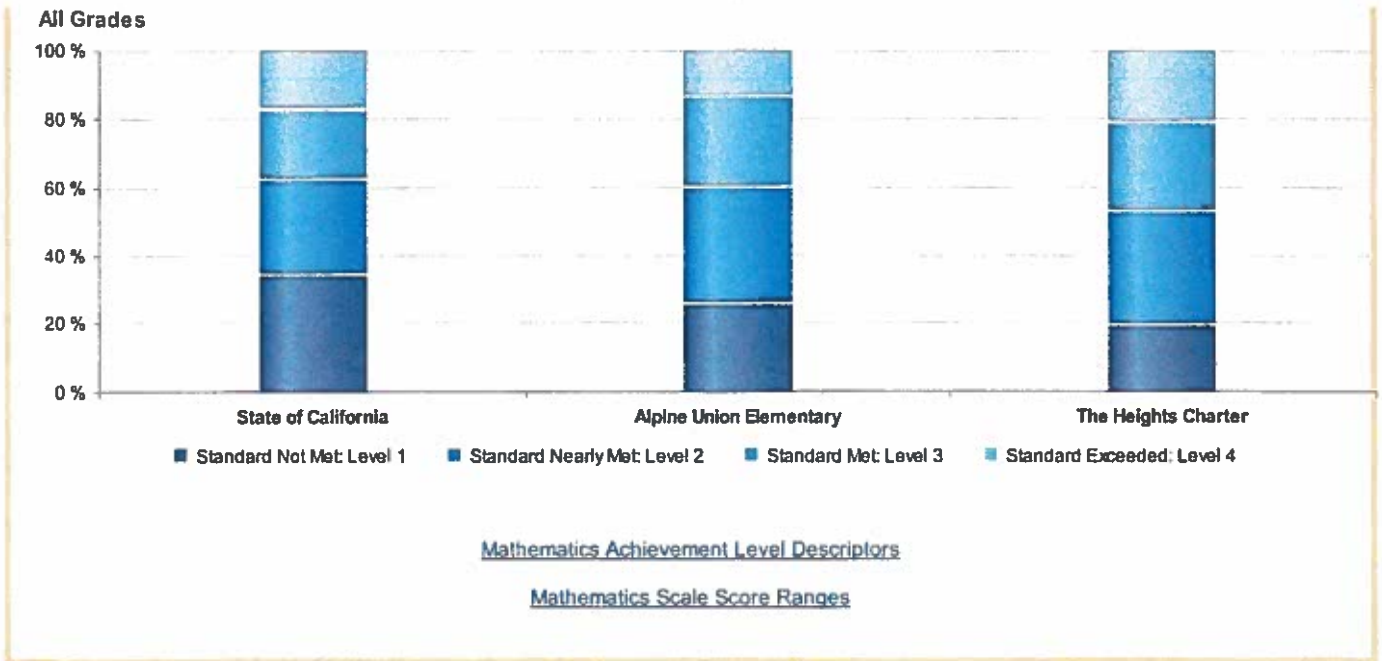


[English Language Arts/Literacy Achievement Level Descriptors](#)

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

MATHEMATICS

2016 Achievement Level Distribution



Smarter Balanced

Test Result Comparison

Report Options

Select Year: 2016 Select Grade: All Grades Select Group/Subgroup: Disability Status

[Apply Selections](#)

2016 Overall Achievement--All Grades

[TABLE](#) [GRAPH](#)

Comparing 3 out of 3 Results

STATE

State of California
CDS Code: 00-00000-0000000

* Grades 3-8,11

[View Full Test Results](#)

[Remove Selection](#)

DISTRICT

Alpine Union Elementary
CDS Code: 37-67967-0000000

* Grades 3-8

[View Full Test Results](#)

[Remove Selection](#)

SCHOOL

The Heights Charter
CDS Code: 37-68049-0127118

* Grades 3-8

[View Full Test Results](#)

[Remove Selection](#)

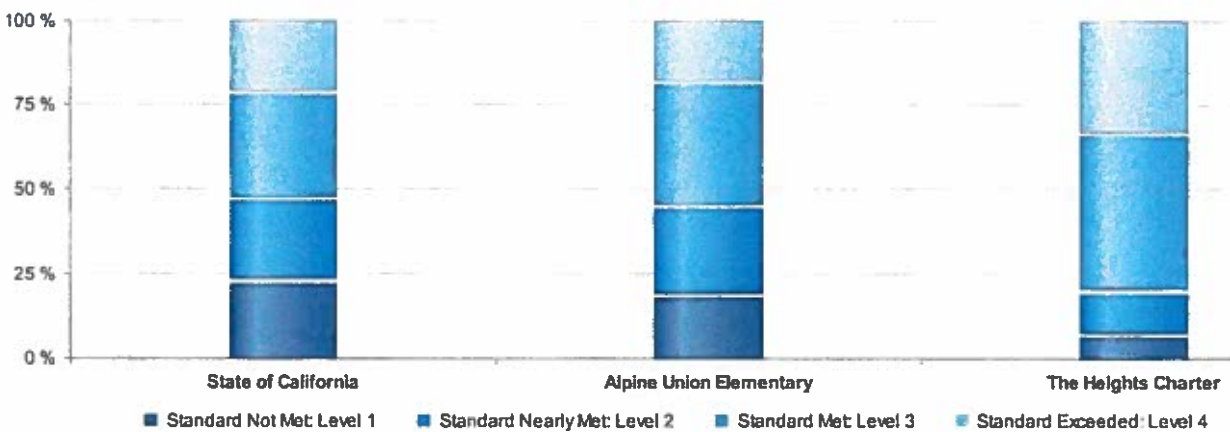
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

2016 Achievement Level Distribution

All Grades



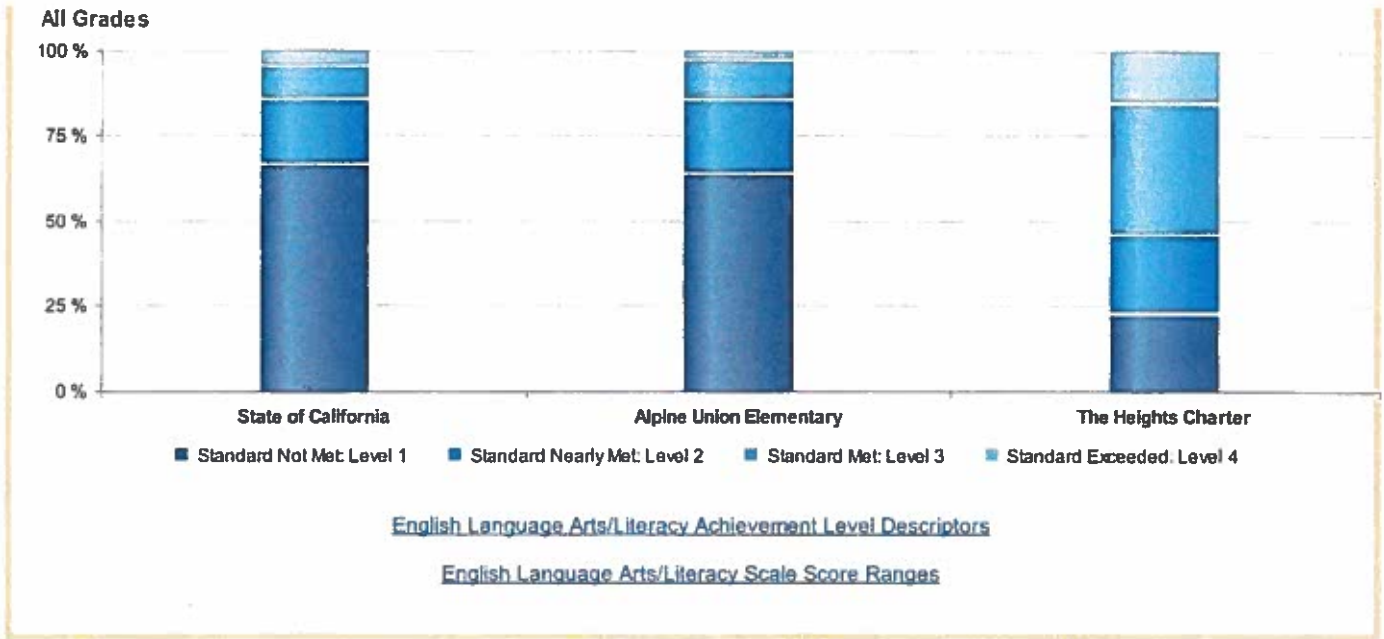
[English Language Arts/Literacy Achievement Level Descriptors](#)

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

Students with Disability

2016 Achievement Level Distribution

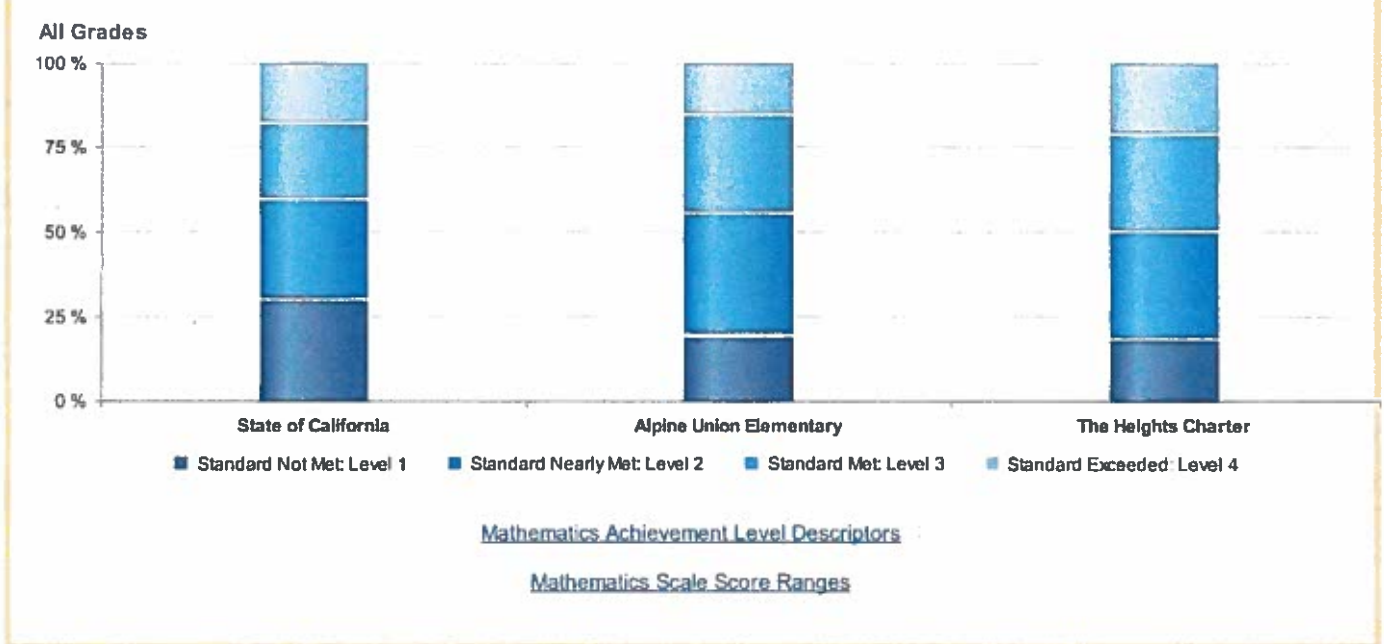
Compare Reports



MATHEMATICS

Students with No Reported Disability

2016 Achievement Level Distribution

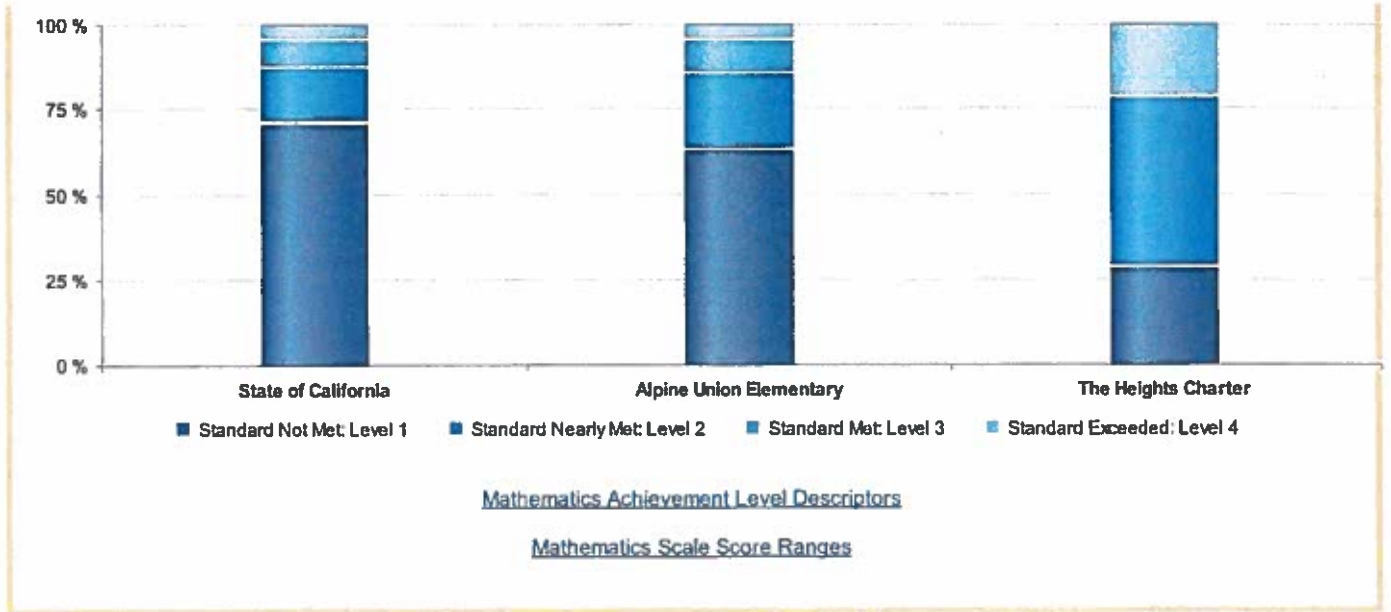


Students with Disability

2016 Achievement Level Distribution

All Grades

Compare Reports

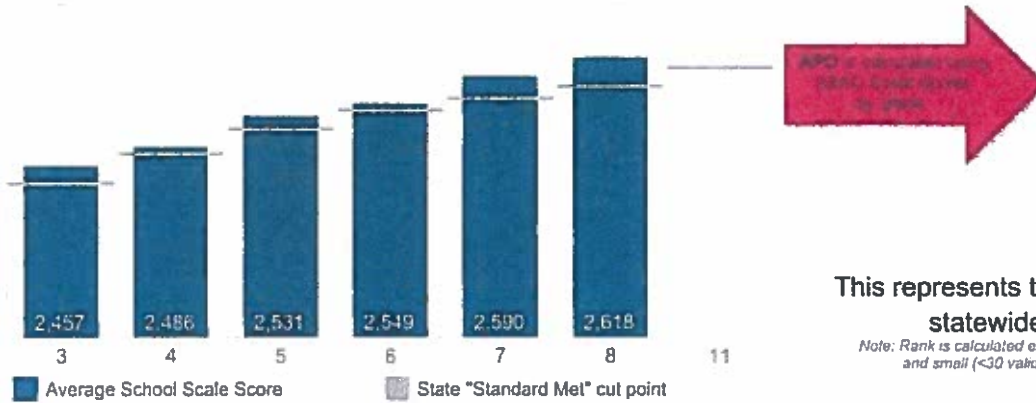


SBAC Summary Snapshot 2016

The Heights Charter (Alpine)

Select School
The Heights Charter (Alpine)

SBAC Scale Scores by Grade



This school's
Average Point Difference is:
21 above

APD means the average student in this school scored 21 points above the state standard for "met" on the CAASPP.

This represents the **82** percentile statewide on APD.

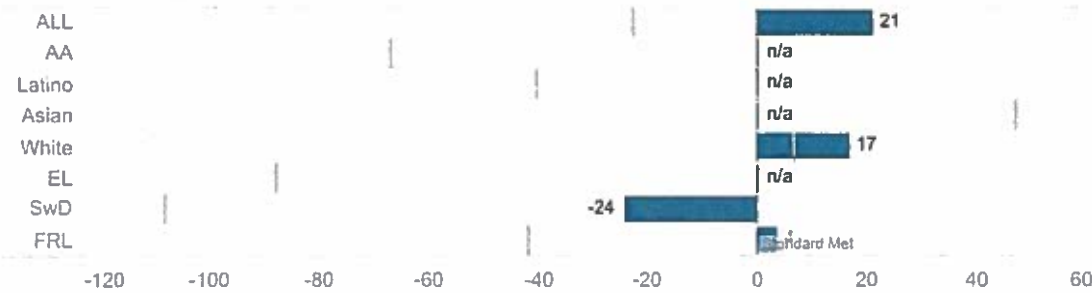
Note: Rank is calculated excluding ASAM, Alternative, and small (<30 valid test-takers) schools.

Who are the students who attend this school?

African American	Latino	Asian	White	English Learners	Students with Disabilities	FRL Eligible
2.0%	14.7%	0.5%	74.0%	0.5%	11.1%	20.2%

Total Enrollment:
204

APD by Subgroup

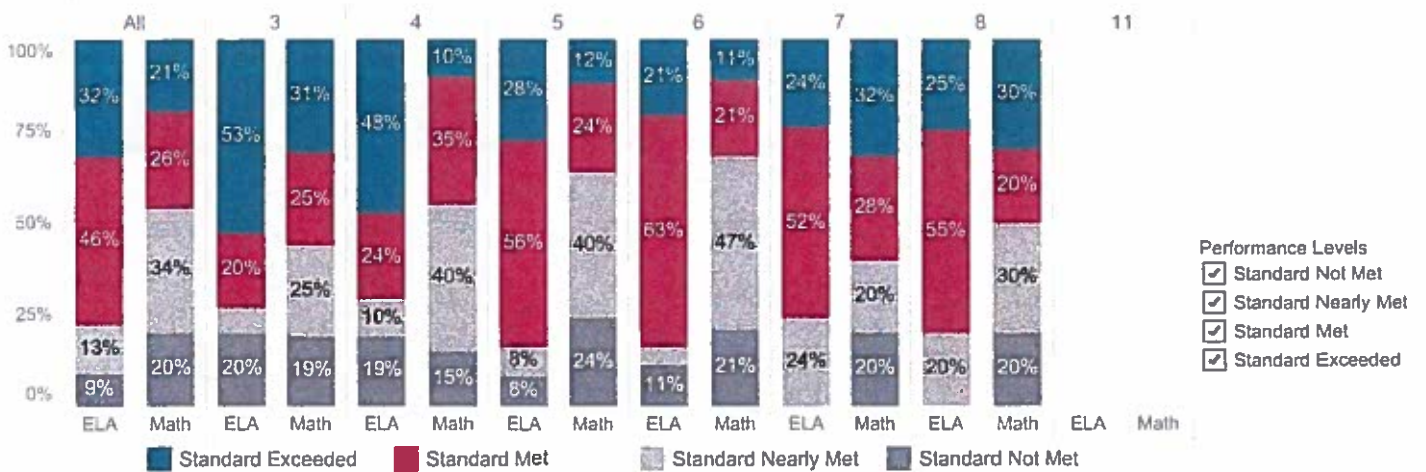


Growth by Subgroup 2015 to 2016 change

Subgroup	Change
ALL	7.7
AA	-
Latino	-
Asian	-
White	-0.8
EL	-
SwD	28.5
FRL	-1.3

Note: Subgroup APD is calculated for ethnicities if at least one grade has >11 valid test scores, and for all other subgroups if there are >11 valid test scores schoolwide within that subgroup.

Performance Levels by Grade



California Charter Schools Association

School Leader: Diana Whyte
Phone: (619) 792-9000

Grades: K-8 | Located within: Dehesa Elementary School District
Address: 2710 Alpine Blvd., Suite E Alpine, CA 91901

All testing data included in this report reflects that included in the California Department of Education file issued 10/18/2016.

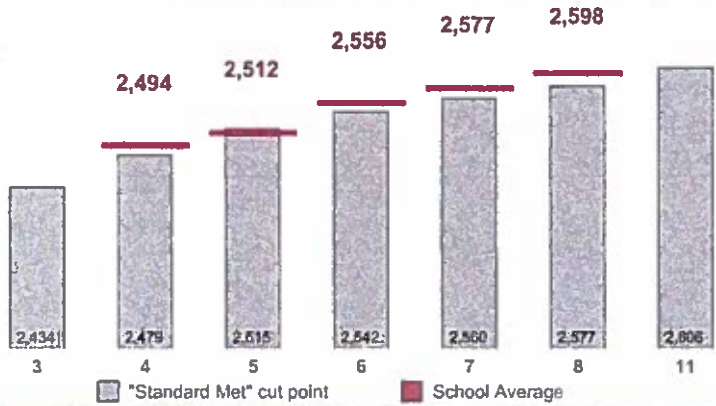
Printed on: 2/14/2017
3:01:08 PM

SBAC Summary Snapshot

The Heights Charter (Alpine)

Select School:
The Heights Charter (Alpine)

SBAC Scale Scores by Grade



This school's Average Point Difference is: **14 above**

APD means the average student in this school scored 14 points above the state standard for "met" on the 2014-15 SBAC.

This represents the **83** percentile statewide on APD.

Note: Rank is calculated excluding ASAM, Alternative, and small (<30 valid test-takers) schools.

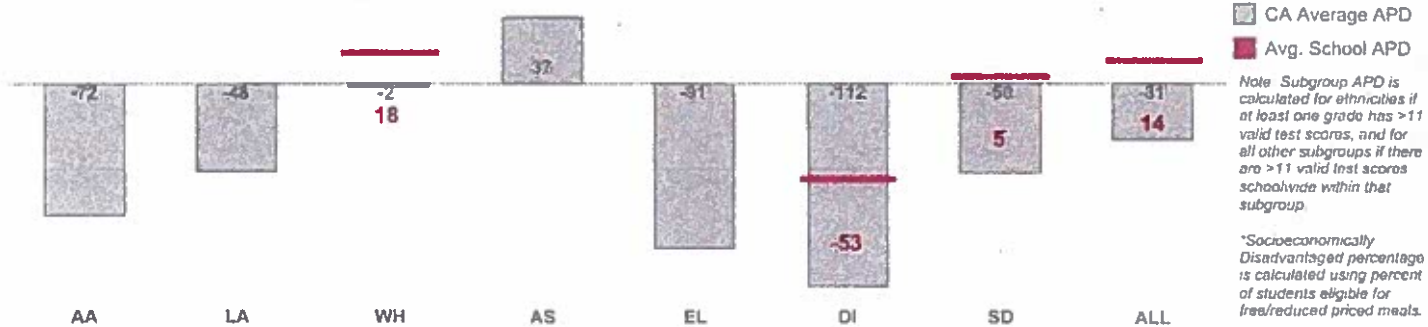


Who are the students who attend this school?

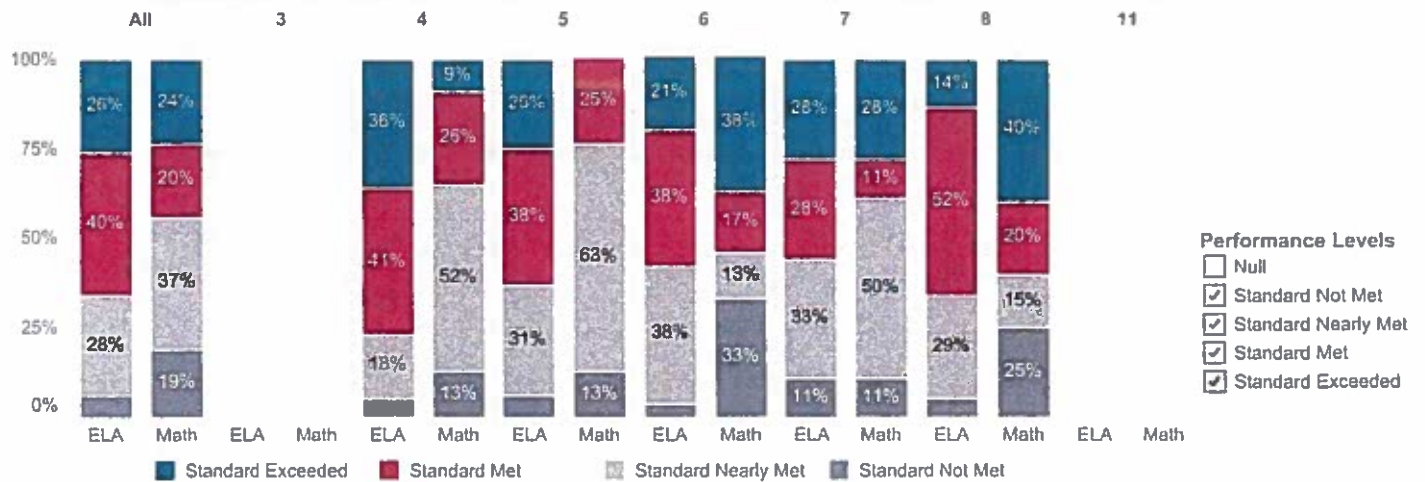
African-American	Latino	White	Asian	English Learners	Students w/ Disabilities	Socio-Economically Disadvantaged*
1.8%	12.0%	76.5%	0.6%	0.6%	15.8%	17.5%

Total enrollment: **166**

APD by Subgroup



Performance Levels by Grade



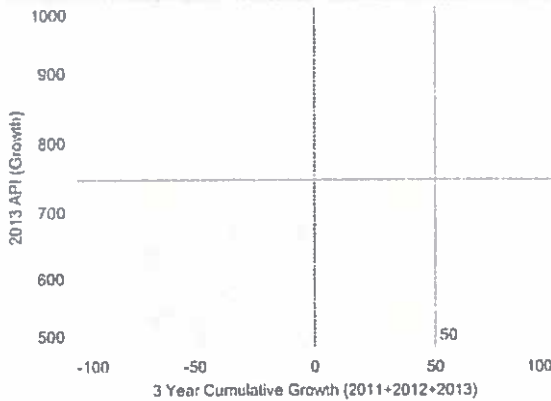
California Charter Schools Association

School Leader: Diana Whyte
Phone: (619) 792-9000

Grades: K-8 | Located within Dehesa Elementary School District
Address: 2710 Alpine Boulevard, Suite E Alpine, CA 91901-2389

2/14/2017 3:15:23 PM

CCSA Accountability Framework: Status, Growth, & SSM



SSM Bands
 1 7
 - Far Below All Years
 - Below All Years
 - Below Most Years
 White: Within/Fluctuating
 Greens:
 - Above Most Years
 - Above All Years..

CCSA Minimum Criteria for Renewal

	<u>School Result</u>
2013 API (Growth):	860
3-Year Cumulative API Growth:	n/a
SSM Performance Band:	Within/Fluctuating

ABOVE OR BELOW MINIMUM CRITERIA? N/A (< 4 y/o)

My school is 3 years old.
 Minimum criteria only apply to schools 4 years and older

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet at least one of the following in order to qualify for CCSA support at renewal:
 • API score at or above the 25th percentile for California schools
 • 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
 • Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

Lines are set at the state-wide median for all public schools (non-ASAM).
 Schools 4+ years old in the shaded region with an SSM Band of Below Most Years, Below All Years, or Far Below All Years do not meet CCSA Minimum.

More Detail: SSM Performance Band

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2012-2013:	Within Predicted
SSM Performance Band:	Within/Fluctuating

More Detail: 3-Year Cumulative API Growth



Select School:
The Heights Charter (Alpine)

School Contact Information

The Heights Charter
2710 Alpine Blvd., Suite E
Alpine, CA 91901
(619) 792-9000
Primary Contact: Diana Whyte

CDS Code: 37680490127118
School Type: Elementary School
Grades Served: K-8

School Renewal & Authorization

Charter Start Date: 9/4/2012
Charter Expiration Date: 6/30/2017
Authorizer: Dehesa Elementary
Number of Years Old: 3

General School Data (2012-13)

Number of Valid 2013 STAR Test Scores: 53
% Free/Reduced Price Meal Eligible Students: 3.2%
% English Language Learners:
% of Students with Disabilities: 13.2%
Average Parent Education: 3.7
% of Parent Education Responses Received: 92%

% of Student Retention from October 2012 to 2013 STAR Testing: 83%

% African-American: 0.0%
% American Indian/VN: 0.0%
% Asian: 0.0%
% Filipino: 1.5%
% Latino/Hispanic: 1.5%
% NH/Pacific Islander: 0.0%
% White: 95.4%
% Two or More Races: 1.5%

Note: The above data are publicly reported to the California Department of Education through the 2013 STAR Program student answer documents and CBEDS files. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.

What's Inside This Report

Page 2: CCSA Accountability Framework

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar students populations (Similar Students Measure, or SSM).

- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.
- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric. (See more detail on the ? below)

Schools must meet at least one of the following CCSA minimum criteria for renewal (this framework only applies to schools that are 4 years and older, have at least 50 valid test-takers, and are not ASAM or alternative schools):

- API at or above the 27th percentile of all non-ASAM California schools (749)
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

- Second Look: For schools below the first three criteria, CCSA works with the school for a second look process. Schools may submit additional evidence of student academic gains that may demonstrate significantly higher levels of growth than what is seen at other schools.

*Note: The most recent data available is from 2012-13 because California suspended statewide testing in 2013-14 in order to facilitate the transition to the new Smarter Balanced testing system.

Summary of School Results

Meets CCSA Minimum Criteria for Renewal?
(Options: Above, Below, Not Applicable)

ABOVE OR BELOW MINIMUM CRITERIA? N/A (< 4 y/o)



Similar Students Measure Infographic

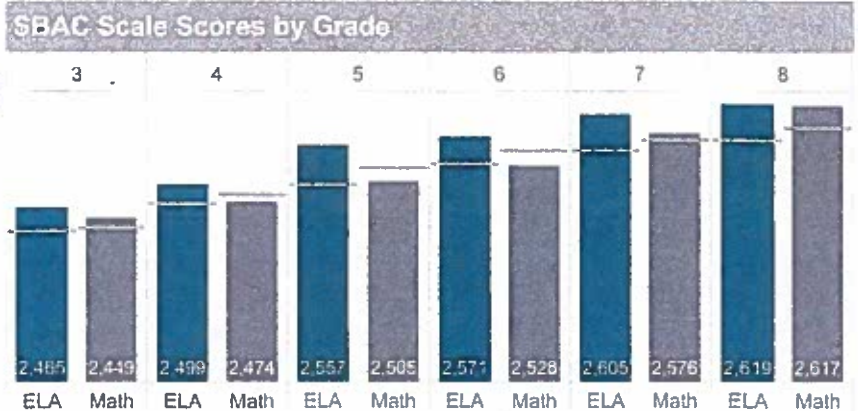
How is the SSM calculated and what does it say about my school's performance?

First, we look at the **students** your school serves, and your **SBAC scale scores**:

Select Your School Here:
The Heights Charter (Alpine)

SBAC Test-Takers			
African-American	0.8%	Students with Disabilities	11.1%
Latino	16.7%	English Learners	0.0%
Asian	0.8%	RFEP	0.0%
White	70.6%	Student Retention Rate**	89.7%
Other*	11.1%	Parent Education Level	3.8
Socioeconomically Disadvantaged	24.6%	Parent Ed Response Rate	96.8%

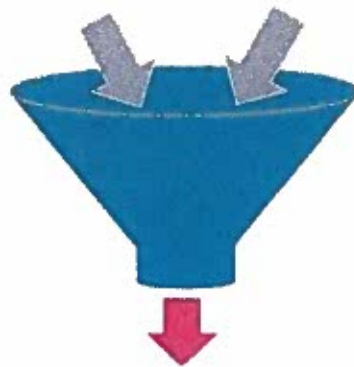
Parent Education Level Scale: 1-did not finish high school; 2-graduated high school; 3-some college; 4-undergraduate degree; 5-at least some graduate school completed



Reference line at each grade level indicates minimum scale score needed to meet state standard. For more information visit <http://caaspp.cde.ca.gov/ab2015/ScaleScoreRanges#>

Averaging of Scale Scores + statistical regression of Demographics = your school's **Projected Score**

This is how the regression would predict your school to perform, given how all other schools in the state performed with similar demographics of students.



Exclusions

Alternative? No
ASAM? No
Fewer than 30 test-takers? No

If any of these say "yes", your school is excluded from the SSM calculations.

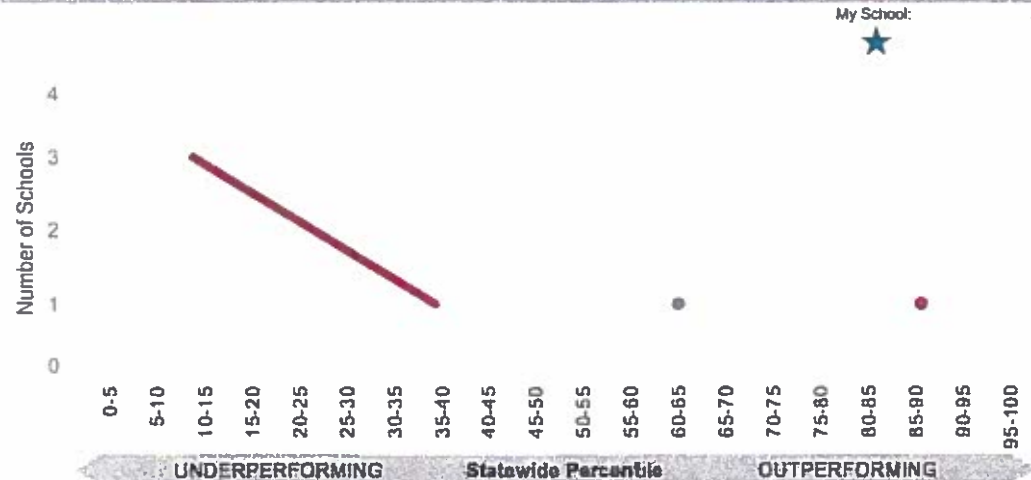
This **projected score** - Your **actual scale score** = Your **gap**
Depending on the size of your **gap**, your school is scaled into 5 categories:



This is how my school compares to itself.

All schools statewide are then ranked by their **gap** into **Percentile Bins**:

Distribution of SSM, 2016



Select Your School District:
Select All for Statewide Distribution
Dehesa Elementary School District

Charters Non-Charters

This is how my school compares to other schools.

My school falls in the **80-85th Percentile** of Performance Statewide.

*Other includes American Indian, Pacific Islander, Filipino, and Multi-racial groups and non-responses; **Two-year average student retention rate (2014-15 & 2015-16)

Similar Students Measure Infographic

How is the SSM calculated and what does it say about my school's performance?

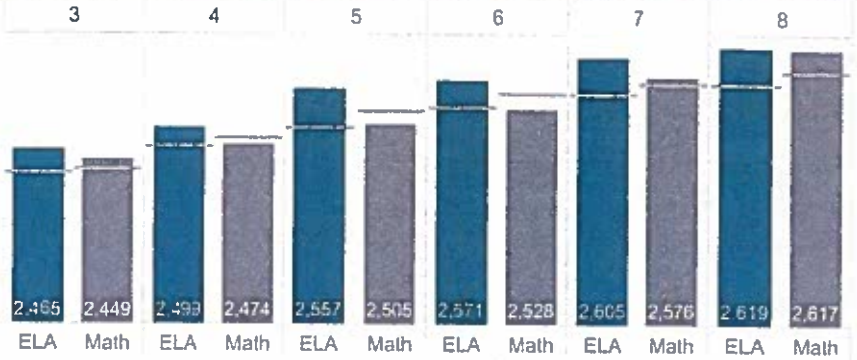
First, we look at the students your school serves, and your SBAC scale scores:

Select Your School Here:
The Heights Charter (Alpine)

SBAC Scale Scores by Grade

SBAC Test-Takers

African-American	0.8%	Students with Disabilities	11.1%
Latino	16.7%	English Learners	0.0%
Asian	0.8%	RFEP	0.0%
White	70.6%	Student Retention Rate**	89.7%
Other*	11.1%	Parent Education Level	3.8
Socioeconomically Disadvantaged	24.6%	Parent Ed Response Rate	96.6%

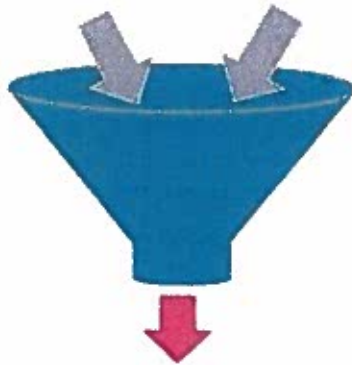


Parent Education Level Scale. 1-did not finish high school; 2-graduated high school; 3-some college; 4-undergraduate degree; 5-at least some graduate school completed

Reference line at each grade level indicates minimum scale score needed to meet state standard. For more information visit: <http://caasop.cde.ca.gov/sb2015/ScaleScoreRanges#>

Averaging of Scale Scores + statistical regression of Demographics = your school's Projected Score

This is how the regression would predict your school to perform, given how all other schools in the state performed with similar demographics of students.



Exclusions

- Alternative? No
- ASAM? No
- Fewer than 30 test-takers? No

If any of these say "yes", your school is excluded from the SSM calculations.

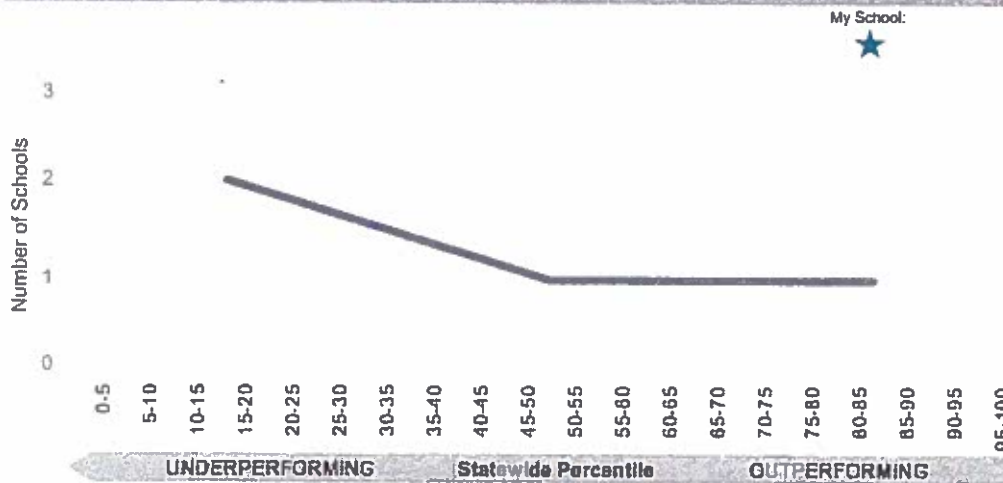
This **projected score** - Your **actual scale score** = Your **gap**
Depending on the size of your **gap**, your school is scaled into 5 categories:



This is how my school compares to itself.

All schools statewide are then ranked by their **gap** into Percentile Bins:

Distribution of SSM, 2016



Select Your School District:
Select All for Statewide Distribution
Alpine Union Elementary School District

Non-Charters

This is how my school compares to other schools.

My school falls in the **80-85th Percentile** of Performance Statewide.

*Other includes American Indian, Pacific Islander, Filipino, and Multi-racial groups and non-responses. **Two year average student retention rate (2014-15 & 2015-16)

		Decile Ranks 2015 and 2016			
School Code (last portion of CDS)	School Name	Statewide Rank (2016) This is equivalent to a statewide rank out of 10	Statewide Rank (2015) This is equivalent to a statewide rank out of 10	Similar Students Rank (2016) This is equivalent to a similar schools rank out of 10. * note: this was calculated using scale scores and demographic of students served	Similar Students Rank (2015) This is equivalent to a similar schools rank out of 10. * note: this was calculated using scale scores and demographic of students served
0127118	The Heights Charter	9	9	9	9
6037519	Alpine Elementary	6	7	3	3
6037535	Joan MacQueen Middle	6	5	1	1

General School Information

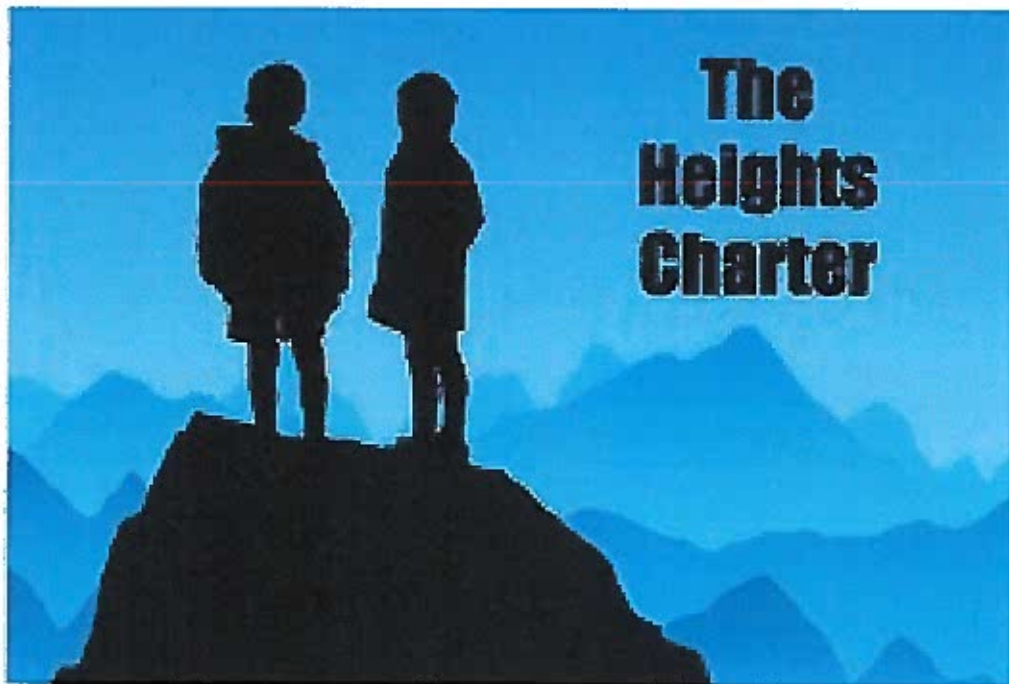
Parent Organization Name of Charter Management Organization, Network, or other parent entity	School Type For the purposes of these measures, note that your school is categorized by the following school type	Charter/ Non-charter	Authorizer
Located within District (In which school district the school is physically located)			

- | | |
|---|---------------|
| Dehesa Elementary School District | 1. Elementary |
| Alpine Union Elementary School District | 1. Elementary |
| Alpine Union Elementary School District | 2. Middle |

- | | |
|-------------------------|----------------|
| Dehesa Elementary | 1. Charter |
| Alpine Union Elementary | 2. Non-Charter |
| Alpine Union Elementary | 2. Non-Charter |

<i>Schools not assigned measures</i>		
Alternative schools are excluded from CCSA measures	ASAM Schools classified under Alternative schools	Valid Test-Takers Schools with fewer than 30 test-takers are excluded from CCSA measures
No	No	126
No	No	250
No	No	524

Charter **The Heights Charter**



Petition for Charter Renewal
For the term of July 1, 2017 – June 30, 2022

Submitted to the Dehesa School District
February 23, 2017

AFFIRMATIONS AND DECLARATION

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of The Heights Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate

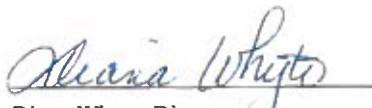
crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

Diana Whyte, Director
The Heights Charter

Date


Diana Whyte, Director
The Heights Charter

2/16/2017
Date

CHARTER RENEWAL

SUCCESSSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2012-2017

INSERT

The Heights Charter is a K-8 independent study school that provides a unique educational opportunity to students through a rigorous, standards-based curriculum with an emphasis on meeting the individual needs of each student while providing enrichment classes in Spanish, theater arts/drama, technology, and art. The school offers a variety of personalized services to its students to meet the increasing needs of students in the 21st century with an emphasis on relationship that incorporates strong family and community ties, all within a framework of high academic standards. As a voluntary public educational choice for parents, The Heights Charter has scored 9 out of 10 statewide and also 9 out of 10 compared to similar schools for the past two years that the California Assessment of Student Performance and Progress (CAASPP) has been in existence. Our graduating 8th graders have successfully progressed to both public and private high schools throughout the county.

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

CHARTER RENEWAL CRITERIA

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

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

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

*Note on Testing Data

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

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

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

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL	
Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
<u>Renewal Criteria</u>	<u>Criteria Met</u>
<u>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.</u>	<u>N/A: Charter School did not receive a base API score in 2012 (opening year), so no growth API score was calculated in 2013</u>
<u>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</u>	<u>Yes; 2013 rank of 8</u>

<u>Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.</u>	<u>N/A; see above</u>
<u>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.</u>	<u>Yes; see below</u>
<u>Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052</u>	<u>N/A; Charter School is not an ASAM school</u>
<u>(Source: CDE DataQuest, accessed February 7, 2017.)</u>	

Analysis of Comparison Schools Data

[INSERT 2015 and 2016 CAASPP DATA AND ANALYSIS HERE FOR CHARTER SCHOOL AND COMPARISON SCHOOLS] See Appendix A

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

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

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

[INSERT STUDENT SUBGROUP DATA AND ANALYSIS HERE] See Appendix A

ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM

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

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

Mission Statement

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

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

How Learning Best Occurs

We believe that learning best occurs when:

- Children are in an environment of supportive relationships
- Parents, students, and teachers work as an educational team
- Parents are involved in the educational process and school governance
- The learning environment is safe and non-judgmental
- Relationships are based on mutual cooperation and respect
- Class sizes are small
- Nurturing educational passion is an integral part of every activity

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

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

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

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

We believe the following are necessary components to an education:

- The ability to communicate well in writing, orally, and through technology
- The development of the imagination, creativity, and the ability to think critically
- The ability to work together cooperatively, be flexible and have the ability to adapt, and to collaborate with others
- The development of information, communications, and technology literacy
- The development of independent study and research skills

- The ability to focus on the development of achieving personal goals, showing initiative and self-direction
- The development of leadership and responsibility
- The ability of each student to be accountable and productive

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

Targeted Student Population

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

Curriculum

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

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

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

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

In the 2012-2013 school year, which was our first year of operation, THC achieved an API of 860. This included the subgroup of Students with Disabilities which comprised 19% of the student population in the spring of 2013. THC had a school ranking of "8" at the end of our first year in operation. The student population has grown from 71 to 230 students and the State of California has transitioned into Common Core Standards and the resultant CAASPP testing instrument, THC compared to comparable schools in the State of California in the spring of 2016 achieved a state ranking was a "9" (see below).

Academic Accountability
Data Extracted from
CCSA Academic Accountability Report
2015-16
The Heights Charter (Alpine)
<http://snapshots.ccsa.org/aar>

STATUS

Average Point Difference (APD)

On average, students at my school are 21 scale score Points above the "met standard" level on the Common Core Standards, as measured by the SBAC assessment

This is equivalent to
a Statewide Percentile of **82**
and a State Rank of **9**

GROWTH / POST- SECONDARY READINESS

Growth: **7.7** APD points
A-G Rate: N/A

SIMILAR STUDENTS

Similar Students
Measure (SSM): **Within/Fluctuating**

This is equivalent to a
Similar Schools Rank of **9**

MULTIPLE MEASURE REVIEW

The core curriculum is based on the state content and performance standards, curriculum frameworks, benchmarks, and/or the Common Core standards. A variety of supplementary curricular resources are available that support these standards. A key component will be individual choice of materials within an overall educational framework. Since student interest and educational passion is a component of this charter, teachers will provide supplementary material that will teach the standards based on a student's needs and interests.

Students will also have the opportunity to participate in a variety of enrichment courses, electives, and related learning opportunities. Tutoring, on an individual basis or within a

small group setting, is also offered on a weekly basis. Regularly schedule field trips are also organized and provided to enhance the experiential learning process.

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

Independent Study Assurances

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

Charter School Goals and Actions to Achieve the Eight State Priorities

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

Plan for Students that are Academically Low Achieving

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

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

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

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

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

Plan for Students that are Academically High Achieving

THC is also an ideal environment for high achieving students. Students who demonstrate an ability to advance at a faster pace or a higher cognitive level will be academically challenged by THC's highly flexible curriculum. Teachers adjust assignments and expectations to maximize student realization of their individual potential. All students address content standards skills and content, but students who are ready for accelerated

skills will also work on higher level content, both standards-based and other. Students will be encouraged and supported to reach beyond the grade-appropriate standards to work on their level, learn at their own pace, and pursue their own interests. Teachers will modify instruction as needed to engage and challenge each student at his/her level. Staff will also guide learners to extracurricular enrichment activities that happen throughout the year.

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

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

Plan for English Learners

THC will identify, serve, and monitor the progress of English **L**earners to ensure that they have full access to THC educational programs and that they make appropriate progress to English proficiency. THC will collect a Home Language Survey from every student upon enrollment. All students with a home language other than English (as indicated by the survey) will be given the California English Language Development Tests (CELDT)¹ within thirty days of initial enrollment² and at least annually thereafter

~~between July 1 and October 31-until re-designated as fluent English proficientduring the testing window (currently July 1 to October 31).~~ Where appropriate, these students will also be assessed in their primary language to determine academic skill levels. THC will use annual CELDT and CAASPP data, teacher observations, and optional parents input to identify English Learners, determine their English Language Development (ELD) levels and reclassify English Learners as English proficient when appropriate. Once an English Learner is reclassified as proficient, THC will continue to monitor the student's progress for at least two years using CAASPP scores and THC assessments. THC will make teachers aware that raising English Learners' rate of English acquisition and overall academic performance is not only a moral imperative; it is also a factor in the ~~Academic Performance Index (API) and in the Annual Yearly Progress (AYP)~~new state and federal accountability systems. Instructional staff will monitor progress of English Learners through the year to ensure that students are on track for meeting growth goals.

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

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

Special Education Services to Students:

The Heights Charter complies with all State and Federal laws for special education, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education

¹ All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Improvement Act (“IDEA”). All children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

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

~~In the spirit of collaboration and partnership, the charter will notify the District of any intent to change LEA/SELPA status and meet in a timely and good faith fashion to discuss rationale and/or concerns initiating the proposed change.~~

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

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

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

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

~~During its operation, THC intends to provide special education and related services pursuant to Education Code Section 47641(b). A memorandum of understanding between the charter school and the school district will define the amount of services, funding, or a combination of both that the charter school will receive each year. The school may pursue independent local education agency (LEA) and/or special education~~

~~local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district/county shall not hinder or otherwise impede the efforts.~~

In the event of a due process claim to enforce applicable special education law, the Charter School is committed to working in cooperation with Dehesa School District to the maximum extent permitted under law and as set forth in the MOU to respond to and defend the Charter School and Dehesa School District in the process.

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

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

accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. The school understands that its students may have exceptional needs that are not governed by the terms of the Federal special education law (IDEA,) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and the school will be responsible for planning and implementing any such accommodations or services.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

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

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

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

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

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

School Outcome Goals

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

The Heights Charter expects its graduates to be able to:

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

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

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

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including any applicable numerically

significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available [on our website at <http://www.heightscharter.org/heights-blog/2016-17-lcap> INSERT URL] and/or in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

ELEMENT 3: MEASUREMENT OF OUTCOMES

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

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

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

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

Mandated State Assessments:

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

School-based Assessments:

THC will use a mix of assessments that best reflect the desired student outcomes within each content area. These may include brief assessments that provide immediate information about student understanding and skill development, so that teachers can adjust instruction according to what has been learned or not learned. Immediate assessments may include journal entries, class discussions, or question and response.

Short term assessments will provide in a timely manner more substantive feedback that is helpful to the teacher and learner. Cumulative assessments are typically used at the end of chapters or units.

Publisher-developed Assessments:

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

Teacher-developed quizzes, tests, and other assessments:

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

Student work samples:

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

ELEMENT 4: GOVERNANCE

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

Non-Profit ~~Status~~Public Benefit Corporation

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

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

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

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

The Heights Charter and its operating corporation will ensure they mutually maintain, during the term of the charter, such public liability and property damage insurance as shall protect the Charter School and the Dspensoring district, and their officers, agents, servants, representatives and employees, from all claims for personal property, including accidental death, to any person as well from all claims for property damage as well as all claims and liens of all persons for deprivation of civil rights, including rights of persons with disabilities, arising from the operations under this charter, in minimum amounts set forth as follows: (1) \$1,000,000 per occurrence; and (2) \$2,000,000, excess insurance.

The Heights Charter will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability or religion or any of the of characteristics listed in Education Code 220.

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

The Board of Directors and Administration

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

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

Board members will be selected based on the following criteria

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Approve Memorandum of Understanding #1617-03 with CSEA

Meeting Date: February 23, 2017

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

Background:

The Memorandum of Understanding between the District and the Dehesa California School Association (CSEA) regarding Volunteer Days for campus beautification.

Financial Impact:

There is minimal cost to the District. Salary will be paid to the appropriate personnel for attending the event.

Student Impact:

Students will have the opportunity to attend and assist in the campus beautification. A clean campus has a positive impact on students and their families.

Recommendation:

Administration recommends approval of the Memorandum of Understanding #1617-03 between Dehesa School District and the Dehesa CSEA, chapter 663.

Agenda Item #: VII.C.1

**MEMORANDUM OF UNDERSTANDING
BETWEEN
the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
DEHESA CHAPTER # 663
and the
DEHESA SCHOOL DISTRICT**

WHEREAS, the parties agreed to meet and negotiate an MOU governing coordinated volunteer days ("Volunteer Days") that may be scheduled each year.

The Association and the District agree to the following:

1. The District may schedule District Volunteer Days, from time to time. District Volunteer Days shall be for enhancing the exterior appearance and functionality of the school site and shall be limited to no more than two (2) in any school year, unless more are mutually agreed to, in writing by the Parties. Projects planned for District Volunteer Days shall be limited to those that can reasonably be completed in a single day. Events involving volunteers as a condition of receiving a grant shall be expressly excluded from the definition of District Volunteer Days. At the time the District decides to schedule a District Volunteer Day, it shall provide the Association with written notice.
2. To ensure that proper safety measures and appropriate techniques are being utilized by the volunteers on District Volunteer Days, the District agrees to offer "appropriate" unit members to work on all aforementioned District Volunteer Days, the determination of which shall be made by the District.
3. Unit Members from the appropriate classifications shall be offered to work on District Volunteer Days based on their seniority.
4. The parties agree these procedures represent the full and complete agreement that will govern unit member staffing on District Volunteer Days and no additional negotiation between the Parties will be necessary for staffing on District Volunteer Days as described above.
5. The District agrees it shall not unlawfully contract out bargaining unit work to volunteers. The parties further agree that compliance with the terms of this agreement shall not be construed as unlawfully contracting out bargaining unit work to volunteers.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: California School Boards
Association Delegate
Assembly Election

Meeting Date: February 23, 2017

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

Background:

The California School Boards Association's Election for Delegate Assembly takes place annually in March.

Report:

Attached is a copy of the ballot and biographical sketches for each delegate candidate. A consensus decision and vote may be taken at this meeting in order to easily meet the deadline of March 15

Financial Impact: None

Student Impact: None

Agenda Item #: VII.C.2



California School Boards Association

***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Wednesday, March 15, 2017***

January 31, 2017

TRANSMITTAL

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Charlyn Tuter, Program Manager

Re: 2017 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed in this mailing you will find the following:

- Memo from CSBA President Susan Henry
- Return envelope U.S. Postmark Deadline – Wednesday, March 15, 2017
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions.

Thank you.

Enclosures



California School Boards Association

***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Wednesday, March 15, 2017***

January 31, 2017

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Susan Henry, President

Re: 2017 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

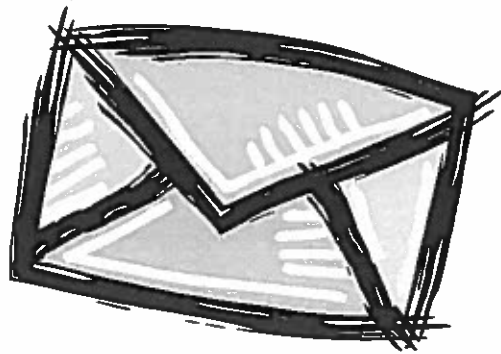
Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.



**BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD THE
ENVELOPE BECOME MISPLACED, PLEASE USE
YOUR STATIONERY AND RETURN TO:**

**CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, PLEASE FILL IN YOUR REGION OR
SUBREGION NUMBER (THIS NUMBER APPEARS
ON THE BALLOT).**

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. **A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.**

**OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
REGION 17
(San Diego County)**

Number of vacancies: 7 (Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

**denotes incumbent*

	Leslie Ray Bunker (Chula Vista ESD)
	Stephen Cochrane (Del Mar Un. SD)
	Gelia Cook (Lakeside Un. SD)
	Beth Hergesheimer (San Dieguito Un. PSD)*
	Tamara Otero (Cajon Valley Un. SD)*
	Dawn Perfect (Ramona USD)*
	Barbara Ryan (Santee SD)*
	Louis M. Smith (Coronado USD)
	Cipriano Vargas (Vista USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.



2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Leslie Ray Bunker</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Chula Vista Elementary School District</u>	Years on board: <u>2</u>
Profession: <u>Retired Teacher</u>	Contact Number: <u>619 425-9600</u>
	Ext. <u>1300</u>
	E-mail: <u>Leslie.bunker@cvesd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My interest in participating in the Delegate Assembly stems from my desire to help students. I became a teacher to help children. After retiring, I ran for school board to help more students than I could as a classroom teacher. By listening to all stakeholders, I learn what goals we have in common. I ask lots of questions to achieve our goals and find solutions when problems arise. Along with my fellow board members, I have worked to improve the relationships between the district and the unions. We were able to negotiate a contract in a short time with little conflict. We have provided the students with arts instructors and teachers with time to collaborate with their colleagues.

I want to help my local students and others throughout the state, by prompting legislators to create changes which support public education. I am a good listener, I investigate issues and I work well as part of a team. These skills in addition to my experiences as a parent, an educator, a trustee and a community member has prepared me to be a strong delegate.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am involved on my local board as the Vice-President. As a trustee, I participate in many community meetings and events related to our students and I visit several schools each month. I am active in my church and its ministries. I also volunteer at the San Diego Zoo and San Diego History Center. I attend CSBA conferences, trainings and Webinars.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Equity is our biggest challenge. As members of school boards, we must insure that each student is achieving at their highest level. That is not happening. I was a bilingual teacher for 26 years, I know that we had to work diligently to provide second language students with the resources they needed to reach the same goals as the English only students. CSBA can promote the idea that equity in education is critical for underachieving groups. We must make sure that our policy makers understand that providing the same thing for everybody does not necessarily mean equity for all groups. Sometimes, one group needs more or something different to achieve as much as everyone else.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Leslie Ray Bunker

Date: December 29, 2016

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Stephen Cochrane, Ph.D.</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Del Mar Union School District</u>	Years on board: <u>Newly Elected</u>
Profession: <u>Dept. Chair/ Teacher Ed. Professor</u> Contact Number: <u>858-414-0634</u>	E-mail: <u>stephen.cochrane@alliant.edu</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I'm interested in improving public education to better prepare our K-12 students for the 21 century workforce, meet their potential, and develop into the productive adults who will positively impact our world. As a Delegate Assembly member, I will be able to make productive contributions to the CSBA to influence K-12 public education in California.

I have over 20 years experience as a Special Education professor, university administrator, academic researcher, and K-12 teacher, I've presented at international and national peer-reviewed education conferences on a variety of topical areas and my research has been published in peer-reviewed Education publications. My areas of expertise are Special Education law, research-based interventions to address academic and behavior challenges, Positive Psychology, and educational technology.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am a member of the Executive Board for the Parent-Teacher Association (PTA) at Sage Canyon Elementary. I served a two-year appointment as a member of the Advisory Board for Special Education to the California Office of Administrative Hearings. I served as a member of the Board of Directors to three separate non-profit organizations whose missions were all education related. In my role as a university administrator who manages teacher credential programs, I collaborate with K-12 school districts throughout California. I am a member of the Academic Education Research Association (AERA), California Association of Resource Specialists (CARS), and the National Association of Special Education Teachers. As a Teacher Education professor, I conduct research and present at Education conferences on K-12 Education topics. In this capacity, I stay on the cutting edge of Education and collaborate with colleagues in the field of Teacher Education from universities across the country.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The California School Boards Association provides a unique opportunity for school board members to learn and collaborate with each other to positively influence their school districts to adopt best educational practices to optimally benefit the students in their schools.

The greatest challenges facing schools in California include financial management (funding and budgeting), facilitating the successful implementation of innovative educational technology to improve student outcomes, improving results for students enrolled in Special Education and for English Language Learners (ELLs), increasing and improving teacher support and training, overcrowded schools, high class sizes, adapting to the new accountability and assessment systems, successfully addressing the California Common Core Standards, and increasing/ improving parent-to-school collaboration and partnerships.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Stephen Cochrane, Ph.D. Digitally signed by Stephen Cochrane, Ph.D.
Date: 2016.12.22 13:38:48 -0800

Date: 12/22/2016



2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Gelia Cook</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Lakeside Union school District</u>	Years on board: <u>23</u>
Profession: <u>Retired</u> Contact Number: <u>619-443-1300</u>	E-mail: <u>dngcook@cox.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served as a delegate in prior years and have the time and interest in serving again. As a long standing board member, I know my region well and can contribute to the discussion regarding our public schools. As a past Ninth District PTA president, I have experience in leadership, legislation, and budget. I have maintained my connection to the PTA and continue to support their ideals of public education.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I currently serve as vice president of the Lakeside Union School District Board of Trustees. In the past 23 years, I have held all offices several times and I have served on most internal committees from curriculum selection, safety, and bond committees to hiring committees. Within our community I continue to serve as a member/officer of Mt View Unit, Rady Children's Hospital Auxiliary. I was also a founding member of the El Capitan Family Health Center.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The LCAP funding creates new dynamics for boards, the community, and employee unions. I look forward to direction from CSBA as boards work through this new process. It will also be a challenging time for California school boards with the new direction expected from the Federal Government regarding charters and vouchers. I expect to have the support of the CSBA with this challenge to public education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Gelia Cook

Date: January 4, 2017



2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

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Name: <u>Beth Hergesheimer</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>San Dieguito Union High School District</u>	Years on board: <u>12</u>
Profession: <u>Business Administration</u> Contact Number: <u>760.943.0768</u>	E-mail: <u>beth.hergesheimer@sduhsd.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served two years as a delegate and have been re-elected to my local board for another term allowing me to consider a deeper commitment as a delegate, taking responsibility for one of the Region 17 officer positions. While serving as a trustee, our district has wrestled with many educational topics such as updating the district Strategic Plan, bringing forward a school bond (which passed), considering boundary vs. choice attendance at our high schools, considering a charter school application, adding International Baccalaureate and AP Capstone programs, developing Common Core materials, increasing/improving technology in our schools, improving in house services for special needs students, and seeking ways to give our ESL households more of a voice. These types of efforts have given me some perspective on what other schools in our region and state are working with and toward. I have prior experience working in Human Resources and Personnel offices of manufacturing firms and both non-profit and for-profit hospitals which I feel correlates well with the "people" business that schools are.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have held each of the clerk, vice-president and president positions on our local board multiple times, most recently sitting as president for the past two years. I have served as the board representative to the Encinitas and Solana Beach City School Liaison Committees, represented K-14 schools on the Encinitas City General Plan Advisory Committee, and represented our district on the North Coastal school district's Legislative Action Network. I came up through the ranks of our local PTA, serving in Health and Safety, Legislative, and President roles. I have traveled to Sacramento to represent our schools in the offices of legislators. I have been an active participant in our regional San Dieguito Alliance for Drug Free Youth regional meetings, and have served on two non-profit preschool advisory boards. Our family has hosted students from Germany, Slovakia, and Venezuela. This past year I became involved with "Come Build Hope" building homes for needy families.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Cultivating connections among all parties involved in student education: staff, parents, students, community, legislators, businesses, and so on, because there are no simple solutions in accomplishing the ongoing work toward decreasing achievement gaps, increasing graduation rates college readiness, and improving stabilizing funding, and other education specific tasks that are core goals we need to address in preparing our students to be productive participants in their communities

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Beth Hergesheimer

Date: December 16, 2016



2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Tamara Otero</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Cajon Valley Union School District</u>	Years on board: <u>6</u>
Profession: <u>Business Owner</u> Contact Number: <u>619-244-8138</u>	E-mail: <u>otero1@cajonvalley.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2</u> years	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have been involved in education for the last 20 years. I have served on the Board for six of those years. I bring new ideas! I am a visible presence in schools and classrooms, and I have an understanding of what has worked and what hasn't worked on our campuses to create enthusiastic, inclusive, learning environments. I am a quick learner, a respected leader, and a hard worker. I am not afraid to ask questions, and I am committed to creating and sustaining change in education. I have spent most of my life working as an advocate for all of our children. I bring a volunteer's perspective with the ability to be flexible yet passionate for the betterment of education in my District, State, and our Nation.

Please describe your activities and involvement on your local board, community, and/or CSBA.

During the six years that I have served in my District, I have had the privilege and the responsibility to serve as President of our Board for three of those years. I am currently serving as the Secretary for SDCSBA. I have been a presenter at CSBA AEC twice. I am a local Rotarian and have sat on a PTA Board for the last 20 years from Elementary to High School. During that time I spent eight of those years as the PTA President at various sites and Council. I was the Chair for the East County Host Town during the Special Olympics of 2015. I created a program at the Elementary School that became a major contributor to the Make a Wish Foundation and exposed young students to the rewards of philanthropy. I have been a Co-Organizer for our annual TEDx Kids program that is run District-wide. I currently sit on the Vision in Planning Board for our High School and have been actively involved in the Athletic Board Council. I recently represented our District at the Fall League of Innovation conference in Baltimore where best practices in education were shared from around the Nation. During my time on the Board our District has received numerous commendations and awards (including honorable mention for the Magna Award at NSBA) for the progressive approach that we have taken in education.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I think that one of the biggest challenges currently facing governing boards is the understanding that education MUST change in order to keep up with the technical world and workplace. However, many Boards are unsure and unprepared for the shift in pedagogy in the classrooms on their campuses. Technology shouldn't be an option, it should now be a mandate and will quickly become an access issue if we don't address it now. Our students must be prepared for the current job markets and unfortunately much of our curriculum and opportunities are outdated. As always, I think that CSBA must continue to be the voice for adequate funding for education in the state of California.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Tamara Otero Date: 12/05/16

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Name:	DAWN PERFECT	CSBA Region-subregion #:	17
District or COE Name:	RAMONA UNIFIED	Years on board:	8
Profession:	EXECUTIVE DIRECTOR	Contact Number:	760.788.1983
		E-mail:	dawnperfect@att.net
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 YRS</u>			

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

CSBA can be a strong voice in shaping education policy for the state of California and I am eager to participate in that process.

We need a team of leaders that can gather information and communicate the needs of our 42 school districts to the statewide organization. I have those skills and will work hard to serve and represent Region 17 at the Delegate Assembly.

I have 4 years experience as a delegate and have participated in multiple working groups establishing CSBA's policy platform. Additionally, I was elected to serve on the CSBA nominating committee last year and currently serve as the Treasurer for San Diego CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Masters in Governance and CSBA Annual Education Conference - attendee 7 years
 San Diego County Superintendent's Achievement Gap Task Force
 Governor's Budget Workshop presented by School Services of California - attendee 8 years
 Grossmont/Cuyamaca College District Educational Master Plan participant
 District Budget Steering Committee, 7-11 Facilities Committee, School Site Council, PTSA & Booster Clubs
 ROP Community Advisory Council
 CIF Coordinating Council

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

One of the challenges facing school board members is staying informed on important statewide topics affecting most, if not all school districts. Examples would be:

- Implementation of standardized curriculum that is still in development and ESSA.
- Changes to the funding of the CalStrs pensions system and how this affects district budgets over the next few years.
- Operation of charter schools within school districts and oversight responsibilities.
- Teacher recruitment and retention.

Periodic brief, nut-shell summaries of current topics in education would be a way CSBA could help board members stay up to date.

Ongoing trainings would also be helpful. Once the Masters in Governance is completed, there isn't much more board member support. Local trainings, or webinars could be offered for experienced board members. Short refreshers of MIG topics or current legislation would be particularly helpful.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: *Dawn Perfect*

Date: January 6, 2017

DAWN PERFECT

937 Bricklane Road, Ramona, California 92065

dawnperfect@att.net 760.788.1983

Dawn Perfect and her husband, Scott, are lifetime residents of San Diego County. They have four children; all educated in traditional public schools, as well as public Montessori and independent study programs.

An active volunteer in a variety of organizations, Dawn has always put an emphasis on education, both in the classroom and in the community. Through service with an assortment of non-profit groups, Dawn has forged a bond between classroom education and community opportunities available to students.

College readiness, vocational education through the integration of STEAM (science, technology, engineering, arts and math) and closing the achievement gap are key areas of interest.

Dawn was recently re-elected to a third term on the Ramona Unified Governing Board. She has served as Board President 2 years and Vice President 3 years

Employment: Ramona Parks and Recreation – Executive Director

Community Activities & Recognitions:

Revitalization Infrastructure Chairperson, reporting to County Supervisor Jacob

Ramona Intergenerational Campus – Chairperson

Grossmont/Cuyamaca College District – Educational Master Plan Advisory Group

CIF Coordinating Council

Community Planning Group – Transportation & Trails, Parks, Town Center Development

Palomar Health Community Action Council – Member

Chamber of Commerce Citizen of the Year Nominee 2013

Friends of the Ramona Library – Lifetime Member

Boy Scouts of America – Award of Merit, Distinguished Commissioner, Council Silver Beaver

San Diego Region 17, California School Boards Association - Treasurer

Education: AA General Studies, AA Liberal Arts & Sciences, CSBA Masters in Governance

Ramona Unified School District Service:

Elected Governing Board Member 2008, 2012, and 2016

Budget Steering Committee, 7-11 Facilities Committee, School Site Council President

Recent Endorsements: California Senator Joel Anderson and County Supervisor Diane Jacob



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Name: <u>Barbara Ryan</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Santee School District</u>	Years on board: <u>35</u>
Profession: <u>Vice President, Government Affairs</u> Contact Number: <u>(619) 258-2304</u>	E-mail: <u>barbara.ryan@santecsd.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>30</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I wish to continue serving as a member of the Delegate Assembly in order to support CSBA in its role of speaking loudly and clearly on behalf of California's students. My long-term service as a local school board member, my service in my community, and my profession (Government Relations for a children's hospital) have provided me the opportunity to be well-versed on current issues facing individual school boards and CSBA, and well-positioned to influence education policy at local, state, and federal levels.

In addition to serving on the Delegate Assembly, I have participated in the following CSBA committees:

- Legislative Relations Chair (State and Federal)
- School Facilities Task Force
- Legislative Committee
- Welfare Reform Committee
- Coordinated Children's Services Task Force
- Health Task Force

Please describe your activities and involvement on your local board, community, and/or CSBA.

My Board -- I have served as President, Vice-President, Clerk and Legislative Representative on my local board, serve on several school district committees, and represent my school district on the Chamber of Commerce Executive Board.

Community Involvement -- In addition, I am a member of the San Diego County School Boards Association (SDCSBA) Executive Committee where I have served as President, Vice President, Treasurer and Legislative Representative. I currently represent school boards on the Children's Initiative Board of Directors, and the San Diego County Children's Mental Health Advisory Council. This service provides an opportunity to raise education/school board concerns and communicate the perspective of board members to the broader community.

CSBA -- In addition to serving on the Delegate Assembly, I have participated in the following CSBA committees: Legislative Relations Chair (State and Federal), School Facilities Task Force, Legislative Committee, Welfare Reform Committee, Coordinated Children's Services Task Force, and Health Task Force.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Governing boards are charged with making sure the students in their districts receive the best possible educational experiences. I believe the biggest challenge we face today is having adequate resources and supportive laws/regulations to allow us to provide the highest quality education for our students. Advocacy at all levels of government is the key to success. CSBA can help address this challenge by continuing to provide advocacy training for board members and to use those collective voices to influence public policy.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Barbara Ryan

Date: December 15, 2016

BARBARA RYAN

Biography

SCHOOL BOARD SERVICE

- **Santee Board of Education**
 - First elected in 1979
 - Re-elected in 1981, 1986, 1990, 1994, 1998, 2002, 2006, 2010, and 2014
 - Served as President, Vice President, Clerk and Legislative Representative
 - Currently serves as Legislative Representative
- **San Diego County School Boards Association**
 - Served as President, Vice President, Treasurer and Legislative Representative
- **California School Boards Association**
 - Currently:**
 - Member, Delegate Assembly
 - Member, Legislative Network
 - Served as:**
 - Legislative Relations Chair
 - Member, Legislative Committee
 - Member, Coordinated Children's Services Task Force
 - Member, School Facilities Task Force
 - Member, Welfare Reform Committee
 - Member, Health Task Force
 - Member, Condition of Children Council

COMMUNITY SERVICE (Past and Present)

- SAY San Diego, Board of Directors
- First 5 San Diego
- San Diego Commission on Children, Youth and Families
- Children's Initiative Board of Directors
- Foster Grandparents Board of Directors
- Serra Mesa Planning Group Executive Board
- Kearny Mesa Planning Group Executive Board
- School Site Council
- PTA Executive Board
- East County YMCA Board
- Santee Chamber of Commerce

AWARDS ACCOMPLISHMENTS

- 2011 SDCSBA Board Member of the Year
- Champion for Children Award, Voices for Children
- YWCA Tribute to Women in Business Award
- President's Award, Santee Chamber of Commerce
- California Assembly Woman of the Year
- PTA Continuing Service Award
- PTA Honorary Service Award
- Citizen of the Year, Phi Delta Kappa
- Citizen of the Year, Santee Kiwanis Club

PROFESSIONAL

- Vice President, Government Affairs and Advocacy – Rady Children's Hospital-San Diego



2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>LOUIS M. SMITH</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>CORONADO UNIFIED SCHOOL DISTRICT</u>	Years on board: <u>2</u>
Profession: <u>CIVIL ENGINEER</u> Contact Number: <u>619-437-4758</u> E-mail: <u>LSMITH31@SUN.PR.COM</u>	
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I BELIEVE I CAN CONTRIBUTE A GREAT DEAL AS A DELEGATE. I HAVE CONSIDERABLE EXPERIENCE IN WORKING WITHIN A PUBLIC SECTOR FRAME WORK BOTH AT THE NATIONAL AND STATE LEVEL. I HAVE SERVED AS CHIEF ADMINISTRATIVE OFFICER FOR SAN DIEGO UNIFIED SCHOOL DISTRICT AS WELL AS A BOARD MEMBER ON CORONADO UNIFIED SCHOOL DISTRICT'S BOARD. I UNDERSTAND HOW "THE SYSTEM" WORKS!

Please describe your activities and involvement on your local board, community, and/or CSBA.

I HAVE BEEN VERY INVOLVED IN MY LOCAL COMMUNITY, AND HAVE SERVED AS SCHOOL BOARD MEMBER, PORT COMMISSIONER FOR CORONADO, OFFICER IN ROTARY, AND CHURCH BLOCK. I HAVE BEEN ELECTED DEPUTY AND VICE PRESIDENT OF THE CORONADO SCHOOL BOARD.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

FUNDING REMAINS THE BIGGEST PROBLEM FOR PUBLIC SCHOOLS IN CALIFORNIA. INADEQUATE FUNDS AND THE "BOOM OR BUST" NATURE OF FUND AVAILABILITY IS A CONTINUING CHALLENGE. CSBA ALREADY HELPS A GREAT DEAL, BUT THERE IS MORE THAT CAN BE DONE.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jean M. Smith Date: 1/4/2017

Lou Smith

Lou Smith was born and raised in Milwaukee, Wisconsin. He obtained his undergraduate degree in Civil Engineering from Marquette University there and (later) his Master's Degree from Purdue.

After obtaining his commission through the Navy's NROTC program, Lou went into the Navy's Civil Engineer Corps, and spent his first few years in the Seabees, doing three tours in Vietnam. He then did several tours in facilities maintenance and construction, moving from Pearl Harbor, Hawaii to Brunswick, Maine to Omaha, Nebraska to Washington DC to Keflavik, Iceland. The tour in Iceland was followed by assignments in Washington, San Francisco, and a command tour in San Diego. From there, Lou was transferred back to Washington where he was selected for the rank of Rear Admiral. He served (again) in the Pentagon, this time as the Navy's Director of Shore Activities. In 1998, Lou was selected for promotion again. This time, as a two-star Admiral, he took command of the Naval Facilities Engineering Command. In this position, he also served as the Chief of Civil Engineers for the Navy.

Lou retired from the Navy in late 2000 and went to work for the San Diego Unified School District leading their execution of a \$1.5 billion school bond. Despite the program being more than two years behind schedule at the time, it ultimately finished under budget and ahead of schedule. Lou was then promoted to head of all Administrative Operations for this, the second-largest school district in California.

Later, Lou joined Sharp Healthcare as their Vice President of Facilities. In this position, he directly oversaw all of the facilities maintenance and construction for the largest Healthcare System in San Diego County. This also involved the construction of two new, \$150M hospitals in the San Diego area. Lou later retired from Sharp.

In 2009 Lou was appointed by the City of Coronado to be their representative on the Board of Port Commissioners overseeing the operation of the Unified Port of San Diego. In 2012, Lou was elected Chairman of the Board by his fellow Commissioners.

Lou is a Registered Professional Civil Engineer. He is a Fellow and Past National President of the Society of American Military Engineers. He serves on the Board of Directors of Sharp Coronado Hospital as well as several other organizations. He is a proud member of Coronado Rotary, and is active at Sacred Heart Parish. Lou and his wife, Susan, have been married for 45 years and have two sons. His current term on the school board runs through 2018.



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Name: <u>Cipriano Vargas</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Vista USD</u>	Years on board: <u>1st Year</u>
Profession: <u>Teacher</u> Contact Number: <u>760-213-4498</u>	E-mail: <u>cvargas.trustee@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am a first generation college graduate and an early childhood educator. Education is something that is very important to me because of the impact it has had on my life. I am interested in becoming a delegate because I want to bring in a first-hand perspective as a former English Language Learner. I have served on the California State University Board of Trustees and I am knowledgeable about Higher Education issues and how they correlate with K-12. I also have experience lobbying our state legislature and the process of advocating through the legislative process. I hope to bring my experiences as a teacher, as an advocate in order to support CSBA and continue with an agenda that benefits our students.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am recently elected board member of Vista Unified School District. I am proud graduate of our public schools in Vista where I was involved with the Future Farmers of America and Character Leaders. In addition, I currently serve on the California State University San Marcos Alumni Board. I am a volunteer for the National Latino Research Center, a community research organization from the university. I recently participated in the CSBA Annual Education Conference and look forward to expanding on their work to better improve the outcomes for our kids in California

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

As a district that is part of CSBA, I want to know what districts are being effective in their work as governing boards and how we can replicate that. There is opportunity to leverage CSBA resources and research to better inform board members as we move into a new year under a new president. There is a lot of questions of what a new administration with a new secretary of education will mean to public schools and the governing boards. CSBA will be instrumental and help guide the conversations that will best enable us to serve our students. A theme across the CSBA educational conference was a call to action and I look forward to being part of that process.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Cipriano Vargas

Date: December 12, 2016

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Proposed Calendar for
2017-2018

Meeting Date: February 23, 2107

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

Background:

The calendar is negotiated annually with the Dehesa Teachers' Association and the California School Employees Association Dehesa Chapter #663. There is agreement with both associations.

Report:

This calendar reflects 181 student instructional days and 3 staff development days for certificated employees and 2 staff development days for classified employees. The start date for the 2017-18 school year is August 21, and the last student day is June 14, 2017. The calendar also continues to have minimum days every Wednesday.

Financial Impact:

There is no financial impact or change from the 2016-17 school year.

Student Impact:

Having the 2017-2018 calendar passed in February will be beneficial to our students and families. It is also best for students to have a complete year of 181 days. Having minimum days every Wednesday will continue to enhance our staff development, collaboration and partnering with parents for success.

Recommendation:

Administration recommends that the Governing Board approve the 2017-2018 calendar.

Agenda Item #: VII.C.3

Dehesa School District

2017-2018 School Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

August 2017						
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September 2017						
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October 2017						
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29	30	31				

November 2017						
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26	27	28	29	30		

December 2017						
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31						

January 2018						
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February 2018						
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March 2018						
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April 2018						
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29	30					

May 2018						
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June 2018						
Su	M	Tu	W	Th	F	Sa
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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



Aug 17th/18th	Staff Development/No School
Aug 21st	First Day of School for students
Nov 13th -17th	Parent/Teacher Conferences
Feb 15th	Staff Development/No School
Nov 20th -24th	Thanksgiving Break

Dec. 18th -Jan 1st	Winter Break
Mar 26th -Apr 6th	Spring Break
June 14th	Last Day of School

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Comprehensive Safety Plan

Meeting Date: February 23, 2017

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

Background: Board Policy 3516 requires that the Superintendent/Principal or designee develop and maintain a disaster preparedness plan.

Financial Impact: None

Student Impact: None

Recommendation: Administration recommends approval of the Comprehensive Safety Plan

Agenda Item #: VII.C.4

Dehesa School District
COMPREHENSIVE
SAFETY PLAN
2016-2107



Dehesa School
4612 Dehesa Rd.
El Cajon, CA 92019
(619) 444-2161

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EMERGENCY PREPAREDNESS PLAN

I. INTRODUCTION

The purpose of Dehesa School is to provide safety for all students and staff. An emergency preparedness plan helps to ensure a safe school environment and helps to fulfill the mission of our organization. The plan is implemented to protect the safety of students, staff, parents, and itinerant staff at Dehesa School. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff
- Provide for a safe and coordinated response to emergency situations
- Protect the organization's facilities and property
- In the case of emergency, allow Dehesa to restore normal conditions with minimal confusion in the shortest time possible
- Provide for coordination between the organization and local emergency services when necessary

II. DEHESA SCHOOL DISTRICT IMPORTANT PHONE NUMBERS

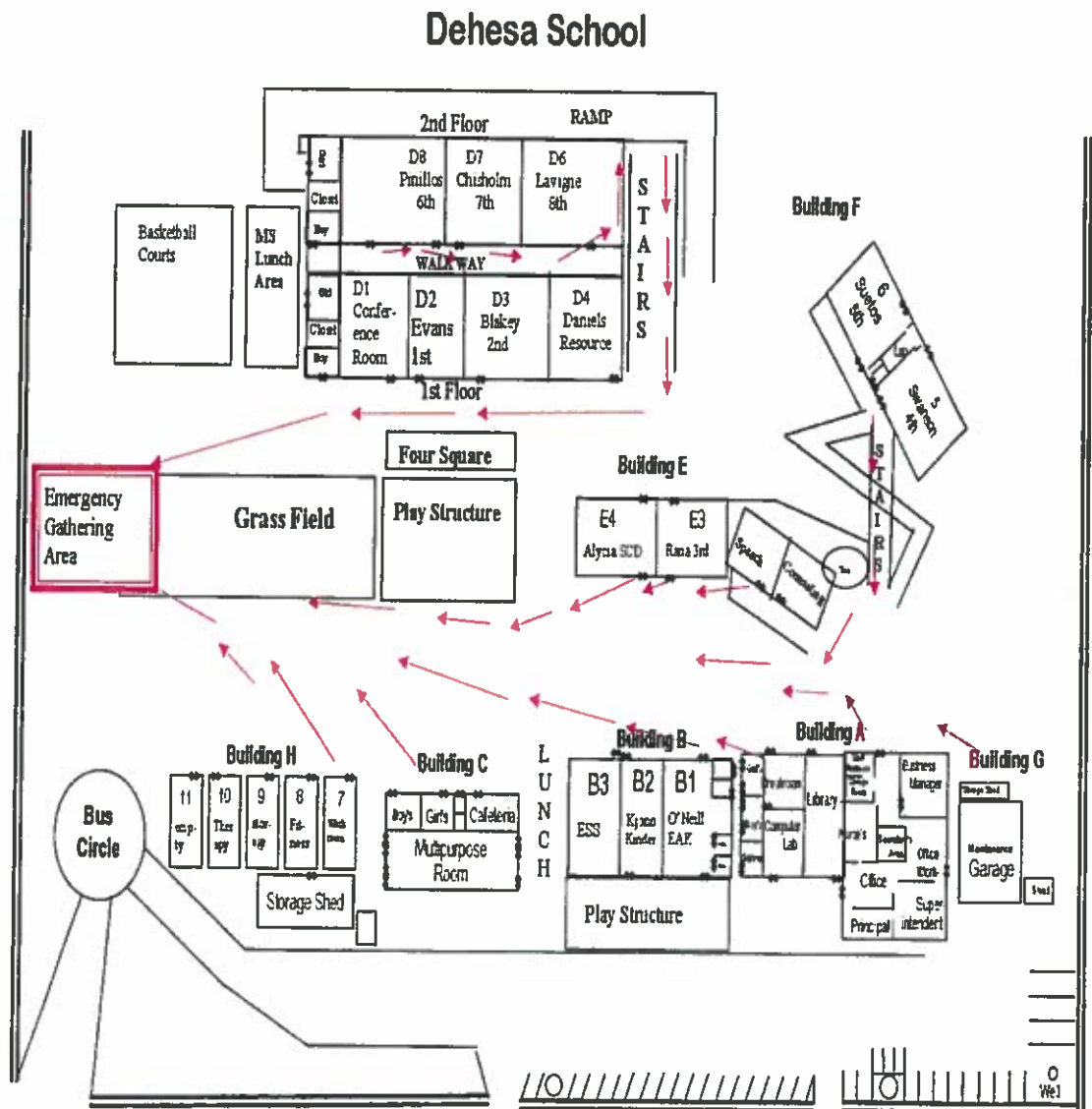
POSITION	NAME	PHONE	EMAIL
Superintendent	Nancy Hauer	(619) 540-6204	nancy.hauer@dehesasd.net
Principal	Tamara Ripke	(619) 977-8267	tamara.ripke@dehesasd.net
Business Manager	Anna Buxbaum	(619) 990-8176	anna.buxbaum@dehesasd.net
Administrative Assistant	Deborah Cagney	(619) 403-3417	deborah.cagney@dehesasd.net

III. EMERGENCY CONTACT INFORMATION

DEHESA SCHOOL DISTRICT
4612 Dehesa Road, El Cajon, CA 92019

EMERGENCY		911
LAW ENFORCEMENT		Phone
Sheriff's Department 2751 Alpine Blvd. Alpine, CA 91901		Dispatch: (858)565-5200 Office: (619)659-2650
FIRE		Phone
San Miguel Fire Department 1811 Suncrest Blvd. El Cajon, CA 92021		(619) 588-8112
HOSPITALS	Address	Phone
Clinics		
Alpine Family Medicine	1620 Alpine Blvd., Alpine, CA 91901	(619) 445-6200
East County Urgent Care	1625 East Main Street. #100 El Cajon, CA 92021	(760) 489-1876
U.S. Health Works Medical Group - La Mesa	8090 Parkway Drive, La Mesa, CA 91942	(619) 697-3093
Partners Urgent Care -Grossmont	6136 Lake Murray Boulevard La Mesa, CA 91942	(619) 303-5500
Acute Care Hospital		
Grossmont Hospital	5555 Grossmont Center Dr. La Mesa, CA 91942	(619) 740-6000
Kaiser San Diego	4647 Zion Avenue, San Diego, CA 92120	(619) 528-5000
OTHER SERVICES		
Animal Control		(619) 441-1580
Poison Control		(800) 222-1222
S.D. County Environmental Health		(858) 253-9933
S.D. County Hazardous Materials and Waste		(858) 505-6680
S.D. County Public Health and Human Services		(619) 337-6212
S.D. County Office of Education		(858) 292-3500
S.D. County Office of Emergency Services		(858) 565-3490
San Diego Gas and Electric		(800) 411-7343
Otay Water District		(619) 670-2222

IV. EVACUATION PLAN



NOT TO SCALE

V. EMERGENCY PREPARATION

The School Clerk will:

1. Update Safety Binder with:
 - a. Comprehensive Safety Plan
 - b. Injury Illness Prevention Plan (IIPP)
 - c. Exposure Control Plan
 - d. Student Accident Procedures & Forms
 - e. Student Emergency Cards
 - f. Update Safety forms on Team site
 - g. Update all Emergency First Aid Kits

The Principal will:

1. Advise staff/parents of Comprehensive Safety Plan and Incident Command System (ICS).
2. Plan for students with special needs.
3. Meet with appropriate persons and review duties and special assignments according to ICS.
4. Complete earthquake drills (California Education Code 35297):
 - at least once each school quarter in elementary locations
 - at least once a semester in secondary locations
5. Complete fire drills (California Education Code 32001):
 - not less than once every calendar month at the elementary level,
 - four times every school year at the intermediate level
 - not less than twice every school year at the secondary level
6. Complete lockdown drills (not required by California law, but is required by EEI):
 - not less than twice every school year
7. *Recommended to include in Safety Binder:* Compile Emergency Response lists that contain:
 - a. Student names with parent phone numbers (each trimester).
 - b. Staff members and phone numbers (cell and home).

Students will:

1. Cooperate during emergency drills, exercises, and during an incident.
2. Learn to be responsible for themselves and others in an incident.
3. Understand the importance of not being a bystander by reporting situations of concern.
4. Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

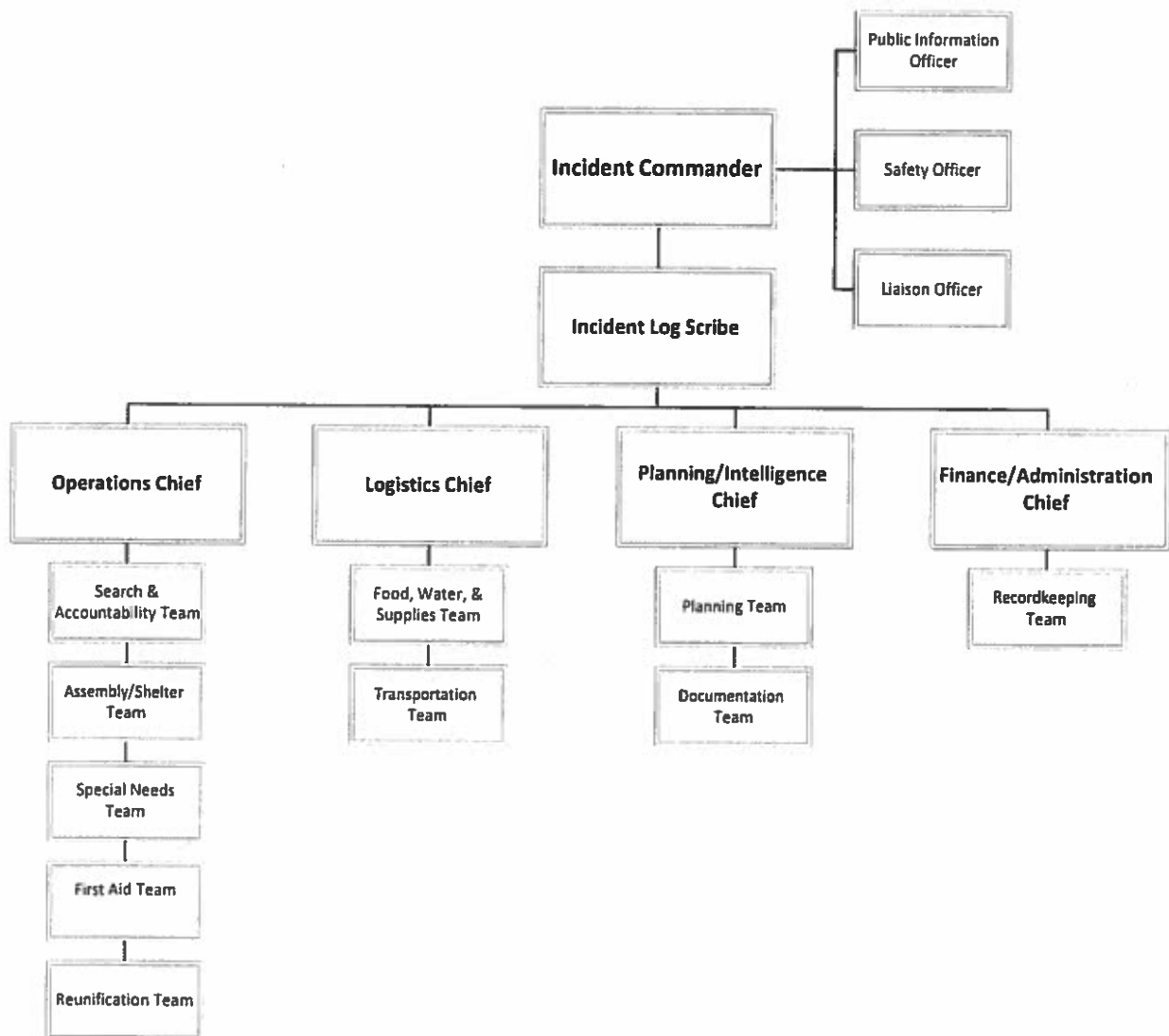
Parents/Guardians will:

1. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
2. Participate in volunteer service projects for promoting school incident preparedness.
3. Provide the school with requested information concerning the any safety incidents.
4. Practice incident management preparedness in the home to reinforce school training and ensure family safety.
5. Understand their roles during a school emergency.

VI. THE INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS), is a nationally recognized organizational structure developed by the Federal Emergency Management Agency (FEMA) in compliance with the National Incident Management System (NIMS; Department of Homeland Security) that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Below is Dehesa's Incident Command System's Organizational chart. This chart specifies the roles needed to be performed by staff members in order for an effective ICS to take place during an emergency situation.



VII. THE INCIDENT COMMAND SYSTEM (ICS) ROLES AND RESPONSIBILITIES

While the Operations and Logistics teams have immediate and essential roles in a crisis, and will be deployed to some extent in any incident, it may not be feasible to activate the other teams during a crisis. The roles required by each team will either be shared between staff, or given to appropriate personnel.

Management/Command Section

The Management/Command section consists of four teams:

1. The Incident Commander (Superintendent)
2. The Liaison Officer
3. The Safety Officer
4. The Public Information Officer (PIO)

1. Incident Commander (Superintendent)

RESPONSIBILITIES:

- Determine the level of emergency response needed
- Activate the emergency response system by
 - Dialing 911
 - Calling the Office
 - Initiate ICS
- Decide whether to stay put or evacuate
 - Make an appropriate announcement to students and staff
 - Get the safety backpack and any other supplies
 - Account for all students, staff, and visitors
- Meet with city/county emergency responders upon arrival
- Inform Principal of emergency
- Establish Command Post if necessary
- Activate a plan for releasing students to parents
- Document all activities
- Set up location for Command Post

2. Liaison Officer (Principal)

The Liaison Officer coordinates with incoming agency representatives and establishes a "link" between the IC and emergency personnel.

RESPONSIBILITIES:

- Coordinate with incoming agency representatives
- Interface between the Superintendent and the First Responder IC

3. Safety Officer (Principal designee)

RESPONSIBILITIES:

- Address the physical and emotional needs of responders
- Monitor responders to prevent unsafe actions by providing breaks or addressing other needs
- Provide ongoing updates to the Superintendent

4. Public Information Officer (Superintendent)

The person is responsible for the formulation and distribution of information about the incident to the news media.

RESPONSIBILITIES:

- Field all media inquiries and request for interviews
- Coordinate with the Principal and responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices, and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespersons as appropriate
- Provide guidance and training for additional spokespersons and provide general guidelines to staff for working with the media if appropriate
- Establish a media staging area and regulate access
- Manage media coverage and arrange coverage of memorial services and special events, if appropriate

Operations Team

The Operations Team section consists of four teams:

1. Search and Accountability Team
2. Assembly/Shelter Team
3. First Aid Team
4. Reunification Team

1. Search and Accountability Team

The role of this team is to check attendance of students and staff for the day of the incident and to determine who is missing or unaccounted for.

RESPONSIBILITIES:

- Checks attendance for that day for both students and adults (everyone on campus)
- Responsible for "sweeping" bathrooms, hallways, and other areas for students, staff, and visitors
- Determines who is missing or unaccounted for people
- Emergency responders will do actual major rescue efforts when they arrive
- Provide ongoing welfare checks

2. Assembly/Shelter Team

RESPONSIBILITIES:

- Sets up evacuation location
- Coordinates evacuation of students
- Coordinates the supervision of students until release
- Gets information from Search and Accountability team
- Assess and report emergency needs of students/staff
- Ensure students are occupied with activities
- Sets up a parent center (staff personnel would be present)
- Documents person picking up child
- Coordinate with the Reunification Team
- Document all activities

3. First Aid Team

The First Aid team is responsible for coordinating resource center emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of the team and the need to notify the Regional Manager for outside assistance.

RESPONSIBILITIES:

- Get the medical supplies in the Resource Center safety backpack
- Establish a first-aid station in a safe area
- Coordinate with paramedics when they arrive
- Move students away from people who are injured
- Maintain records of the injured or deceased
- Identify staff to accompany injured to hospital
- Document all activities
- Attach an ID tag on every victim in preparation for transporting to the hospital

4. Reunification Team

The Reunification Team is primarily responsible for coordinating the reunion of students and parents or legal guardians.

RESPONSIBILITIES:

- Coordinate reunion of students and parents
- Set up a reunion location in an appropriate space
- Coordinate with Shelter/Assembly Coordinator
- Ensure parents or legal guardians sign out each student
- Make sure all students are accounted for
- Maintain Student Release Sign Out Sheet (Appendix 4) and other records
- Document activities

Logistics Team

The Logistics Team section consists of two teams:

1. Food, Water, and Supplies Team
2. Transportation Team

1. Food, Water, and Supplies Team

RESPONSIBILITIES:

- Provide support people, supplies, and resources to the Operations team and other section teams
- Document all activities

2. Transportation Team

The transportation team is responsible for arranging buses or alternative modes of transportation for evacuation

RESPONSIBILITIES:

- Call for buses and supervise the loading of buses
- Arrange alternative transportation if necessary
- Log students on and off each bus

Planning/Intelligence Team

The Logistics Team section consists of two teams:

1. Planning Team
2. Documentation Team

1. Planning Team

RESPONSIBILITIES:

- Works with Superintendent in developing an action plan for next steps within a specified timeframe
- Coordinates social and emotional support services for students, staff, and visitors if necessary
- Provides information to parents in collaboration with Superintendent
- Develops plans to support students' return to learning in collaboration with Superintendent

2. Documentation Team

RESPONSIBILITIES:

- Also known as "incident Log Scribe" on Organizational Chart
- Team with the Superintendent/Principal
- Gather incident-related information from other teams for entry into the IC Post log
- Ensures all verbal communications are recorded
- Maintain and periodically distribute a situation report
- Referring newsworthy information to the Superintendent
- Ensuring that all messages are properly routed
- Document, in writing, all actions and communications (including the time) ordered and received by the Superintendent or other assigned personnel

Administration/Finance Team

The Logistics Team section consists of one team:

1. Record Keeping

1. Record Keeping Team

RESPONSIBILITIES:

- Establish and maintain a file for employee time reports
- Establish objectives, make assignments and evaluate performance
- Maintain a list of all damaged or lost equipment for after-incident billing claims
- Maintain a current posting on all charges or credits for fuel, parts, services, etc.
- Ensure that all employee/agency identification is verified to be correct on the time report
- Ensure that time reports are signed
- Ensure that all records, personnel time recording forms, and any other finance documents are in order and have been submitted for processing.

VIII. EMERGENCY ACTIONS AND PROCEDURES

Below is a list of common emergency actions. The Principal will decide which emergency actions to implement, based on the situation. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities according to the ICS. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON	
<p>ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.</p>	<p>DROP/DUCK/COVER AND HOLD ON The action taken during an earthquake to protect students and staff from flying and falling debris.</p>
<p>EVACUATION The orderly movement of students and staff from resource center to another area when conditions outside are safer than inside.</p>	<p>LOCKDOWN Initiated when there is an immediate or imminent threat to occupants of a resource center and movement within will put students and staff and jeopardy. Lockdown involves a "no one in, no one out" scenario.</p>
<p>SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.</p>	<p>STAND BY Notifies students and staff that further instructions will follow shortly.</p>
<p>TAKE COVER Instructs staff and students to move to and take refuge in the best-shielded areas within the resource center.</p>	<p>STUDENT RELEASE Implemented when students are released from school or relocating them at a time when parents expect their children to be at the school. Only implemented in times of extreme emergency that would warrant its execution.</p>

The following pages will outline these emergency actions and procedures in more detail.

IX. DUCK, COVER, AND HOLD ON

DUCK, COVER, AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

PRINCIPAL ANNOUNCEMENT:

1. Make the following announcement:

Example: **"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER, AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

2. Initiate the Incident Command System if necessary.

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave resource center. Do not run. Avoid routes with architectural overhangs. Do not re-enter resource center until declared safe by competent authority.

Outside

- Instruct students to move away from resource center, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

X. EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the resource center. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside resource center to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

PRINCIPAL ANNOUNCEMENT:

1. Fire alarm (bull or horn signal).
2. Provided time is available, make an announcement:

Example: "Attention please. We need to initiate an **EVACUATION** of the resource center. Staff is to take their students to their designated safe area. Students please remain with your teacher."

SUPERINTENDENT ACTIONS:

- Initiate the Incident Command System if necessary.
- A safe location should be established at the resource center away from the school and emergency response equipment that may arrive at the resource center. If unsafe for the current emergency, designate an alternate safe location.
- Take staff attendance.
- When clearance to return to the school is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send students home with a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the school in an orderly manner using the designated evacuation routes and reassemble in the assigned safe location.
- Take the emergency backpack and student roster when leaving the classroom and take attendance when the class is reassembled in a safe location using the Student Emergency Evacuation Absence List in Appendix 2. Report attendance to the Superintendent or Principal.
- Remain in the safe location until further instructions are given.
- Wait for another **ACTION** or the **ALL CLEAR** instruction to return to the classroom and normal class routine.

XI. LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the resource center and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the school. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This **ACTION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the resource center.

PRINCIPAL/SUPERINTENDENT ANNOUNCEMENT:

1. Make the following announcement:

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by a school administrator or law enforcement."

PRINCIPAL/SUPERINTENDENT ACTIONS:

- Initiate the Incident Command System if necessary.
- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, closet, office area, etc. Lock the door or move furniture or trash bin to bar access to the room. Remain quiet until further instructions are provided by a school administrator or police.

XII. SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/school heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

PRINCIPAL/SUPERINTENDENT ANNOUNCEMENT:

1. Make the following announcement:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SUPERINTENDENT ACTIONS:

- Initiate the Incident Command System if necessary.
- Make an announcement. Give clear instructions, remain calm, and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to Principal. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so.
- If not, follow staff directions to nearby classrooms or other rooms (e.g., auditorium, multi-purpose room).
- If these are unsafe, follow instructions to proceed to an alternative indoor room.

XIII. ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- | | |
|--|---------------------------|
| ▪ DUCK, COVER and HOLD ON | • SHELTER IN PLACE |
| ▪ EVACUATION and REVERSE EVACUATION | • STANDBY |
| ▪ LOCKDOWN | • TAKE COVER |

ANNOUNCEMENT:

1. Make the following announcement:

Example: "Your attention please. (Pause) **ALL CLEAR**. (Pause) **ALL CLEAR**. (Pause) **ALL CLEAR**. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

SUPERINTENDENT/PRINCIPAL ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety, and other concerns.
- ❑ Notify parents, if appropriate.

XIV. STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. Verify parent ID and authorization.
2. Have a staff member locate student(s).
3. Verify Student Release Sign Out Sheet in Appendix 2 is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Release Sign Out Sheet in Appendix 2.
2. Show photo ID to school administrator.
3. Wait for student.
4. Leave campus immediately after student is released to your custody.

SUPERINTENDENT/PRINCIPAL ACTIONS:

- Set up Incident Command Post (ICP)
- Notify staff and communicate that this is not a drill.
- Designate a safe location. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing student(s).

STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by resource center.
- Take student attendance using the Student Emergency Evacuation Absence List in Appendix 3. Please note if student was absent at roll call or if the student was a no show at the evacuation area and the possible location of student.
- Report population assessment to the Superintendent/Principal.
- Organize students. Monitor students' medical and emotional condition.

XV. TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the resource center. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

ANNOUNCEMENT:

1. Make the following announcement:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

REGIONAL INCIDENT COMMANDER ACTIONS:

- Initiate the Incident Command System if necessary.
- Give clear instructions, remain calm, and convey reassurance.
- When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

XVI. CHILD ABUSE REPORTING PROCEDURES

Child abuse shall be reported in compliance with the procedures set forth in Dehesa School's Board Policy and in accordance with California law. As a general guideline, reporting should happen within 24 hours of the occurrence or incident. Child abuse reporting forms can be downloaded online. The reporting of suspected child abuse is mandatory.

Child abuse reporting procedures can be found here:

http://oag.ca.gov/regionals/all/files/agweb/pdfs/childabuse/8572_instruct.pdf.

Child abuse reporting form can be found here: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.

XVII. STUDENT INJURY OR ACCIDENT

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident.

STAFF ACTIONS:

- Report accident to Principal and Superintendent.
- Provide the appropriate medical attention; including performing necessary life-sustaining measures (CPR/etc.), until trained Emergency Medical Services technicians arrive.
- Refer student to the family's choice of medical provider, or if needed, call 911 for emergency medical treatment.

REGIONAL INCIDENT COMMANDER ACTIONS:

- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- It is required that all classified staff have a CPR/1st Aid/AED certification. Dehesa provides this training to staff every August.
- Be sure to know the location of the AED at your particular Resource center.
- Provide each instructor with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the instructor may follow in these specific emergencies.

XVIII. EMPLOYEE INJURY ON THE JOB

If an employee is injured on the job, the Principal or Superintendent must complete the [Injury/Accident Investigation Report](#) in Appendix 4, refer the employee for appropriate medical treatment, and complete the following steps:

1. If it is an emergency, call 911 and request an ambulance. Provide the [Medical Provider Network \(MPN\)](#) in Appendix 7 to the paramedic to facilitate the MPN's intake of the employee and the billing process.
2. If it is not an emergency, refer the employee to the MPN designated by the employer (unless the employee has pre-designated to use his or her own physician).
3. Contact the Confidential Secretary immediately after incident.

EXPOSURE CONTROL PLAN

I. INTRODUCTION

Dehesa School is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with OSHA standard 29 *CFR* 1910.1030, "Occupational Exposure to Blood borne Pathogens."

The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

- Determination of employee exposure
- Implementation of various methods of exposure control,
including: Universal precautions
Engineering and work practice
controls Personal protective
equipment Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

II. PROGRAM ADMINISTRATION

- The Superintendent is responsible for implementation of the ECP. The Director of Human Resources will maintain, review, and update the ECP at least annually, and whenever necessary to include new or modified tasks and procedures.
- Those employees who are determined to have occupational exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this ECP.
- The Superintendent will provide and maintain all necessary personal protective equipment (PPE), engineering controls, labels, and red bags as required by the standard. The Director of Human Resources will ensure that adequate supplies of the aforementioned equipment are available in the appropriate sizes.
- The Superintendent will be responsible for ensuring that all medical actions required by the standard are performed and that appropriate employee health and OSHA records are maintained.

- The Superintendent will be responsible for training, documentation of training, and making the written ECP available to employees, OSHA, and NIOSH representatives.

III. EMPLOYEE EXPOSURE DETERMINATION

The following is a list of all job classifications at our establishment in which all employees have occupational exposure and could potentially be exposed to blood and/or body fluids in the performance of their duties.

- Teacher
- Lead Teacher
- Instructional Aide
- Superintendent
- Principal
- Child Nutrition Coordinator
- Administrative Clerk
- Administrative Secretary
- Student Care Coordinator
- Resource Specialist
- Custodian
- Groundskeeper
- Multimedia Center Lead
- Transportation Coordinator
- School Bus Driver
- Maintenance Operations Lead

The following are tasks and procedures that may be performed and include a risk of exposure to blood borne pathogens:

- first aid procedures
- cleaning procedures involving blood or body fluid visibly contaminated with blood
- plumbing procedures involving maintenance and repair of bathrooms or cleaning solution disposal areas
- laundering of contaminated clothing, towels, etc.
- all "sharps" use and disposal procedures

IV. METHODS OF IMPLEMENTATION AND CONTROL

Standard Precautions (previously known as Universal Precautions)

All employees of Dehesa School are required to know and follow "standard precautions" as described by the Center for Disease Control (CDC). "Standard precautions" recognizes all body fluids as though they are infected with blood borne pathogens. This requires that all employees assume that all human blood and specific human body fluids are infectious for blood borne pathogens.

Exposure Control Plan

Employees covered by the blood borne pathogens standard receive an explanation of this ECP during the beginning of the school year. All employees can review this plan at any time during their work shifts by contacting the Confidential Secretary. Physical copies of this plan are available by request.

Engineering Controls and Work Practices

Engineering controls and work practice controls will be used to prevent or minimize exposure to blood borne pathogens. The specific engineering controls and work practice controls used are listed below:

- **Gloves:** Employees should wear protective gloves appropriate for risk status.
- **Handwashing:** Employees should wash hands immediately or as soon as possible after removal of gloves or other PPE and after contact with blood or other potentially infectious materials. If hand washing facilities are not immediately available, employees should use antiseptic hand cleaner or towelettes, and then wash hands with soap and water as soon as feasible.
- **Hazardous Materials:** Any container for storage, transport or shipping of potentially infectious material should be sealed and labeled or color coded.

If outside contamination of the primary container occurs, it should be placed within a second container which prevents leakage during handling/processing, storage, transport or shipping. The second container should be labeled with a biohazard sign. If the specimen could puncture the primary container, it should be placed in a puncture resistant second container meeting the characteristics as just stated.

- **Equipment:** Equipment which may become contaminated with blood or other potentially infectious material should be decontaminated unless decontamination is not feasible.

Contaminated equipment should be enclosed in a red biohazard bag or have attached a biohazard label stating which portions remain contaminated.

It is the responsibility of the Superintendent or his/her designated charge person (whoever handles the contaminated equipment) to notify all employees potentially handling the equipment, the servicing representative and/or manufacturer prior to releasing the contaminated equipment for shipping and/or decontamination.

- All procedures involving blood or other infectious materials should be performed in such a manner as to minimize splashing, spraying, splattering and generation of droplets.

Personal Protective Equipment (PPE) PPE is provided to our employees at no cost to them. Training in the use of the appropriate PPE for specific tasks or procedures is provided by the Superintendent.

The types of PPE available to employees are as follows:

- **Gloves:** Gloves should be worn when it can reasonably be anticipated the hands might have contact with blood, mucous membranes, non-intact skin, other potentially infectious materials and when touching or handling contaminated items or surfaces.
- **Face protection:** Face protection should be worn whenever splashes, spray, spatter, droplets or aerosols of blood or other potentially blood borne infectious materials may be present and eye, nose or mouth contamination can be anticipated.
- **Protective clothing:** Appropriate protective clothing should be worn in occupational exposure situations. The type and characteristics of the clothing will depend upon the task and degree of exposure anticipated.

PPE is located in the First Aid boxes

All employees using PPE must observe the following precautions:

- Wash hands immediately or as soon as feasible after removing gloves or other PPE.
- Remove PPE after it becomes contaminated and before leaving the workarea.
- Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.
- Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.
- Never wash or decontaminate disposable gloves for reuse.
- Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
- Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

Housekeeping

Employees must wear appropriate personal protective equipment (PPE) during all cleaning of blood or other potentially infectious materials. Regulated waste is placed in containers which are closable, constructed to contain all contents and prevent leakage, appropriately labeled or color-coded (see the following section "Labels"), and closed prior to removal to prevent spillage or protrusion of contents during handling.

The procedure for handling sharps disposal containers is the person using the sharp instrument or item shall be responsible for its proper disposal immediately after use. Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and appropriately labeled or color-coded. Sharps disposal containers are

available at (must be easily accessible and as close as feasible to the immediate area where sharps are used).

Mops should be soaked in disinfectant after use and rinsed thoroughly. Non-disposable cleaning equipment (bins and pails) should be thoroughly rinsed in a disinfectant as soon as feasible after visible contamination and on a regular basis. Gloves must be worn during all cleaning and disinfecting procedures.

Broken glassware that may be contaminated is only picked up using mechanical means, such as a brush and dustpan or other appropriate tools.

Laundry

The following laundering requirements must be met:

- Handle contaminated laundry as little as possible, with minimal agitation
- Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transport at location where it was used.
- Contaminated laundry shall be placed in a bag or container marked with the biohazard symbol. Should the outside bag become contaminated, double bagging is required.
- Employees who handle or have contact with contaminated laundry shall wear gloves at a minimum. Wet laundry may require additional personal protective equipment.

Labels

Biohazard warning labels shall be affixed to all containers containing blood or other potentially infectious material designated as "regulated waste".

Warning labels will include the biohazard symbol and will be fluorescent orange or orange-red with lettering or symbols in a contrasting color.

Labels should be attached to the biohazard container by string, wire, adhesive or other method to prevent loss or unintentional removal.

The Superintendent or designee is responsible for ensuring that warning labels are affixed or red bags are used as required if regulated waste or contaminated equipment is brought into the facility. Employees are to notify the Superintendent or designee if they discover regulated waste containers, refrigerators containing blood or OPIM, contaminated equipment, etc., without proper labels.

V. POST-EXPOSURE EVALUATION AND FOLLOW-UP

Should an exposure incident occur, contact the Superintendent at the following number (619) 540-6204.

If an exposure incident occurs (i.e. an employee comes into contact with blood or OPIM), provide the initial first aid treatment such as cleaning the wound, flushing eyes, or other mucous membranes.

Following initial first aid, the following activities will be performed:

- Document the routes of exposure and how the exposure occurred.
- Identify and document the source individual (unless the employer can establish that identification is infeasible or prohibited by state or local law).
- Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity; document that the source individual's test results were conveyed to the employee's health care provider.
- If the source individual is already known to be HIV, HCV and/or HBV positive, new testing need not be performed.
- Assure that the exposed employee is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
- After obtaining consent, collect exposed employee's blood as soon as feasible after exposure incident, and test blood for HBV and HIV serological status
- If the employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if the exposed employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

While Dehesa School will always strive to comply with OSHA requirements, we will also use every precaution to protect the privacy of each individual in accordance with all applicable laws and regulations.

VI. ADMINISTRATION OF POST-EXPOSURE EVALUATION AND FOLLOW-UP

The Superintendent ensures that the health care professional evaluating an employee after an exposure incident receives the following:

- a description of the employee's job duties relevant to the exposure incident
- route(s) of exposure
- circumstances of exposure
- if possible, results of the source individual's blood test
- relevant employee medical records, including vaccination status

The Superintendent provides the employee with a copy of the evaluating health care professional's written opinion within 15 days after completion of the evaluation.

VII. PROCEDURES FOR EVALUATING THE CIRCUMSTANCES SURROUNDING AN EXPOSURE INCIDENT

The Superintendent or designee will review the circumstances of all exposure incidents to determine:

- engineering controls in use at the time
- work practices followed
- a description of the device being used (including type and brand)
- protective equipment or clothing that was used at the time of the exposure incident (gloves, eye shields, etc.)
- location of the incident
- procedure being performed when the incident occurred
- employee's training

The Director of Human Resources will record all percutaneous injuries from contaminated sharps in a Sharps Injury Log.

If revisions to this ECP are necessary, the Director of Human Resources will ensure that appropriate changes are made.

VIII. EMPLOYEE TRAINING

All employees who have occupational exposure to blood borne pathogens receive initial and annual training.

All employees who have occupational exposure to blood borne pathogens receive training on the epidemiology, symptoms, and transmission of blood borne pathogen diseases. In addition, the training program covers, at a minimum, the following elements:

- a copy and explanation of the OSHA blood borne pathogen standard
- an explanation of our ECP and how to obtain a copy
- an explanation of methods to recognize tasks and other activities that may involve exposure to blood and OPIM, including what constitutes an exposure incident
- an explanation of the use and limitations of engineering controls, work practices, and PPE
- an explanation of the types, uses, location, removal, handling, decontamination, and disposal of PPE
- an explanation of the basis for PPE selection
- information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, and the benefits of being vaccinated
- information on the appropriate actions to take and persons to contact in an emergency involving blood or OPIM
- an explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available
- information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident
- an explanation of the signs and labels and/or color coding required by the standard and used at this facility
- an opportunity for interactive questions and answers with the person conducting the training session.

IX. RECORDKEEPING

Training records are completed for each employee upon completion of training. These documents will be kept for at least three years at the Superintendents' office.

The training records include:

- the dates of the training sessions
- the contents or a summary of the training sessions
- the names and qualifications of persons conducting the training
- the names and job titles of all persons attending the training sessions

Employee training records are provided upon request to the employee or the employee's authorized representative within 15 working days. Such requests should be addressed to the Director of Human Resources.

Medical Records

Medical records are maintained for each employee with occupational exposure in accordance with 29 CFR 1910.1020, "Access to Employee Exposure and Medical Records."

The Confidential Secretary is responsible for maintenance of the required medical records. These confidential records are kept in the Superintendents' office for at least the duration of employment plus 30 years.

Employee medical records are provided upon request of the employee or to anyone having written consent of the employee within 15 working days. Such requests should be sent to the Superintendent

OSHA Recordkeeping

An exposure incident is evaluated to determine if the case meets OSHA's Recordkeeping Requirements (29 CFR 1904). This determination and the recording activities are done by the Superintendent.

Sharps Injury Log

In addition to the 1904 Recordkeeping Requirements, all percutaneous injuries from contaminated sharps are also recorded in a Sharps Injury Log. All incidences must include at least:

- date of the injury
- type and brand of the device involved (syringe, suture needle)
- department or work area where the incident occurred
- explanation of how the incident occurred.

This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered. If a copy is requested by anyone, it must have any personal identifiers removed from the report.

HAZARD COMMUNICATION PLAN

I. INTRODUCTION

To ensure that information about the dangers of all hazardous chemicals used by Dehesa School is known by all affected employees, the following hazardous information program has been established. Under this program, you will be informed of the contents of the OSHA Hazard Communications standard, the hazardous properties of chemicals with which you work, safe handling procedures and measures to take to protect yourself from these chemicals.

This program applies to all work operations in our company where you may be exposed to hazardous chemicals under normal working conditions or during an emergency situation. All work units of this company will participate in the Hazard Communication Program. Copies of the Hazard Communication Program are available in the Superintendents' Office and Team site for review by any interested employee.

The Superintendent is the program coordinator, with overall responsibility for the program, including reviewing and updating this plan as necessary.

II. CONTAINER LABELING

The Superintendent or designee will verify that all containers received for use will be clearly labeled as to the contents, note the appropriate hazard warning, and list the manufacturer's name and address.

The Superintendent or designee in each section will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with labels marked with the identity and the appropriate hazard warning. For help with labeling, see the Superintendent or designee.

The Superintendent will review the company labeling procedures annually and will update labels as required.

III. SAFETY DATA SHEETS (SDSs)

The Superintendent is responsible for establishing and monitoring the company SDS program. He/she will ensure that procedures are developed to obtain the necessary SDSs and will review incoming SDS for new or significant health and safety information. He/she will see that any new information is communicated to affected employees. The procedure below will be followed when an SDS is not received at the time of initial shipment:

Employees, in most cases, will not be allowed to receive shipments without accompanied SDS information. Employee is expected to return the shipment to the vendor. If shipment cannot be returned, it is the responsibility of the Employee to contact the vendor and request a copy of the SDS information for the received shipment.

Copies of SDSs for all hazardous chemicals to which employees are exposed or are potentially exposed will be kept in the Director of Human Resource's office and the Team Site web portal.

SDSs will be readily available to all employees on Google Docs. If an SDS is not available, contact the Superintendent.

SDS have 16 sections under the American National Standards Institute (ANSI) SDS standard:

1. Substance identity and company contact information
2. Chemical composition and data on components
3. Hazards identification
4. First aid measures
5. Fire-fighting measures
6. Accidental release measures
7. Handling and storage
8. Exposure controls and personal protection
9. Physical and chemical properties
10. Stability and reactivity
11. Toxicological information
12. Ecological information
13. Disposal considerations
14. Transport information
15. Regulations
16. Other information

IV. EMPLOYEE TRAINING AND INFORMATION

The Superintendent is responsible for the Hazard Communication Program and will ensure that all program elements are carried out.

Everyone who works with or is potentially exposed to hazardous chemicals will receive initial training on the hazard communication standard and this plan before starting work. Each new employee will participate in a health and safety training provided by Safe Schools (or similar organization) and the Superintendent that includes the following information and training:

- An overview of the OSHA hazard communication standard
- The hazardous chemicals present at his/her work area
- The physical and health risks of the hazardous chemicals
- Symptoms of overexposure
- How to determine the presence or release of hazardous chemicals in the work area
- How to reduce or prevent exposure to hazardous chemicals through use of control procedures, work practices and personal protective equipment
- Steps EEI has taken to reduce or prevent exposure to hazardous chemicals
- Procedures to follow if employees are overexposed to hazardous chemicals
- How to read labels and SDSs to obtain hazard information
- Location of the SDS file and written Hazard Communication program

Prior to introducing a new chemical hazard into any section of EEI, each employee in that section will be given information and training as outlined above for the new chemical hazard.

V. HAZARDOUS NON-ROUTINE TASKS

Periodically, employees are required to perform non-routine tasks that are hazardous. Any employee contemplating a non-routine task involving possible chemical hazards will contact their supervisor. The supervisor will ensure that employees are informed of:

1. The specific chemical hazards associated with the performance of these tasks
2. Protective and safety measures the employee should use
3. Steps that EEI is taking to reduce the hazards, including ventilation, respirators, the presence of another employee
4. Specific emergency procedures to be used in the event of an accident or injury

VI. INFORMING OTHER EMPLOYERS/CONTRACTORS

It is the responsibility of the Superintendent or designee to provide other employers and contractors with information about hazardous chemicals that their employees may be exposed to on a job location and suggested precautions for employees. It is the responsibility of the Superintendent or designee to obtain information about hazardous chemicals used by other employers to which employees of EEI may be exposed.

Other employers and contractors will be provided with SDS for hazardous chemicals generated by this company's operations in the following manner:

Requests will need to be made in writing to the Superintendent.

In addition to providing a copy of an SDS to other employers, other employers will be informed of necessary precautionary measures to protect employees exposed to operations performed by EEI.

Also, other employers will be informed of the hazard labels used by the company. If symbolic or numerical labeling systems are used, the other employees will be provided with information to understand the labels used for hazardous chemicals for which their employees may have exposure.

VII. LIST OF HAZARDOUS CHEMICALS

Cleaning Supplies

1. Kleen Pine
2. Bleach (Waxie)
3. Mean Green All Purpose Degreaser
4. Windex
5. Zep Spree
6. Zep Floor Polish
7. Zep Floor Stripper
8. Liquid Odor Control
9. Graffiti Remover
10. C.L.R
11. Soft Scrub
12. Zep Carpet Shampoo
13. Folex Carpet Spot Remover
14. Krud Cutter
15. Lysol
16. Armorall
17. Foam Soap
18. Vinegar

Maintenance

1. Tile Sealer
2. Great Stuff Foam Filler
3. Carburetor and Choke Cleaner
4. Gojo Hand Cleaner
5. Wall Texture Spray
6. Rustoleum Spray Paint
7. Round Up Weed Killer
8. Ortho Home Defense (Ants)
9. Wasp/Hornet Spray
10. Rubbing Alcohol (Green)
11. Hydrogen Peroxide
12. WD-40
13. White Lithium Grease
14. Spackling
15. Plaster of Paris
16. Mineral Spirits
17. Turpentine
18. Paint Thinner
19. Echo Lube Chain
20. Echo Gas Mix
21. Oil Stain
22. Paint
23. Caulk

VIII. CHEMICALS IN UNLABELED CONTAINERS

Work activities are sometimes performed by employees in areas where chemicals are transferred through unlabeled containers. Prior to starting work in these areas, the employee shall contact the Director of Human Resources for information regarding:

- The chemical in the containers
- Potential hazards
- Required safety precautions

IX. PROGRAM AVAILABILITY

A copy of this program will be made available, upon request, to employees and their representatives.

ILLNESS & INJURY PREVENTION PLAN

I. INTRODUCTION

Dehesa School is committed to providing a safe and healthful workplace for all employees and to providing a safe and healthful facility for employees, students, and visitors. To achieve this goal, Dehesa School has implemented this Injury and Illness Prevention Program (IIPP). The program is designed to comply with the requirements contained in Title 8 of the California Code of Regulations, Section 3203 (T8 CCR 3203) and consist of the following eight elements:

- Responsibility
- Compliance
- Communication
- Hazard Assessment
- Accident/Exposure Investigation
- Hazard Correction
- Training and Instruction
- Recordkeeping

II. RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) Administrator, or Superintendent of Dehesa School has the authority and the responsibility for implementing and maintaining this IIPP for Dehesa School.

The Superintendent is responsible for:

- Updating IIPP annually
- Accident reporting
- Submitting 5020 reports to the insurance carrier and filing copies
- Completing the employer's section of the DWC-1 form for all medically treated accidents, and ensuring the employee receives this form within 24 hours of notification.
- Conducting accident investigations
- Claims management
- Administering employee safety training and recordkeeping
- Display postings as required by this program and Cal-OSHA regulations

The Superintendent has a major responsibility in ensuring their employees are provided a safe and healthy workplace by strictly complying with the provisions of the IIPP. This is accomplished by communicating EEI's emphasis on health and safety, analyzing work procedures for hazard identification and correction, ensuring regular workplace inspections, and encouraging prompt employee reporting of health and safety concerns without fear of reprisal.

They are responsible for:

- Communicating EEI's emphasis on health and safety
- Encouraging employees to report health and safety issues
- Immediately reporting all workplace injuries or illness(es) to the Director of Human Resources
- Ensuring injured employees are provided prompt medical care
- Conducting accident investigations

- Inspecting designated work area daily for safety hazards
- Correcting identified hazards
- Observe and evaluate safe work practices

Immediate responsibility for workplace health and safety rests with each individual employee and/or student. Employees and students are responsible for following the established work procedures and safety guidelines in their area. Employees and students are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors.

Other employee responsibilities include:

- Using common sense and good judgment at all times to prevent unnecessary injury or illness on the job
- Informing supervisors of workplace hazards without fear of reprisal
- Report any job-related injury or illness to the Superintendent, and seeking treatment promptly
- Reading and complying with the IIPP

III. COMPLIANCE

All employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all workers comply with these practices includes one or more of the following:

- Informing workers of the provisions of the IIPP
- Evaluating the safety performance of all workers
- Recognizing employees who perform safe and healthful work practices
- Providing training to workers whose safety performance is deficient
- Disciplining workers for failure to comply with safe and healthful work practices

IV. COMMUNICATION

The Superintendent is responsible for communicating with all employees about occupational safety and health in a form readily understandable by all employees. Our communication system encourages all employees to inform their supervisors about workplace hazards without fear of reprisal. Our communication system includes the following items:

- New employee orientation, including a discussion of safety and health policies and procedures
- Review of the IIPP
- Training programs
- Posted or distributed safety information
- A system for employees to anonymously inform management about workplace hazards

V. HAZARD ASSESSMENT

Identifying and controlling hazards is one of the most important elements of a successful Injury and Illness Prevention Program. All employees share responsibility for identifying hazards in the workplace. Inspections to identify and evaluate workplace hazards shall be performed by a

competent observer.

Inspections are performed annually and when the following occur:

1. Establishment of the IIPP.
 2. New substances, processes, procedures, or equipment which presents potential new hazards are introduced into our workplace.
 3. New and previously unidentified hazards are recognized.
 4. Occupational injuries and illnesses.
 5. Workplace conditions warrant an inspection.
- All inspections conducted annually should be documented using the Office/Classroom Inspection Checklist in Appendix 10. Please send this form to the Superintendent and keep a copy in the safety binder.

VI. ACCIDENT/EXPOSURE INVESTIGATIONS

Employees who are injured at work must report the injury immediately to their supervisor and the Superintendent. If immediate medical treatment beyond first aid is needed, call 911. The injured employee will be taken to the appropriate medical provider network (MPN).

Procedures for investigating workplace accidents and hazardous substance exposures include:

1. Interviewing injured employees and witnesses.
2. Examining the workplace for factors associated with the accident/exposure.
3. Determining the cause of the accident/exposure.
4. Taking corrective action to prevent the accident/exposure from reoccurring.
5. Recording the findings and actions taken on the Injury/Accident Investigation Report in Appendix 6. Please send this form to the Superintendent.

VII. HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices, or procedures shall be corrected in a timely manner based on the severity of the hazards. Hazards shall be corrected as follows:

1. Immediately corrected when observed or discovered.
2. When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, all exposed employees, students, and visitors will be removed from the area, except those necessary to correct the existing conditions. Employees who are required to correct the hazardous condition shall be provided with the necessary protection.

All hazards assessments and corrections should be documented using the Hazard Assessment & Correction Form in Appendix 7. Please send this form to the Superintendent and keep a copy in the safety binder.

VIII. TRAINING AND INSTRUCTION

All employees shall have training and instruction on general and job-specific safety and health practices.

Training and instruction is provided:

1. When the IIPP is first established.

2. For all new employees.
3. For all employees given new job assignments, for which training had not been previously provided.
4. Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard.
5. Whenever the employer is made aware of new or previously unrecognized hazards.
6. For the Superintendent to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.
7. For all employees with respect to hazards that is specific to each employee's job assignment.

General workplace safety and health practices include, but are not limited to, the following:

1. Implementation and maintenance of the IIPP.
2. Emergency action and fire prevention plan.
3. Provisions for medical services and first aid, including emergency procedures.
4. Prevention of musculoskeletal disorders, including proper lifting techniques.
5. Proper housekeeping, such as keeping stairways and aisles clear, work areas neat and orderly, and promptly cleaning up spills.
6. Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
7. Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment, and electrical panels.
8. Proper and immediate reporting of hazards and accidents to the Superintendent using the appropriate form.
9. Hazard communication, including employee awareness of potential chemical hazards, and proper labeling of containers.
10. Proper storage and handling of toxic and hazardous substances, including prohibiting eating or storing food and beverages in areas where they can become contaminated.

IX. RECORDKEEPING

We are a local governmental entity (county, city, district, and/or any public or quasi-public corporation or public agency), and we are not required to keep written records of the steps taken to implement and maintain our IIPP. While written records are not required, we will maintain the following records:

1. Records of hazard assessment inspections.
2. Documentation of safety and health training.

I. APPENDICES

Appendix 1

POST-EMERGENCY EVACUATION DRILL SURVEY

1. School name:
2. Location:
3. Your name:
4. Emergency Evacuation Drill date:
5. What was the most valuable part of the exercise?
6. Were individual roles and responsibilities clearly defined before the drill?
7. Please provide any suggestions for how this exercise could have been improved.
8. Do you feel there is any additional information or training regarding emergency preparedness at your Resource center that you may need? Please explain.
9. Please list and explain any materials you feel is necessary for your location in regards to emergency planning?
10. Please list any additional comments you may have.

After completion of this survey, please submit the Director of Human Resources' Office.

Appendix 4

INJURY/ACCIDENT INVESTIGATION REPORT

(Please Print Clearly)

TYPE OF INCIDENT

- Student Injury/Illness
- Employee Injury/Illness
- Property Damage
- Vehicle Accident
- Other

LOCATION OF INCIDENT

Charter School Name: _____ Resource center: _____
 Other: _____

PERSONAL INFORMATION (If applicable)

Name of injured person: _____
 Location: _____ Title: _____
 Address: _____ City/State/Zip: _____
 Telephone: _____ Email: _____
 Date of Birth: _____ Grade (if applicable): _____
 If student injury, was parent/guardian provided a Hartford Notice of Claim form? _____ Yes _____ No
 If employee injury, was employee given a DWC-1 form? _____ Yes _____ No
 If no, why not? _____

PARENT/GUARDIAN INFORMATION (If student injury/illness)

Name: _____
 Address: _____ City/State/Zip: _____
 Telephone: _____ Email: _____

INCIDENT INFORMATION

Describe the incident in detail (attach additional pages if necessary):

Date of incident: _____ Time: _____ AM _____ PM _____
 Address of incident: _____ City/State/Zip: _____

If property damage, vehicle accident, or other, describe the incident in detail (attach additional pages if necessary):

Specific body part(s) injured (If applicable):

Type of injury or illness:

Burn _____ Fracture _____ Cut _____ Sprain/strain _____ Other _____

Was medical treatment recommended? ___ Yes ___ No Was treatment refused? ___ Yes ___ No

What type of medical treatment was given? _____ First Aid _____ Clinic _____ Emergency Room
_____ Paramedics _____ Hospitalization

Did paramedics transport person? ___ Yes ___ No Date and Time: _____

WITNESS INFORMATION

Name: _____

Address: _____ City/State/Zip: _____

Telephone: _____ Email: _____

REPORTING INFORMATION

Name of person to whom the incident was reported: _____

Date the incident was reported to this person: _____

If the incident was not reported immediately, why not? _____

PREVENTION INFORMATION

What steps have been taken or recommended to prevent a recurrence?

I hereby that the above information is true and correct to my understanding of the incident.

Print Name: _____ Title: _____

Signature: _____ Date _____

Please forward this form to the Nancy Hauer immediately via email to nancy.hauer@dehesasd.net

Appendix 5

OFFICE/CLASSROOM INSPECTION CHECKLIST

SCHOOL: _____

LOCATION: _____

DATE: _____

ROOM: _____

NAME(S): _____

Instructions: Check each item below as "Satisfactory or "Unsatisfactory." Add any pertinent comments and the location of hazards in the space provided for each item checked "Unsatisfactory."

	Satisfactory	Unsatisfactory	Comment/Location
FLOORS No wet/slip, fall hazard No trip hazard No cords across walkway Other			
STAIRS – RAMPS (if applicable) Lighting adequate Non-slip surface Handrails – available & secure Other			
GENERAL SAFETY No aisles obstructed Area free of falling hazards First-aid material available Emergency lighting functioning Lighting okay Ladders/stools in good condition Housekeeping good Emergency phone number posted Other			
FIRE EQUIPMENT/EXITS Fire extinguishers accessible Fire extinguishers tagged/serviced Exits properly illuminated Exits clear and unobstructed Other			
FIRE HAZARDS Flammable aerosols and liquids – (Stored and handled properly) Storage areas labeled No Defective electrical cords Other			
ELECTRICAL HAZARDS Cords are put away after use No improper use of extension cords No extension cords plugged in that aren't being utilized Outlets at sinks are GFI Protected All outlet and switch covers in place Electrical panels are unobstructed Other			
HAZARDOUS MATERIALS Safety Data Sheets available Containers properly labeled Containers properly stored Other			

Inspector's signature: _____

**INSTRUCTIONS FOR COMPLETING THE
OFFICE/CLASSROOM INSPECTION
CHECKLIST**

FLOORS:

- Look for slip/fall hazards such as wet or contaminated floors, leaking sinks, pipes, refrigerators, or other equipment, obstructed doorways, etc.
- Look for trip hazards such as uneven walking surfaces, loose or damaged floor tiles, torn carpets & mats, accumulated objects, etc.

STAIRS AND RAMPS:

- Look around work areas and surrounding areas that are frequently used. Look to see if ramps are outlined to indicate change in elevation.
- Check if stair edges are chipped or rounded off, making it easy to slip.
- Check if hand rails are secure and not loose.
- Look around work area and surrounding areas for adequate lighting at stairs and ramps.

GENERAL SAFETY:

- Make sure the lighting of the work space is adequate.
- Check if top of bookshelves or cabinets are overloaded with stored items. If so, remove items.
- Check if stacks of stored items are stable. If not, make stable.
- Remove or secure any stored items that may fall and hit someone in the event of an earthquake.
- Check the location of the nearest first aid station. Check if the station is properly stocked.
- Ask custodial or administration staff for the location of emergency lighting in the immediate work area or surrounding areas. Most emergency lighting will be in the interior halls or windowless rooms.
- Ask custodial or administration staff how to test battery operated emergency lighting in the area.
- Check light fixtures for any exposed wires, flickering (may indicate an electrical short), smoking, or odor.
- Check stools and step ladders for stability. All rubber feet should be in place to prevent slipping.
- Damaged stools and ladders should be removed from use immediately. NEVER USE THE TOP STEP!
- All areas should be neat and orderly. The hallway should not be used for storage. Walkways should be clear of trip, fall, or slip hazards.
- Emergency phone numbers for local contacts should be posted in the classrooms, in addition to 911.
- Check with the local administration staff for emergency procedures.

FIRE EQUIPMENT/EXITS:

- Know the location of the nearest fire extinguisher.
- No items should be hung on or blocking fire extinguishers.
- Fire extinguishers should be hung in an easily accessible location, approximately five feet above the floor.
- The location of the fire extinguisher should be marked with a sign.

- Check the fire extinguisher tag to see if it has been serviced within the last year. If it has not, the extinguisher is in need of service.
- Check the pressure gauge to see if the needle is in the green area of the gauge. If it is not, the extinguisher is in need of service.
- Check if exits are marked with exit signs.
- Check if the natural light during normal operating hours provides enough light to illuminate the exit sign in the event of a power failure. If not, the exit sign should be battery powered.
- Remove any obstructions from the exits.

FIRE HAZARDS:

- Remove any flammable aerosols and liquids from the classrooms.
- Flammable aerosols and liquids should be stored in a flammable liquid storage cabinet in the custodian area only.
- Check for any frayed, cut, or otherwise damaged electrical cord. If a light or appliance has a damaged cord, the light or appliance should be removed from the classroom.

ELECTRICAL HAZARDS:

- Extension cords should not be used for permanent power to equipment; additional permanent electrical outlets should be provided.
- Eliminate use of multiple extension cords and surge bars.
- Never use multiple extension cords and surge bars end-to-end.
- Extension cords should be unplugged when there are no appliances or equipment attached.
- Make sure all electrical outlets near sinks are equipped with GFI ("test" and "reset" buttons). Push the "test" and "reset" buttons to see if they work. When the "test" button is pushed, there should be no electrical power to the outlet. After testing, push the "reset" button to resume power to the outlet.
- Check that all outlet and switch plate covers are in place and not broken thereby exposing live electrical wires.
- Check that the electrical panel is not blocked by signs or art work, and the panel is easily accessible to emergency response personnel.

HAZARDOUS MATERIALS:

- There should be no hazardous materials (cleaning supplies, commercial paints, solvents, etc.) in the classrooms.
- Hazardous materials should be stored in the custodial areas.
- Safety Data Sheets (SDS) should be in a predetermined location for all hazardous materials. (In the same room supplies are used and stored.)
- All containers, especially secondary containers (containers used for smaller amounts of materials) and water, should be clearly labeled with the content name.

Appendix 6**HAZARD ASSESSMENT & CORRECTION RECORD FORM**School Name: _
_____Location: _

Date of Inspection:	Area Inspected:	Inspected By:
Unsafe Condition or Work Practice:		
Corrective Action Taken:		
Date of Inspection:	Area Inspected:	Inspected By:
Unsafe Condition or Work Practice:		
Corrective Action Taken:		

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **Supplies and Parts for
our new Camera System**

Meeting Date: February 23, 2017

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

Background: Dehesa is very fortunate to have twenty-three surveillance cameras and a 32 channel NVR donated to the school.

Report: WE-SUPPLY has come up with a list of items needed to complete the installation of the surveillance system.

Financial Impact: The total cost of the equipment is \$6,444.11

Student Impact: The safety and security of our students is always our number one priority.

Recommendation: Administration recommends the Board approve paying the invoice to WE-SUPPLY for \$6,444.11.

Agenda Item #: VII.C.5



Quote expires
02/24/2017

Page: 1

WILLY'S ELECTRONIC SUPPLY - SD
 South Bay: 1636 D Avenue National City, CA 91950
 619-477-2119 FAX:619-477-2789
 San Diego: 4925 Mercury St San Diego, CA 92111
 (858) 279-5800 FAX:858-279-5850
 PLEASE REMIT TO: National City Address

Quote	
3-14246	1/25/17

Sold to: DEHESA SCHOOL
 4612 DEHESA RD
 EL CAJON, CA 92019

Ship to:

Customer PO#:

Quantity	Item #	Description	Price	Unit	Amount
1	WM-8-12	19" WALL MT. RACK 8 SPACE	130.50	EACH	130.50
1	U1	SHELF, 1 SPACE, 11" DEEP	28.50	EACH	28.50
1	8PORT-POEWS-GB	8-PORT POE+ WEBSMART GB SWITCH	242.10	EACH	242.10
1	16PORT-POE-GB	16-PORT POE 10/100/1000 SWITCH	450.66	EACH	450.66
1	8PORT-POE-GB	8-PORT POE 10/100/1000 SWITCH	213.75	EACH	213.75
2	545006	SFP MINI-GBIC GIGABIT, LC M/M	42.99	EACH	85.98
1	510493	GIGABIT MEDIA CONVERTER, SFP	54.99	EACH	54.99
2	*1	FIBER PATCH CABLE, 50UM, LC, MM, 1M	26.70	EACH	53.40
2	NBE-M5-16 US	UBIQUITI NANOBEAM, 5GHZ	105.00	EACH	210.00
9	UTP5E-CMR-BLUE	CAT.5E, PVC, BLUE	93.00	1K'	837.00
1	202010J	EZ-RJ45 CONN, CAT6, 100PK	78.75	EACH	78.75
36	DC-5E8Q-3'BLMB	PATCH CORD, CAT.5E, 3' BLUE	1.92	EACH	69.12
11	CONDUIT-FLEX-3/4	CONDUIT, FLEX, 3/4", 25'	39.50	EACH	434.50
70	*1	FC-ST-3/4, 3/4" FLEX CONDUIT STRAIGHT FITTING	2.45	EACH	171.50
27	*1	2G-WP-BOX, 2- GANG WEATHERPROOF BOX W/COV	20.63	EACH	557.01
51	*1	1G-WP-BOX, 1-GANG WEATHERPROOF BOX W/COV	14.03	EACH	715.53
52	CONDUIT-EMT-3/4	CONDUIT, EMT, 3/4", 10'	5.30	EACH	275.60
77	*1	EC-ST-3/4, 3/4" EMT STRAIGHT FITTING	2.90	EACH	223.30
2	04-14500D	CABLE TIE, 14.5" BLACK, 50 LB	35.99	EACH	71.98
1	04-08400M	CABLE TIE, 8.8" BLACK, 40 LB	29.99	EACH	29.99
1	GCM-L	SADDLE MOUNT, LARGE, 1000PK	99.99	EACH	99.99
1	D22	D-RING, 2" X 2"	125.00	100P	125.00
1	JH32W	J HOOK, 2" SIZE 32, BATWING	299.00	100P	299.00
10	CONDUIT-PVC-GLUE	CONDUIT, PVC, GLUE, CEMENT	9.29	EACH	92.90
2	56110	KLEIN PULL LINE, 6500' BUCKET	40.49	EACH	80.98
1	1700	ELECTRICAL TAPE 3/4" X 60'	11.00	10PK	11.00
2	TGLR-1420	TOGGLER, 1/4-20	69.00	100P	138.00
2	RMC143	#1/4-20 MACHINED SCREW, 100	13.99	EACH	27.98
1	F6N1.50-BULK	SELF-WRAPPING SLEEVE, 1.5", Blk	171.60	75'	171.60



DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Labor for Surveillance
System Installation

Meeting Date: February 23, 2017

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

Background: Dehesa has received a donation of a twenty-three camera surveillance system. We will need to pay to have it installed.

Report: Safety and security is of utmost importance. The installation of cameras will also assist the Principal in reviewing incidences that occur on campus.

Financial Impact: The labor cost for the surveillance installation is \$14,880.00

Student Impact: The safety and security of our students is of utmost importance.

Recommendation: Administration recommends the Board approve the invoice to provide installation of the security system.

Agenda Item #: VII.C.6



Lic #928728
 9625 Mission Gorge Rd STE #B2 317
 Santee, CA 92071
 t 619 328 0330 f 619 328 4005

QUOTE

Number: QUOQ3848
 Date: Jan 25, 2016

Customer

Dehesa School
 Tamara Ripke
 4612 Dehesa Rd
 El Cajon, CA 92019

Phone

Install Customer Provided (26) CCTV Cameras and (1) DVR/NVR through School according to the Floor Plans. Customer will provide ALL Cabling, Conduit, Wireless Rádios, Switches, Cabinets and Installation. Includes Prevailing Wage.

Excluded: CCTV Equipment, Conduit, Cabling, Rack and Electrical Outlets.

Item	Qty	Description	Unit Price	Extended Price
1	1	Installation, Programming and Training (Prevailing Wage Included)	\$14,880.00	\$14,880.00
		Labor		\$14,880.00

General Information:

1 year Labor Warranty on Installed Cameras, DVR, and Audio Visual Equipment. 10-year Parts and Labor Warranty on All Voice/Data/Fiber Cabling. All Equipment Warranties are described above per line item.
 30-day Focus & Service Warranty on New Installations. Includes Unlimited Training and Re-Adjusting Cameras (not Relocating).

SubTotal	\$14,880.00
Tax	\$0.00
Shipping	\$0.00
Total	\$14,880.00

There is a 25% Restock Fee on All Returned Items and must be Approved by Silverstrand. Any Special Order Items are Non-Returnable. This Quote is Valid for 60 days from the date above.

Leasing Option: \$ Down Payment for Installation, \$ per month for -months On Approved Credit.

* The individual executing the acceptance of the terms of this quote is expressly warranting their authority to enter into agreements on behalf of represented company. To protect against un-budgeted expenses, Silverstrand Technologies recommends joining its pre-paid maintenance program. Silverstrand Technologies liability for damages with respect to and products or services provided under this quote shall in no event exceed the monies paid to Silverstrand Technologies hereunder. Any Sales Tax that appears above is subject to modification prior to invoicing. All applicable Sales Tax will be included in the Final Invoice Copy. A 25% re-stocking fee will be charged for any non defective equipment being returned for credit. All returned equipment must be in the same condition as it was originally received, and in it's original, unopened box. All returned equipment must have an RMA (Returned Merchandise Authorization) number assigned to it or they will be refused by Silverstrand Technologies Receiving Department. If returning for credit, please contact your sales representative for an RMA number. All overdue and unpaid balances shall incur a finance charge of an amount equal to 1.5% of the outstanding balance per month.
 * Because special equipment and manpower have been reserved exclusively for you, changes in sequence or scheduling may result in adjusted costs.

X _____ Date
 Customer Representative

X Jeremy Johnson Jan 25, 2016
 Silverstrand Representative Date

PRICES SUBJECT TO CHANGE. PRICES BASED UPON TOTAL PURCHASE. ALL DELIVERY. GENERALLY ALL HARDWARE COMPONENTS PROPOSED ABOVE ARE COVERED BY A LIMITED ONE YEAR WARRANTY COVERING PARTS AND LABOR. WE SPECIFICALLY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OR WITH REGARD TO ANY LICENSED PRODUCTS. WE SHALL NOT BE LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, GOODWILL, DATA, INTERRUPTION OF BUSINESS, NOR FOR INCIDENTAL OR CONSEQUENTIAL MERCHANTABILITY OR FITNESS OF PURPOSE. DAMAGES RELATED TO THIS AGREEMENT. MINIMUM 25% RESTOCKING FEE WITH ORIGINAL PACKAGING.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Acceptance of Donations
and Gifts

Meeting Date: February 23, 2017

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

Background:

Board policy authorizes the District to accept gifts and/or donations from individuals, groups, or organizations. All gifts of personal property received and accepted become the property of the District.

Report:

The following donations have been offered to the District:

Donor	Approximate Value	Purpose
Dustin & Stefany Twamley	\$13,122.58	Security Camera Equipment

Financial Impact:

The current security system is in need of new components in order to monitor and maintain a safe environment for students and staff. Mr. and Mrs. Twamley, parents of a first grade student at Dehesa School, have generously offered to donate security equipment valued at \$13,122.58. Installation of the equipment will be at District cost.

Student Impact:

The donation of the equipment will significantly benefit Dehesa School District by allowing monitoring of the campus and assisting with maintaining the safety of students, staff, property, buildings, and grounds.

Recommendation:

It is recommended the Governing Board accept the generous gifts/donation listed above and direct that letters of thanks be written.

Agenda Item #: VII.C.7



Quote expires
03/18/2017

Page: 1

WILLY'S ELECTRONIC SUPPLY - SD
South Bay: 1636 D Avenue National City, CA 91950
819-477-2119 FAX:619-477-2789
San Diego: 4925 Mercury St San Diego, CA 92111
(858) 279-5800 FAX:858-279-5850
PLEASE REMIT TO: National City Address

Quote	
3-13998	2/16/17

Sold to: DEHESA SCHOOL DISTRICT

Ship to:

Customer PO#:

Quantity	Item #	Description	Price	Unit	Amount
1	NX3-32-6TB	NVR, 32CH, 256MBPS, 6TB	3,299.00	EACH	3,299.00
3	IBC4M-EXIR	BULLET CAM, 4MP IP, POE, WDR	359.99	EACH	1,079.97
24	IVD4M-2.8	VANDAL DOME, 4MP IP, POE, WDR	324.99	EACH	7,799.76

User: DTT

Sale subtotal:	12,178.76
Tax:	943.86
Total:	13,122.62

Shop online at
www.we-supply.com
or check us out on Facebook!



DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Anticipated Board Vacancy

Meeting Date: February 23, 2017

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

Background: Dehesa School is anticipating a Board vacancy.

Report: Dehesa School is aware of the difficulty there is to be a first responder and also be a Board member. We appreciate the dedication and commitment of all of our Board members. In the event of a vacancy, the Board wishes to make an appointment.

Financial Impact: There is no financial impact.

Student Impact: A strong, committed Board is critical to the success of all students.

Recommendation: Administration recommends in the event of a trustee vacancy the Board will decide to make an appointment for the vacant position.

Agenda Item #: VII.C.8

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Anna Buxbaum

Subject: Review Board Policy
5111.1

- Meeting Date: February 23, 2017
- Action
 - First Reading
 - Information
 - Presentation
 - Discussion
 - Public Hearing
 - Roll Call Vote Required

Background:

The PL-874 Federal Impact Aid program requires districts to review their Board policies and procedures pertaining to Children residing on Federal Lands each year as part of the annual grant application process. In order to qualify for funding, eight separate standards must be addressed in the district's Indian policies and procedures.

Report:

Board policy 5111.1 was revised to meet the standards and procedures as required by the PL-874 Impact Aid program.

Financial Impact:

Review and approval of the policy qualifies us for Title VIII, section 8003 funding for Impact Aid.

Student Impact:

NA

Recommendation:

It is recommended that the Board review and approve Board Policy 5111.1

**DEHESA SCHOOL DISTRICT
GOVERNING BOARD POLICIES**

STUDENTS

Children Residing on Federal Lands

BP 5111.1

Indian children will participate in all school programs on an equal basis with all other children educated in the district. Information regarding school programs and plans will be distributed to the parents/guardians of the American Indian children who live on federal lands. The Governing Board declares the Sycuan Band of the Kumeyaay Nation along with the parents of other American Indian children will have the opportunity at an annual meeting to present their views regarding the education of the American Indian children and make recommendations regarding the children's needs. As well, they have an opportunity to request being on the monthly agenda of the regular Dehesa Board meetings to address any pressing issues regarding the education of Indian children.

The district will make a sincere effort to actively consult and involve the parents (or tribal officers) who reside on federal lands regarding the planning and development of the education programs of the district.

*Board Approved on June 19, 2003
Reviewed and Approved Annually
To be reviewed and approved
by the Board on February 23, 2017*