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**DEHESA SCHOOL DISTRICT**  
**Regular Governing**  
**Board Meeting**

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**AGENDA**

**May 18, 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.

**Vincent Blanco, Jr.**

Mr. Blanco was appointed to the Governing Board in April 2017 His current term expires in 2018.

**Mark Zacovic**

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

# **DEHESA**

## **SCHOOL DISTRICT**

### **SPECIAL GOVERNING BOARD MEETING**

April 20, 2017

#### **Meeting Minutes**

- I. **Call to Order:** President Cindy White called the meeting to order at 4:20 pm. A quorum was established with members being present: Karl Becker, Christina Becker, Cindy White, Nancy Hauer, and Mark Zacovic (Mark Zacovic was present via teleconference). Karl Becker led the Pledge of Allegiance.
- II. **Information and Proposals-None**
- III. **New Business-**
  1. Interviewed Board Candidate Karen Kirkpatrick.
  2. Interviewed Board Candidate Vincent Blanco, Jr.
- IV. **Adjournment-** Board Adjourned at 5:30pm

Respectfully submitted and approved by:

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Nancy Hauer  
Superintendent

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Christina Becker  
Clerk of the Board

# DEHESA SCHOOL DISTRICT

## LOCATION & TIME

CLOSED SESSION - 6:00 p.m.

Dehesa School – School Office

## LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

## REGULAR GOVERNING BOARD MEETING

**MAY 18, 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](http://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
- E. Swear in New Appointed Board Member Vincent Blanco, Jr.

### **IV. Requests to Address the Board**

#### **A. District/Community Organization Reports**

1. Parents' Club – Jade Clark, President
2. Dehesa Teacher's Association – President Nicole Suetos
3. California School Employees Association # 663 - Jackie Finch, President
4. Method Schools – Jessica Spallino
5. Inspire Charter – Nick Nichols
6. Element Education – Terri Novacek, Director
  - a. Dehesa Charter School
  - b. Community Montessori
7. Diego Hills Charter School – Lindsay Reese
8. The Heights Charter School – Diana Whyte
9. Valiant – Justin Schmitt
10. Citizen Input

#### **B. Board Input**

### **V. Routine Action Items**

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

- A. Approval of Minutes – It is recommended that the board of Trustees approve the minutes of the following meetings:
  1. Special Governing Board Meeting – April 20, 2017
  2. Regular Board Meeting – April 20, 2017
- B. Approval of Warrants and Purchase Orders– It is recommended that the Board of Trustees approve the commercial warrants and Purchase Orders as presented.
- C. Conferences and Workshops- None

### **VI. Information & Proposals (Action may be taken)**

#### **A. Correspondence:**

1. Letter from SDCOE regarding the Second Interim Report.
2. Reclassification Guidance for 2017-2018
3. Notice of proposed rulemaking, amendment to California code of regulations, Title 5, confidentiality of records.

**B. Report, Information, and Presentations**

1. Budget Report
2. State School Building Report
3. Principal's Report
4. Enrollment

**c. Discussion**

**VII. Action Items**

**A. Public Hearings –**

1. Charter Petition from Learning Latitudes

**B. Old Business – None**

**C. New Business**

1. The Board will consider the approval of Declaration of Need for Fully Qualified Educators.
2. The Board will consider the approval of YMCA lease agreement with our Dehesa busses.
3. The Board will consider approval of Resolution #2017-5-1 Designating Authorized Agent to Receive Mail and Pick Up Warrants at The County Office of Education.
4. The Board will consider the approval of Resolution #2017-5-2 Payment Order Resolution.
5. The Board will consider the approval of Resolution #2017-5-3 Authorizing the County Office of Education Credentials Department to Release Credential Held Warrants to Employees.
6. The Board will consider the approval of Resolution #2017-5-4 Designating Authorized Agents To Sign School Orders.
7. The Board will consider the approval of Resolution #2017-5-5 To Designate Authorized Representative to San Diego County Schools Risk Management Joint Powers Authority.
8. The Board will consider the approval of Resolution # 2017-5-6 To Designate Authorized Representative to San Diego County Schools Fringe Benefits Consortium For Fringe Benefits Programs.
9. The Board will consider the approval of Support of Staff Appreciation Week.
10. The Board will consider to approve Amendment One to the First Project Agreement Between Dehesa School District.

**D. Negotiations – Public Hearing**

1. Dehesa Teacher Association
  - a. Acceptance of Contract Proposal and Public Hearing
2. California School Employees Association
  - b. Acceptance of Contract Proposal and Public Hearing

**E. Board Policies -None**

**F. Personnel –**

- 1. Classified:** To accept the resignation of a classified employee effective June 15, 2017.

**VIII. Advance Planning**

- A. Next Meeting-** Public Hearing on June 6, 2017 at 6:30 a.m.
- B. Agenda Items** – Trustees may request placing items on the next agenda
- C. Future Meeting Dates-** Regular Board Meeting June 15, 2017. Closed Session at 6:00 p.m. Open Session at 7:00 p.m.

**IX. Adjournment**

**DEHESA**  
**SCHOOL DISTRICT**  
REGULAR GOVERNING BOARD MEETING  
April 20, 2017  
Amended  
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 7:01 pm and President White called the meeting to order. A quorum was established with members being present: Cindy White, Derek Voth, Christina Becker, Karl Becker, and Mark Zacovic (Mark was present via teleconference). Cindy White led the Pledge of Allegiance. Christina Becker made a motion to approve the agenda, seconded by Karl Becker. Board approved the agenda as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

IV. **Requests to Address the Board**

A. **District/Community Organization Reports**

1. **Parents' Club-** Nancy Hauer spoke on behalf of the Parents' Club. The Parents' Club is trying to organize end of year picnic. Due to lack of funding the all school picnic may have to be at the school rather than at El Monte Park. They are still researching different options.

2. **Dehesa Teacher's Association-** None

3. **California School Employees Association #663-** None

4. **Diego Hills Charter School-** Joy Taylor from Diego Hills spoke about their P2 ADA #'s. The Lemon Grove location had a 99% ADA. She also mentioned that a student from Dehesa toured the College Avenue location and that student is going to enroll there.

5. **Inspire Charter-** Nancy Hauer spoke on behalf of Inspire and shared that the enrollment number was now at 3929.

**6. Element Education-**

a. **Dehesa Charter School-** Nancy Hauer spoke on behalf of Dehesa Charter School. Murrieta had a "Vocabulary Day" which encouraged students to be dressed like a word. Robotic Highlights-two DCS students were invited to participate in a robot competition and are going to world championships in Kentucky. "Cruise Under the Stars Prom" will be held on May 26<sup>th</sup> on a Horn Blower Cruise. Approximately 100-120 students are participating. "Grad Day" is June 6<sup>th</sup> and will be held at Knott's Berry Farm. Graduation ceremonies are Saturday June 17<sup>th</sup> and will be held at two locations.

b. **Community Montessori Charter School-** Nancy Hauer spoke on behalf of Community Montessori Charter School. The lottery for 2017-2018 closed March 10<sup>th</sup>. There were 300 applications for 100 openings. Enrollment is at 597.

**7. The Heights Charter-** No update due to director having surgery.

**8. Method Schools-** Nancy Hauer spoke on behalf of Method Schools. Summer School enrollment is up and running. At this time they are up 70% on enrollments from this time last year. State testing is in progress. Robotics program is on its second week and students are loving it. Students went on field trips to Museum of Tolerance and Museum of Fine Arts in the last two weeks. Service Learning has gained momentum and students raised nearly \$900 for a Haitian village that has no electricity.

**9. Valiant-** Nancy Hauer spoke on behalf of Valiant. They currently are prepping for State testing. They have had increasing enrollment and are focusing on advertising.

**10. Citizen Input-** None

**B. Board Input-** Board members thanked Derek Voth for his service on the Board and wished him well.

**V. Routine Action Items:** Karl Becker made a motion to approve the routine action items seconded by Christine Becker. Vote as follows:

**Ayes:** Cindy White, Derek Voth, Mark Zacovic, Karl Becker, Christina Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**VI. Information & Proposals**

**A. Correspondence:** Reviewed information

**B. Report, Information, and Presentations:**

**1. Budget Report:** Business Manager shared the Budget Report.

**2. State School Building Report:** No changes in the Building Report.

**3. Site Administrator Report:** Nancy Hauer spoke on behalf of Tamara Ripke.



Archery tournaments have been happening and the students are loving it! It's been a smooth transition with the new EAK and Kinder teachers. Both are doing a wonderful job. Family Sock Hop dance was a huge success! Child Nutrition Audit is complete and there was only 1 finding. 6<sup>th</sup> Grade fundraisers at Soup Plantation and Rubios to help with the cost of camp. Tamara attended the Courageous Principal's Training. Alexis and Tamara took 3 middle school girls to the Women's empowerment event in Del Mar. Alexis had won the fee's which were paid by 91X radio station.

4. **Enrollment-** Nancy Hauer stated that Enrollment is at 175. One family left the state and another the intra district contract was revoked.

5. **Williams Complaint-** Williams Complaint was all clear. Nothing to report.

6. **2017 Summer Work-** Christina Becker stated that the list looked good.

7. **California Dashboard-** Nancy Hauer talked about the new California Dashboard and how it is still in its test phase. It will have more information than just test scores. It is important to see that everything increases.

#### C. Discussion

1. **Water Testing:** Motion made by Derek Voth to discuss water testing at the school. Seconded by Christine Becker. Otay Water District is doing free lead water testing. Nancy Hauer spoke about how we are already set up for the testing to begin on 4/25/2017.

#### VII. Action Items

A. **Public Hearings:** None

B. **Old Business:** None

C. **New Business:**

1. **Annual Contract with Wilkinson Hadley King & Co. LLP:** Motion made by Mark Zacovic to approve the annual contract with Wilkinson Hadley King & Co. LLP for annual audit. Seconded by Karl Becker. Discussion and vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

2. **Resolution 2017-4-1 Delegation of authority in regard to awarding of emergency contracts under CUPCCAA:** Motion made by Derek Voth to approve Resolution 2017-4-1, Delegation of authority in regard to awarding of emergency contracts under CUPCCAA. Seconded by Christina Becker. Anna Buxbaum explained that this would be helpful for when there are emergency situations for repairs. The State Controller Office is backlogged but we can move forward gathering contractors for the list. Christina mentioned how this is great and that

our emergency water break was a great example of why this is important.

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**3. Citizens Bond Oversight Committee 2015-2016 Annual Report:** Motion made by Derek Voth. Seconded by Mark Zacovic. Nancy Hauer spoke about how we need to continue having the Bond Committee and yearly audits until all the Bond money is spent. Discussion about looking into spending the money. Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**4. 2015-2016 Bond Audit Report:** Motion made by Karl Becker to approve the 2015-2016 Bond Audit Report. Seconded by Derek Voth. Discussion and vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**5. Sensitive Information Handling Policy:** Motion made by Derek Voth to approve the sensitive information handling policy. Nancy Hauer stated that JPA is requiring districts to have for insurance. Discussion and vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**6. Transportation Safety Plan:** Motion made by Mark Zacovic seconded by Christina Becker. Nancy Hauer mentioned that she and Jackie had made sure to update and add new laws. Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain: None**

**7. Contract for G. Wayne Oetken & Associates and Mimidene Williams:** Motion made by Christina Becker to approve the contract for G. Wayne Oetken & Associates and Mimidene Williams. Seconded by Karl Becker. Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**8. Board Member Appointment:**

**a. Applications:** 2 Applicants

**b. Public Comment:** None

**c. Discussion:** Cindy White spoke about how it was a very difficult decision and that both applicants were highly qualified and would have a lot to offer to the Board.

**d. Motion to Appoint:** Motion made by Christina Becker to recommend Vincent Blanco as future Board member. Seconded by Mark Zacovic. Vote as follows:

**Ayes:** Cindy White, Christina Becker, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** Derek Voth

**e. Administer oath:** Cindy White said that they could swear in formally at the next Board Meeting. In the meantime Vincent could come into the office to be sworn in by Nancy Hauer. Vincent and Nancy will figure out a time that works for both of them next week.

**9: Resolution 2017-4-2, Implementing In Part and Rescinding in Part Certificated Layoff and Elimination of Particular Kinds of Services Performed by Certificated Employees:** Motion made by Derek Voth to approve Resolution 2017-4-2, implementing in part and rescinding in part Certificated layoff and elimination of particular kinds of services performed by Certificated employees. Seconded by Karl Becker. Discussion and Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**D. Negotiations-**

**1. Contract Proposal from California School Employees Association (CSEA) and Establishment of a Public Hearing:** Derek Voth made a motion to accept the contract proposal from California School Employees Association and establishment of a public hearing. Seconded by Mark Zacovic. Nancy Hauer talked about how this is standard and has new language. Vote as Follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**E. Board Policies-**

**1. Wellness Board Policy 5030:** Motion made by Karl Becker to approve the Wellness Board Policy 5030. Seconded by Derek Voth. Discussion and Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**2. Board Policy 3470, Debt issuance and Management:** Motion made by Mark Zacovic to approve the new Board Policy 3470 and waive the second reading. Seconded by Karl Becker. Discussion and Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

**3. Board Policy 3311, 3311.1, 3311.2, 3311.3, 3311.4, Administrative Regulation:** Motion made by Derek Voth to approve the new Board Policy 3311, 3311.1, 3311.2, 3311.3, 3311.4 and waive the second reading. Seconded by Karl Becker. Discussion and Vote as follows:

**Ayes:** Cindy White, Christina Becker, Derek Voth, Mark Zacovic, Karl Becker

**Nays:** None

**Absent:** None

**Abstain:** None

E. Personnel- None

VIII. Advance Planning

A. Next Meeting: Regular Meeting May 20<sup>th</sup>..

B. Agenda Items: None

C. Future Meeting Dates: Public Hearing June 6, 2017 at 6:30 a.m.

XI. Adjournment: Meeting was adjourned at 7:43 p.m.

Respectfully submitted and approved by:



Deborah Cagney  
Administrative Secretary



Christina Becker  
Clerk of the Board



**DEHESA SCHOOL DISTRICT  
COMMERCIAL WARRANT LISTING**

April 2017

<b>Warrant ID</b>	<b>Vendor Name</b>	<b>Payment Date</b>	<b>Fund</b>	<b>Amount</b>
14241693	Kathleen Daniels	4/4/2017	General Fund	13.18
14241694	Elizabeth O'Neill	4/4/2017	General Fund	20.57
14241695	REVOLVING FUND	4/4/2017	General Fund	136.00
14241696	REVOLVING FUND	4/4/2017	General Fund	531.96
14241697	REVOLVING FUND	4/4/2017	General Fund	238.43
14241697	REVOLVING FUND	4/4/2017	Child Care Fund	94.00
14241698	REVOLVING FUND	4/4/2017	General Fund	547.00
14242644	San Diego Fringe Benefits Consortium	4/5/2017	General Fund	359.23
14242645	Jackie Finch	4/5/2017	General Fund	698.03
14243606	SAN DIEGO GAS & ELECTRIC	4/7/2017	General Fund	7,563.43
14243607	Social Thinking	4/7/2017	General Fund	437.57
14243608	SYCUAN RESORT	4/7/2017	General Fund	870.00
14247305	Girard, Edwards, Stevens & Tucker LLP	4/18/2017	General Fund	4,120.66
14247306	A-Z BUS SALES/EMISSIONS DEPT.	4/18/2017	General Fund	163.19
14247307	COUNTY PROFLAME	4/18/2017	General Fund	121.76
14247308	DAVID BEST	4/18/2017	General Fund	72.44
14247309	FIRE WATCH	4/18/2017	General Fund	108.77
14247310	G. WAYNE OETKEN & ASSOCIATES	4/18/2017	General Fund	951.95
14247311	HOLLANDIA DAIRY, INC.	4/18/2017	Cafeteria Fund	525.76
14247312	SOUTHWEST SCHOOL SUPPLY	4/18/2017	General Fund	707.10
14247313	WAXIE SANITARY SUPPLY	4/18/2017	General Fund	2,163.09
14247314	XEROX EDUCATION PUBLICATIONS	4/18/2017	General Fund	2,299.19
14247768	CAJON VALLEY UNION SCHOOL DIST	4/19/2017	General Fund	3,722.31
14247769	SAN DIEGO CTY SPEECH PATHOLOGY	4/19/2017	General Fund	4,400.00
14249554	San Diego Fringe Benefits Consortium	4/24/2017	General Fund	359.23
14249555	VEBA	4/24/2017	General Fund	5,634.93
14250722	GoldenBoy Mobility	4/26/2017	General Fund	14,804.80
14252077	GUIDED DISCOVERIES	4/28/2017	General Fund	6,965.00
				<b>58,629.58</b>



# SAN DIEGO COUNTY OFFICE OF EDUCATION

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

April 13, 2017

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

Dear Ms. Hauer:

Re: 2016-17 Second Interim Report

Our office has completed its review of your Second Interim Report (SACS Form 011) in compliance with the provisions of Education Code Section 42130 et seq. The district has submitted a positive certification, which means that the district will meet its financial obligations for the current fiscal year and subsequent two years.

The district's Second Interim Report has been analyzed in the context of the 2016-17 State Budget Act and the School Services of California COLA projections for 2017-18 and 2018-19. The 2017-18 Governor's Proposed State Budget has also been taken into consideration. All of the data submitted by the district has been analyzed and appears to adequately reflect the financial status of your district as of January 31, 2017.

In accordance with the provisions of Education Code Section 42131, the County Superintendent of Schools will inform the California Department of Education that your district submitted a positive certification and we concur with this certification at this time.

## **Financial Status in 2016-17**

### **Reserve for Economic Uncertainties**

The state requires the district to maintain a Reserve for Economic Uncertainties equal to 5% of expenditures. The district projects that it will meet this requirement in 2016-17.

### **No Deficit Spending**

We note that the district projects that it will be able to meet 2016-17 operating expenses with current year revenue.



### **Salary and Expenditure Increases- Not Yet Settled**

Before considering salary, benefit, or other expenditure increases for 2016-17, the district should ensure that the costs will be supported by ongoing revenue to avoid creating or exacerbating structural deficits. The district should also take into account projected deficit spending and unrestricted reserve levels. We also recommend that the district protect its future financial integrity by assuring a minimum of reserves (including adequate reserves for contingencies) for at least the following two years of operation.

### **Fiscal Status in Future Years**

#### **Declining Enrollment**

The district has faced declining enrollment since 2011-2012. In 2016-17, the district projects an ADA loss of 28.18. ADA losses for the next two years are projected flat at 146 for 2017-18 and 2018-19. These ADA reductions will lead to lower revenues from sources such as LCFF and Lottery. As a declining enrollment district, revenues will fall more quickly than expenditures and long-term structural solutions are necessary to bring expenditures in alignment with revenues.

The district is also experiencing a loss in ADA from the charter schools they authorize. This will result in lower special education funding and a decreasing in charter oversight administrative fees. The district has already taken this into consideration for their second interim and has approved \$203,537.07 in staffing reductions, in addition to the decrease in revenues.

#### **Multi-Year Projection**

The district's multi-year projection incorporates the following key assumptions:

- LCFF Gap funding rate estimated at 23.67% for 2017-18 and 34.42% for 2018-19;
- LCFF ADA of 146 for 2017-18 and 146 for 2018-19;
- Unduplicated pupil count percentage of enrollment at 57.80% for 2017-18 and at 55.13% for 2018-19;
- Property taxes projected to increase/decrease by 0% in 2017-18 and 2018-19;
- STRS contribution will increase to 14.43% in 2017-18 and 16.28% in 2018-19; and
- PERS contribution will increase to 15.80% in 2017-18 and 18.70% in 2018-19.

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

## **Other Issues**

### **Charter Schools**

As required by Education Code 47604.33, our office has received a Second Interim Report(s) from Community Montessori Charter, Dehesa Charter, Diego Hills Charter, Inspire Charter, Method Schools Charter, The Heights Charter and Valiant Academy DESD charter school.

As a charter school sponsor, the district maintains fiscal oversight responsibilities, particularly in the key areas of accounting, attendance accounting, budgeting, and payroll. As part of this oversight, sponsoring school districts are also responsible for reviewing charter financial reports, including interim reports. Should any adverse circumstances arise related to the district's charter school responsibilities that would negatively impact the financial condition of the district, please notify this office as soon as possible.

### **Conclusion**

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

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

Sincerely,



Brent Watson  
Executive Director  
District Financial Services

BW:KA:VS

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



April 28, 2017

Dear County Superintendents, District Superintendents, and Direct-funded Charter School Administrators:

### **RECLASSIFICATION GUIDANCE FOR 2017–18**

On December 3, 2013, the California Department of Education (CDE) provided guidance regarding the passage of Assembly Bill (AB) 484 (Bonilla) to address concerns regarding the academic criterion for reclassification of English Learners (ELs) in the 2013–14 school year. AB 484 suspended the California Standards Test and the California Modified Assessment in English language arts and mathematics.

On August 11, 2014, the CDE provided additional information with examples of the adjustments reported by local educational agencies (LEAs) to their reclassification criteria to ensure that reclassification continued to be established in a way that allowed for the “effective and efficient conduct of the language reclassification process” in accordance with Title 5, Section 11303 of the *California Code of Regulations (5 CCR)*.

Since the 2015–16 school year, the reclassification criteria, pursuant to *California Education Code* Section 313, has remained unchanged. However, Senate Bill 463 (Lara) which is currently under review, could impact reclassification criteria. If it becomes law, the CDE would issue further reclassification guidance.

#### **Reclassification Criteria**

LEAs are to continue using the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

In spring 2015, LEAs administered the first operational Smarter Balanced Summative Assessments. On September 16, 2015, the CDE provided guidance to LEAs for using those results, if they chose, as a local measure of the fourth criterion <http://www.cde.ca.gov/sp/el/rd/acadreclass15.asp>. LEAs were also advised that they could identify local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding the fourth criterion remains unchanged.

### Options for the English Language Proficiency Assessment Criterion

In the CDE's continued effort to provide LEAs with guidance, beginning in fall 2017, in addition to the reclassification criteria for numbers two through four above, LEAs may refer to one or more of the following options as they determine their local criteria for the assessment of ELP (number one above):

#### 1. Utilize 2016–17 California English Language Development Test (CELDT) Scores

Scenario 1	Assessment of English Language Proficiency	Steps to take
<p>My student did <b>not meet</b> the CELDT criterion in 2016–17.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Students in kindergarten and grade one are considered to have <b>not met</b> the CELDT criterion for English proficiency</li> <li>• Students in grades two through twelve are considered to have <b>not met</b> the CELDT criterion for English proficiency</li> </ul>	<p>Use the CELDT as the primary criterion.</p> <ul style="list-style-type: none"> <li>• For Kindergarten and grade one, the CELDT criterion is an overall score of Early Advanced or higher. The Reading and Writing domain scores usually are not considered for K–1.</li> <li>• For grades two through twelve, the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use your student's 2016–17 CELDT scores.</li> <li>2. Adjust local criterion based on your locally determined objective assessment instrument that confirms this growth.</li> <li>3. Reclassify your student if/when all four district criteria are met.</li> </ol>

Scenario 2	Assessment of English Language Proficiency	Steps to take
<p>My student <b>met</b> the CELDT criterion in 2016–17.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Students in kindergarten and grade one are considered to have met the CELDT criterion for English proficiency</li> <li>• Students in grades two through twelve are considered to have met the CELDT criterion for English proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• For Kindergarten and grade one, the CELDT criterion is an overall score of Early Advanced or higher. The Reading and Writing domain scores usually are not considered for K–1.</li> <li>• For grades two through twelve, the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use your student’s 2016–17 CELDT scores.</li> <li>2. Reclassify your student if/when all four district criteria are met.</li> </ol>

2. **Readminister the 2016–17 Edition CELDT in 2017–18 to obtain more current ELP assessment results.** Since administering the CELDT Annual Assessment (AA) in 2017–18 would be supplemental to the mandated English Language Proficiency Assessments for California, LEAs could use their supplemental state and federal funds to enter into an agreement with Educational Data Systems (EDS) to procure and score test materials. Please note that these CELDT scores are considered unofficial.

Scenario 1:	Steps to take
<p>My LEA has a <b>sufficient</b> amount of 2016–17 CELDT AA test materials to readminister the CELDT to all of our students being considered for reclassification.</p>	<ol style="list-style-type: none"> <li>1. Readminister the 2016–17 CELDT, and locally score the <i>Answer Books</i>.</li> <li>2. Reclassify your student if/when all four district criteria are met.</li> <li>3. Return or locally destroy your 2016–17 materials as directed by the testing contractor, EDS.</li> </ol>

Scenario 2:	Steps to take
My LEA has an <b>insufficient</b> amount of 2016–17 CELDT AA <i>Answer Books</i> to readminister the CELDT to all of our students being considered for reclassification.	<ol style="list-style-type: none"><li data-bbox="732 394 1365 527">1. Enter into an agreement* with EDS to order a special edition of the CELDT <i>Answer Books</i> and/or have them scored by EDS. Or, locally score the <i>Answer Books</i>.</li><li data-bbox="732 527 1365 594">2. Reclassify your student if/when all four district criteria are met.</li><li data-bbox="732 594 1365 682">3. Return or locally destroy your 2016–17 materials as directed by the testing contractor, EDS.</li></ol>

\*The CDE is currently in the process of authorizing EDS to offer these services. EDS will provide additional information at a later date.

**These guidelines do not exempt LEAs from administering the ELPAC Summative Assessment in spring 2018, as this is the new ELP assessment that will be used for accountability purposes.**

As a reminder, California regulations (5 *CCR*, sections 11303 Reclassification and 11308 [c][6] Advisory Committee) specify that any local reclassification criteria must be reviewed by the school district committee on programs and services for ELs.

If you have questions regarding the reclassification policy, please contact the Language Policy and Leadership Office by phone at 916-319-0845. For more information on reclassification, please visit the CDE Resources Web page at <http://www.cde.ca.gov/ta/tq/el/resources.asp>.

For questions related to the assessment of ELs, please contact the English Language Proficiency and Spanish Assessments Office, by phone at 916-319-0784 or by e-mail [CELDT@cde.ca.gov](mailto:CELDT@cde.ca.gov).

Sincerely,

Thomas Adams  
Deputy Superintendent  
Instruction, Learning, and Standards  
Support Branch

Keric Ashley  
Deputy Superintendent  
District, School, and Innovation Branch

TA/KA md/ta

cc: Regional Assessment Network  
Title III Directors  
Bilingual Coordinators Network  
CELDT District Coordinators



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

## **NOTICE OF PROPOSED RULEMAKING**

### **AMENDMENT TO CALIFORNIA CODE OF REGULATIONS, TITLE 5, CONFIDENTIALITY OF RECORDS**

Notice published April 21, 2017

**NOTICE IS HEREBY GIVEN** that the State Superintendent of Public Instruction (SSPI) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

#### ***PUBLIC HEARING***

California Department of Education (CDE) staff, on behalf of the SSPI, will hold a public hearing at 1:30 p.m. on Monday, June 5, 2017, at 1430 N Street, Room 1801, Sacramento, California. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SSPI requests, but does not require, that persons who make oral comments at the public hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

#### ***WRITTEN COMMENT PERIOD***

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Patricia Alverson, Regulations Coordinator  
Administrative Support and Regulations Adoption Unit  
California Department of Education  
1430 N Street, Room 5319  
Sacramento, CA 95814

Comments may also be submitted by facsimile (FAX) at 916-319-0155 or by e-mail to [regcomments@cde.ca.gov](mailto:regcomments@cde.ca.gov).

Comments must be received by the Regulations Coordinator prior to 5:00 p.m. on June 5, 2017. All written comments received by CDE staff during the public comment period are subject to disclosure under the Public Records Act.

### ***AVAILABILITY OF CHANGED OR MODIFIED TEXT***

Following the public hearing and considering all timely and relevant comments received, the SSPI may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of all modified regulations will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to the regulations, or who provide oral testimony at the public hearing, or who have requested notification of any changes to the proposed regulations.

### ***AUTHORITY AND REFERENCE***

Authority: Sections 8261, Education Code.

References: Sections 8203 and 8261, Education Code.

### ***INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW***

Title 5 California Code of Regulation [5 CCR] Section 18117(a), which applies to all CDE early education and support contracting agencies unless otherwise specified, prohibits the use or disclosure of any and all information pertaining to a child and his or her family to anyone for any purpose unless that use or disclosure is “directly connected with the administration of the program.” This section is somewhat vague in that it fails to state that it is applicable solely to information on children and families held by CDE contracting agencies and not to information on children and families held by the CDE. Similarly, 5 CCR Section 18246, which applies specifically to resource and referral agencies that contract with CDE, prohibits the use or disclosure of information pertaining to the child or the child’s family other than for purposes “directly related to the administration of the program.” Like Section 18117, Section 18246 does not clearly state that it is applicable solely to information held by the resource and referral contracting agency, not to information on children and families held by the CDE.

California law, pursuant to the Information Practices Act, Civil Code Section 1798.24 et seq., applies to state agencies and addresses when personally identifiable information may be disclosed to third parties by a state agency, and thus would apply to information on the child and the child’s family held by the CDE. Among the instances when personally identifiable information can be disclosed to third parties is when such disclosure is required by state or federal law [Civ. Code section 1798.24 (f)]. Another statutory exception in California law allows for disclosure of information on the child and the child’s family to educational institutions and non-profit agencies headed by qualified researchers in order for scientific research to be performed. [Civ. Code section 1798.24(t)]



In addition, Welfare and Institutions Code Section 10850 sets forth confidentiality restrictions on information related to anyone receiving any public benefit assistance and carves out specific exceptions for when agencies administering public assistance programs may disclose personally identifiable information on benefit recipients. One of those exceptions allows state agencies to share personally identifiable information pertaining to benefit recipients as may be permitted by Civil Code Section 1798.24(t). On occasion, the CDE has been asked to disclose personally identifiable information related to the children and families of those that are served through our Early Education and Support programs to universities or other research institutions and organizations studying issues related to early learning or societal impacts on children and families. Because 5 CCR Sections 18117(a) and 18246 do not clearly state that they apply solely to CDE's contractors, and not to the CDE itself, people might contend that these sections otherwise prevent CDE from disclosing information on children and families that it is lawfully entitled to share under state law. Thus, it is important that these regulations be amended so that it is clear to all that the regulations apply solely to the use or disclosure of information held by CDE's contractors, who are the subject of the 5 CCR regulations.

#### ***Anticipated Benefits of the Proposed Regulation***

The benefits of the proposed regulations include providing additional clarity so that the CDE is not accused of violating 5 CCR regulations should it use or disclose personally identifiable information in conformance with state law.

#### **Determination of Inconsistency/Incompatibility with Existing State Regulations**

The CDE has evaluated whether or not the proposed regulations are inconsistent or incompatible with existing state regulations and has determined that the proposed regulations are not inconsistent or incompatible with existing state regulations.

#### ***INCORPORATION BY REFERENCE***

No documents are incorporated by reference

#### ***DISCLOSURES REGARDING THE PROPOSED ACTION/ FISCAL IMPACT***

*The SSPI has made the following initial determinations:*

There are no other matters as are prescribed by statute applicable to the specific state agency or to any specific regulations or class of regulations.

The proposed regulations do not require a report to be made.

Mandate on local agencies and school districts: None

Cost or savings to any state agency: None.

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: None.

Other non-discretionary costs or savings imposed on local educational agencies (LEAs): None.

Costs or savings in federal funding to the state: None.

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The Department is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Effect on housing costs: None.

Effect on small businesses: The proposed regulations will not affect small businesses because the regulations are aimed at the CDE's early education and support programs and whether the CDE may share information on children and families as otherwise permitted by state law. The CDE does not believe the proposed regulations will have an effect on small businesses.

### ***RESULTS OF THE ECONOMIC IMPACT ANALYSIS***

The SSPI concludes that it is unlikely that these proposed regulations will: 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) effect the expansion of businesses currently doing business within California.

Benefits of the Proposed Action: The proposed regulations will benefit the general public by providing clarity as to how to interpret the confidentiality restrictions in Title 5 regulations.

### ***CONSIDERATION OF ALTERNATIVES***

The SSPI must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SSPI, would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or

would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law.

The SSPI invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

### ***CONTACT PERSONS***

Inquiries concerning the content of these proposed regulations should be directed to:

Lisa Velarde, Consultant  
Early Education and Support Division  
California Department of Education  
1430 N Street, Room 3410  
Sacramento, CA 95814  
Telephone: 916-322-6248  
E-mail: [lvelarde@cde.ca.gov](mailto:lvelarde@cde.ca.gov)

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator or the backup contact person, Hillary Wirick, Regulations Analyst, at 916-319-0860.

### ***INITIAL STATEMENT OF REASONS AND INFORMATION***

The SSPI has prepared an Initial Statement of Reasons for the proposed regulations and has available all the information upon which the proposal is based.

### ***TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS***

Copies of the exact language of the proposed regulations, the Initial Statement of Reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE's Web site at <http://www.cde.ca.gov/re/lr/rr/>.

### ***AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE***

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the Final Statement of Reasons, once it has been finalized, by making a written request to the Regulations Coordinator.

***REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY***

Pursuant to the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act of 1990*, and the *Unruh Civil Rights Act*, any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Lisa Velarde, Early Education and Support Division, 1430 N Street, Room 4309, Sacramento, CA, 95814; telephone, 916-322-6248. It is recommended that assistance be requested at least two weeks prior to the hearing.

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
and Supt. Nancy Hauer

**From:** Anna Buxbaum  
Business Manager

**Subject:** Monthly Budget Update

Meeting Date: May 18, 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**

# Dehesa School District

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## Fund Balances

(Cash in County Treasury as of May 11, 2017)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$ 782,620.10
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND (FD 39)	\$ 129,376.06
12-06	CHILD DEVELOPMENT FUND	\$ 6,743.92
13-00	CAFETERIA SPECIAL REVENUE FUND	\$ 27,163.79
14-00	DEFERRED MAINTENANCE FUND	\$ 100,315.54
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$ 990,314.82
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$ 68,448.06
21-39	BUILDING FUND	\$ 292,345.54
25-19	CAPITAL FACILITIES/SB2068 FUND	\$ 16,254.02
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$ 7,524.59
	<b>GRAND TOTAL</b>	<b>\$ 2,421,106.44</b>

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

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

4/30/2017

Date			Expenditure
7/1/2016	Beginning Balance		\$547,086.95
10/19/2016	Interest		\$795.20
11/2/2016	Insurance Reimb		\$14,484.65
1/20/2017	Interest		\$740.13
4/24/2017	Interest		\$744.78
TOTAL			\$563,851.71
Payment Date	Service Provider	Services Performed	Amount
7/27/2016	Office Depot	Conference Room Furniture for new building	\$2,278.35
9/2/2016	West Coast Air	Final Payment to West Coast Air for Change Order	\$10,038.00
10/18/2016	WorldBridge Technologies	Classroom Projector Installation	\$12,400.00
10/18/2016	Dale Scott & Co.	Bond Disclosure Report	\$4,900.00
10/28/2016	Union Bank Escrow Acct	Shade Structure Project-FACJPA	\$241,500.00
11/28/2016	Division of State Architect	DSA Close out on Shade Structure	\$389.82
TOTAL CURRENT YEAR EXPENSES			\$271,506.17
TOTAL FUNDS AVAILABLE AS OF 4/30/17			\$292,345.54

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

4/30/2017

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
2/15/2017	Developer Fees		4,663.43
3/30/2017	Developer Fees		5,938.09
4/24/2017	Interest		20.67
<b>Total</b>			<b>16,254.02</b>
Payment Date	Service Provider	Services Performed	Amount
TOTAL CURRENT YEAR EXPENSES			-
<b>TOTAL FUNDS AVAILABLE AS OF 4/30/17</b>			<b>16,254.02</b>



## 2016-17 Attendance Summary

	P1 ADA	P2 ADA	Increase/ Decrease
Dehesa School District	141.86	144.43	2.57
Community Montessori	601.07	599.38	(1.69)
Dehesa Charter	1,061.40	1,057.50	(3.90)
Diego Hills Charter	1,242.99	1,378.63	135.64
The Heights Charter	230.71	232.24	1.53
Inspire Charter	3,012.38	3,157.93	145.55
Method Schools	265.50	196.44	(69.06)
Valiant Academy (Mosaica Charter)	61.95	214.19	152.24
<b>Total ADA</b>	<b>6,617.86</b>	<b>6,980.74</b>	<b>362.88</b>

### 2016-17 Attendance - Prior Year Comparison

	P1 ADA 2015-16	P1 ADA 2016-17	Increase/ Decrease	P2 ADA 2015-16	P2 ADA 2016-17	Increase/ Decrease
Dehesa School District	169.86	141.86	(28.00)	174.18	144.43	(29.75)
Community Montessori	478.54	601.07	122.53	478.90	599.38	120.48
Dehesa Charter	1,024.51	1,061.40	36.89	1,030.81	1,057.50	26.69
Diego Hills Charter	1,076.68	1,242.99	166.31	1,144.17	1,378.63	234.46
The Heights Charter	205.55	230.71	25.16	207.19	232.24	25.05
Inspire Charter	1,046.94	3,012.38	1,965.44	1,180.99	3,157.93	1,976.94
Method Schools	103.61	265.50	161.89	103.11	196.44	93.33
Valiant Academy (Mosaica Charter)	26.89	61.95	35.06	26.35	214.19	187.84
<b>Total ADA</b>	<b>4,132.58</b>	<b>6,617.86</b>	<b>2,485.28</b>	<b>4,345.70</b>	<b>6,980.74</b>	<b>2,635.04</b>

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Nancy Hauer  
**Subject:** Dehesa School Enrollment  
as of May 18, 2017

- Meeting Date: May 18, 2017
- Action
  - First Reading
  - Information
  - Presentation
  - Public Hearing
  - Roll Call Vote Required
  - Discussion

**Current Enrollment**

**By Grade Level**

EAK.....	16
Kindergarten.....	17
1st Grade .....	20
2nd Grade .....	15
3rd Grade .....	15
4th Grade .....	21
5th Grade .....	24
6th Grade .....	19
7th .....	11
8th .....	16
	<b>174</b>

**End-of-the-Year Enrollment**

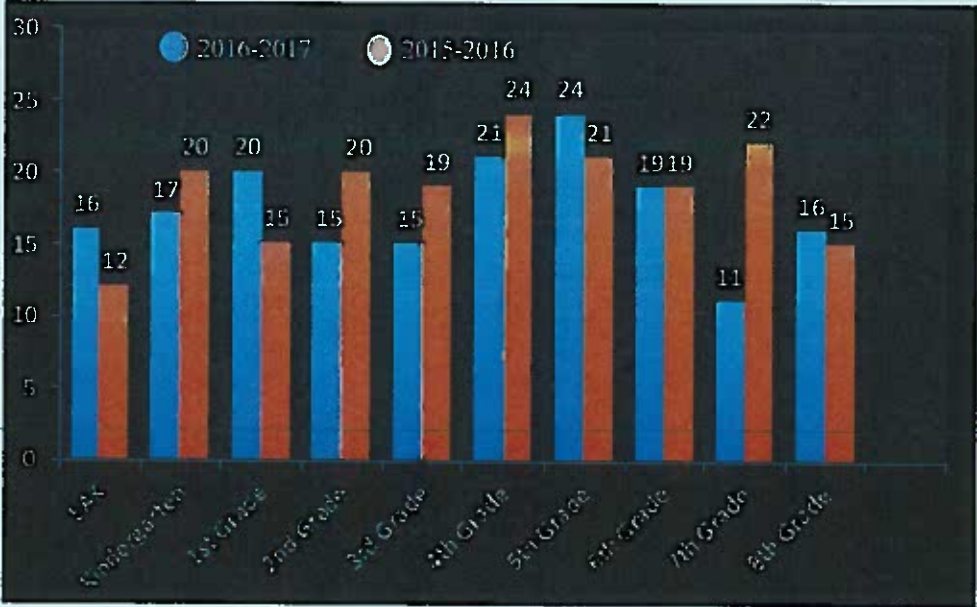
**By Grade Level**

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
	<b>187</b>

**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:** Charter Petition from Learning Latitudes

Meeting Date: May 18, 2017

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

**Background:**

Learning Latitudes contacted our District to discuss the possibility of sponsoring their charter. Mrs. Buxbaum and I met with Nick Nichols on March 30, 2017. At that time we thought it would be good to have the Board also meet with them to ask questions and discuss the proposed partnership. On April 20, 2017, Mr. Nichols brought Erika Vanderspek with him to present their charter and answer questions. The Learning Latitudes Charter Petition was formally presented to the District on April 26, 2017.

**Report:**

As per Ed. Code, the board must hold a public hearing on the provisions of the petition within thirty (30) days from the date of receipt. Following a review of the petition and a public hearing, the governing board may either grant or deny the charter based upon the statutory elements contained in the Ed. Code. The petition is attached and Ms. Vanderspek will make a brief presentation and be available to answer any additional questions.

**Financial Impact:**

Dehesa School District will receive a 3% oversight fee.

**Student Impact:**

Learning Latitudes will serve the needs of K – 12 students who are looking for a complete online program that is mastery based and allows students to progress at their own rate of learning.

**Recommendation:**

It is recommended that the Governing Board ask all clarifying questions and then vote on this issue.

**Agenda Item #: VII.A1.**

# **Learning Latitudes Charter School**

**Submitted to Dehesa School District**

**Submitted: April 20, 2017**

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
AFFIRMATIONS/ASSURANCES .....	4
INTRODUCTION .....	6
I. FOUNDING GROUP .....	7
II. ELEMENT ONE: EDUCATIONAL PROGRAM .....	9
Mission Statement .....	9
Educational Philosophy .....	9
What it means to be an educated person in the 21 <sup>st</sup> Century .....	11
How Learning Best Occurs.....	12
Transferability of courses .....	25
Plan for Students Who are Academically Low-Achieving.....	26
Plan for Students Who Are Academically High Achieving.....	28
Plan for English Learners .....	29
Plan for Serving Students with Disabilities.....	31
<i>Services for Students under the "IDEIA"</i> .....	33
ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT .....	43
Measurable Student Outcomes.....	43
Methods of Assessment .....	43
Use and Reporting Of Data.....	44
ELEMENT FOUR: GOVERNANCE STRUCTURE .....	46
Non-Profit Public Benefit Corporation .....	46
Board of Directors .....	46
Board Duties .....	46
Board Meetings .....	47
Board Training .....	47
Board Delegation of Duties .....	48
Charter Regional Director.....	48
Organizational Chart.....	49
Parent & Teacher Participation in Governance.....	49
ELEMENT FIVE: EMPLOYEE QUALIFICATIONS.....	51
ELEMENT SIX: HEALTH AND SAFETY POLICIES.....	54
Health and Safety .....	54
ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE .....	57
ELEMENT EIGHT: ADMISSIONS REQUIREMENTS.....	58
ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS.....	60
ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES .....	61
ELEMENT ELEVEN: RETIREMENT SYSTEMS.....	76
ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	77
ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS .....	78
ELEMENT FOURTEEN: DISPUTE RESOLUTION .....	79
ELEMENT FIFTEEN: CLOSURE PROCEDURES.....	81
MISCELLANEOUS PROVISIONS .....	83
Budgets.....	83
Financial Reporting.....	83
Insurance .....	84

Administrative Services ..... 85  
Facilities ..... 85  
CIVIL LIABILITY IMPACT ..... 86  
CONCLUSION ..... 87

Appendices

- A. Independent Study Policy
- B. Teacher Signature Page
- C. Bylaws and Conflict of Interest Code
- D. 2017-2018 School Calendar
- E. Course Descriptions
- F. Five Year Budget, Three Year Cash Flow, and Assumptions

## **AFFIRMATIONS/ASSURANCES**

---

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

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



If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

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

By the Lead Petitioners:

Shari Erlendson  
Name

Shari Erlendson  
Signature

4/7/17  
Date

Erika Vanderspek  
Name

Erika Vanderspek  
Signature

4/7/17  
Date

## **INTRODUCTION**

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

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

**Learning Latitudes Charter School (LLCS)** fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

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

## **I. FOUNDING GROUP**

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

**Co-Lead Petitioner – Erika Vanderspek:** Erika Vanderspek’s current position is Director of Curriculum. In this role, Mrs. Vanderspek is responsible for implementing and monitoring instructional programs, running staff development meetings, speaking at parent-teacher events, developing state compliance documents such as LCAP and SARC, monitoring the implementation of 504 Plans and English Learner programs, and coordinating the WASC accreditation cycles for six schools. Mrs. Vanderspek has been asked to serve as a member of several visiting accreditation teams, and WASC has recently asked her to chair a visiting team for another charter school. Prior to serving as Director of Curriculum, Erika served as a teacher for ten years in an independent study charter school, during which she became a certified online synchronous instructor. Before entering the field of independent study, Erika taught 2<sup>nd</sup> and 3<sup>rd</sup> grades at a site-based charter school in San Diego with a high concentration of English Learners. Mrs. Vanderspek received her B.A. from San Diego State University in Liberal Studies and also received her Multiple Subject CLAD Teaching Credential from SDSU. Erika earned her M.A. in Teaching with an emphasis in Educational Technology from National University and will complete the Preliminary Administrative Services Credential from Point Loma Nazarene University in June 2017.

**Co-Lead Petitioner – Shari Erlendson:** Shari Erlendson currently serves as Chief of Staff for a non-profit family of charter schools in which she oversees the daily operations of the school, including students, teachers, and support staff. Mrs. Erlendson is responsible for monitoring payroll, finance, human resources and personnel, and ensures that all state compliances are met. Mrs. Erlendson has served as Director of Testing and Assessments, in which she planned and deployed the model for CAASPP assessment administration for over 2,000 students. In this role, Shari also worked with stakeholders to select appropriate school-wide benchmark assessments and coordinate the administration of those assessments. As Director of Testing and Assessments, Mrs. Erlendson worked with staff to define, implement, and monitor a school-wide Response to Intervention system. Prior to serving in leadership roles, Shari worked as a teacher as well as a coordinator of an enrichment program within an independent study charter school. Shari also spent ten years in site-based education teaching middle school English and AVID and spent a year teaching English in Malawi. Through these experiences, Shari developed a heart for serving underprivileged youth and increasing achievement in at-risk populations. Mrs. Erlendson received her B.A. in Liberal Studies, Multiple Subject Credential, and M. Ed from National University and will complete the Preliminary Administrative Services Credential from Point Loma Nazarene University in June 2017.

## **Ongoing Support and Assistance:**

### **Charter School Development Center**

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

## **II. ELEMENT ONE: EDUCATIONAL PROGRAM**

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

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

### **Mission Statement**

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The mission of Learning Latitudes Charter School is to develop the individual gifts of students in San Diego County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21<sup>st</sup> Century. The mission will be accomplished through quality, personalized, standards-based education which could include online coursework, offline textbook work, project-based learning, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

### **Educational Philosophy**

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#### **Whom The School Is Attempting To Educate:**

The Charter School will serve approximately 150 students in grades TK-12 in its first year of

operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from Dehesa School District. We expect the racial and ethnic demographics to be consistent with the data from Dehesa School District. Since Learning Latitudes Charter School a non-classroom based, Independent Study program it is entitled to enroll students throughout San Diego and adjacent counties. To ensure that actual demographics mirror the authorizing district, Learning Latitudes Charter School will monitor enrollment by sub-group. When sub-groups are underrepresented, Learning Latitudes Charter School will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance the charter school's demographics.

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

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

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

**Projected Five-Year Growth Plan:**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
TK/K	7	13	19	25	31
1	7	13	19	25	31
2	7	13	19	25	31
3	7	13	19	25	31
4	8	14	20	26	31
5	8	14	20	26	31
6	8	14	20	26	31
7	12	18	24	30	36
8	13	18	24	30	36
9	15	21	27	32	38
10	15	21	27	32	38
11	18	23	28	33	40
12	25	30	34	40	45
<b>Total Enrollment</b>	<b>150</b>	<b>225</b>	<b>300</b>	<b>375</b>	<b>450</b>

## What it means to be an educated person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> Century will be proficient in Common Core State Standards and California Content Standards, including Next Generation Science Standards, and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that LLCS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

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

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

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

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21<sup>st</sup> Century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in Learning Latitudes Charter School’s instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Learning Latitudes Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is Learning Latitudes Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21<sup>st</sup> Century:

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

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

### How Learning Best Occurs

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

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



- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

### **Educational Program**

#### **Overview:**

Learning Latitudes Charter School prides itself on the proficiency-based learning model being implemented through instructional pathways. Learning Latitudes Charter Schools provides the following instructional pathways as options for students to have a truly personalized education:

- online pathway (Grades TK-12)
- textbook pathway (Grades TK-12)
- specialty pathway (Grades TK-12)
- custom-designed pathway (Grades TK-12)
- project-based learning pathway (Grades 9-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. **Specialty** is a learning path in which Learning Latitudes Charter School partners with innovative homeschool vendors for a unique and specialized wrap-around enrichment opportunity for the entire school year. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CA state and Common Core standards checklists to verify course completion. Learning Latitudes' **project-based learning pathway** is virtual education through project based learning, peer collaboration, and real-world application. Students learn the content as they move through the project with teacher facilitating, coaching, and teaching. PBL students create web-based portfolios to reflect on their mastery of standards and demonstrate competency in the standards and school-wide learning outcomes.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. LLCS teachers lead students through

specific learning tasks to demonstrate mastery of each subject. Highly-qualified LLCS high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

For students in grades 9<sup>th</sup>-12<sup>th</sup>, there are both A-G and College & Career tracks available. The A-G tracks offer classes in all A-G subject areas including laboratory sciences, with in-person labs, and studio art classes. A-G classes are available in the online, textbook, specialty, and project-based learning pathways. For students seeking to enter the workforce, attend community college, or enter military service directly after high school we offer a curriculum designed for the student's specific needs and interests.

**College & Career Track:**

For students who plan to apply to a community college, start a job, join the armed forces, or enter a professional certificate program right after high school graduation. Graduation requirements give students greater flexibility in the classes they take and allow students to explore individual interests.

Social Studies	6 semester courses – 30 credits
English	6 semester courses – 30 credits
Math	4 semester courses – 20 credits
Science	4 semester courses – 20 credits
Visual & Performing Arts / World Language	2 semester courses – 10 credits
Electives	18 semester courses – 90 credits
<b>Total =</b>	<b>200 credits</b>

\* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science /  
 Social Studies must include US History, World History, Government, and Economics \*

**A-G University Track:**

For students who plan to apply to a 4-year college right after high school graduation. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private universities.

Courses must be A-G approved—science classes must include labs and art classes must include a studio component. Students must complete courses with no grade lower than a C. Students

will need to take the SAT or ACT before applying to a 4-year college. Students should also check the individual entrance requirements for their school of choice.

<b>A-G Graduation Requirements</b>		
A	Social Studies	6 semester courses – 30 credits
B	English	8 semester courses – 40 credits
C	Mathematics	6 semester courses – 30 credits
D	Laboratory Science	4 semester courses – 20 credits
E	World Language	4 semester courses – 20 credits
F	Visual & Performing Arts	2 semester courses – 10 credits
G	College Prep Electives	10 semester courses – 50 credits
<b>Total =</b>		<b>200 credits</b>

\* Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / Social Studies must include US History, World History, Government, and Economics / World Language must be the same language / Visual & Performing Arts must be the same \*

Instructional pathways are aligned with the needs and interests of the target student population through a number of strategic features:

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

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

### **Personalized Support**

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

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

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

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

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed twice a year with the Star 360 assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics helps teachers and schools determine how students are performing on important ELA and Math skills.

### **Program Structure**

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

LLCS teachers create Learning Plans for students each semester. Each student's learning plan describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a STAR 360 benchmark diagnostic assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of

students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades TK-12 will take this assessment in the Fall and Spring.

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

Teachers can provide instruction either in person or online through web-conference, which is powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries, and the student's place of residence

### **Record Keeping System for Online Courses**

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

### **Research-based Instructional Strategies**

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

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise,

- displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in online curricula receive instant feedback on their level of proficiency of these learning objectives.
  - Curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
  - Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
  - Curricula provide learning objectives at the lesson and/or unit level.
  - Curricula challenge students to generate and test hypotheses in science labs and experiments.
  - Many LLCs curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

### **Research-based for Online Learning**

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

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

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

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

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

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

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

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

### **Learning Latitudes Charter School Courses**

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

### **K-8 Curriculum**

LLCS students in grades K-8 may enroll in the online, textbook, specialty, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to CCSS and CSS, including Next Generation Science

Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

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

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

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

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

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



Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed.

### **High School Curriculum:**

LLCS students in high school may enroll in coursework in the online, textbook, specialty, custom-designed, project-based instructional pathway, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, specialty, and project-based instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to CCSS and CSS, including Next Generation Science Standards. Courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

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

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

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

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

- **Language:** Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in A-G science courses participate in live, in-person wet lab activities of which 20% are hands-on activities taught by a highly-qualified science teacher at a centrally located site. Sites may include temporary use of libraries, churches, community center, or district classrooms if space was available. These facilities would be on rented as needed. This fulfills the UC requirement for our students.

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

The online, textbook, project-based, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support from highly-qualified content teachers. Detailed course descriptions are attached in Appendix E.

### **Attendance Guidelines**

Learning Latitudes Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for students and their families, the school will operate on a year-round calendar. A draft of the Charter School's 2017-2018 academic calendar is attached as Appendix D.

### **Independent Study Legal Compliance**

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

### **Flexible Scheduling**

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

Through the Management Systems in the online pathways, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can start and finish anytime.

### **A Day in the Life of a Charter School Student**

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

8:00 - 8:45 A. M. You get up and log onto your K12 or Edgenuity website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science

teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

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

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

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

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

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

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

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

### **Technology/Enrichment Support**

The Charter School will provide each student with an allowance of funds that can be used towards technology, approved curriculum, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that may include a laptop, desktop, tablet, printer, and/or software.

Learning Latitudes Charter School supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 2,600 vendors. If the family would like to refer a vendor to be considered for addition to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, science labs, tutoring, skill building to online programs, supplemental textbooks or other educational materials. All non-consumable resources must be returned to the school, so they can be checked out to other students.

In some cases, where the school is able to negotiate a better than fair market value of set services from a vendor for a whole year of weekly enrichment as a year-long package, it will do so only on three conditions. First the school will conduct an evaluation of the vendor's services, to ensure they are of the highest educational value and quality. Second that the fair market cost of set services is lower than if the family took a cafeteria approach with the same or similar vendor. Third that the vendor achieves a yearly status of Meets Expectations or Exceeds Expectations on all criteria areas with no more than two marks of Needs Improvement on their Annual Spring Evaluation by the Charter School. A Specialty Program Coordinator will be assigned to monitor program quality, by regularly scheduled and unscheduled visits to the vendor's place of business throughout the school year. The historical need for this approach can be found in past practice of families attending a particular vendor all year, but "running out of funds" in March and having a negative impact on overall student learning.

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

#### **Course Transferability**

The Charter School will apply for WASC accreditation by Spring 2017, which will trigger an initial one-day visit and initial accreditation in the Fall 2017. By June 2017, the Charter School will have the UC/CSU system review all high school courses to assure that they meet the A-G requirements. Other charter schools have previously secured UC/CSU certification for Edgenuity high school courses. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

#### **College Entrance Requirements**

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be

included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

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

Subject Area	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>English</b>	English 9 A/B	English 10 A/B	American Literature	British and World Literature
<b>Math</b>	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B Trigonometry/ Math Analysis A/B	-Trig/Math Analysis A/B -AP Calculus A/B
<b>Science (with labs)</b>	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective
<b>Social Studies</b>		World History A/B	US History A/B	-American Government -Economics
<b>Visual/Performing Arts</b>	-Art -Music	-Art - Music	-Art -Music	-Art -Music
<b>Foreign Language</b>	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
<b>Electives</b>	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements. We will offer a UC/CSU pathway and a College/Career pathway:

### Plan for Students Who Are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize the Multi-Tiered System of Support model to provide multiple levels of support to all

learners, especially those significantly below grade level. Learning Latitudes staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based off the STAR 360 diagnostic screener. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Students who are struggling readers will be referred to work in a multi-media phonics software program called Reading Horizons. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Learning Latitudes students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a Learning Latitudes Charter School teacher content specialist. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

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

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using STAR 360 to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher. Using adaptive screeners and diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student need.

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

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

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

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

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

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

### Plan for Students Who Are Academically High Achieving

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

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They



will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

### Plan for English Learners

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

#### **Home Language Survey**

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

#### **CELDT Testing**

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

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

#### **Reclassification Procedures**

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

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

encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBAC performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **English Learner Instructional Strategies and Curriculum**

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

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

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

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

### **Monitoring and Evaluation of Program Effectiveness**

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

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies

- based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

## Plan for Serving Students with Disabilities

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### **Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, also pursuant to California law, Learning Latitudes Charter School will admit all Special Education students who apply and will conduct a thirty (30) day assessment as to if Learning Latitudes Charter School is the correct placement for a student's long-term success.

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Learning Latitudes Charter School's default option would be to apply for membership in the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). The El Dorado Charter SELPA accepts first year charter schools as LEA members with successful applications. The El Dorado Charter SELPA's application process for the 2017-18 school year is about to be announced. A California Department of Education certified nonpublic agency and provider of special education services to charter schools, Total Education Solutions, is available to assist LLCS with the writing of its' LEA plan to ensure it will be approved in time for the 2017-2018 school year.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. Learning Latitudes Charter School will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

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

### **Section 504 of the Rehabilitation Act**

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards

available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

### *Services for Students under the "IDEIA"*

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

### Staffing

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

To ensure that all students receive appropriate services, Learning Latitudes Charter School will use service delivery methods appropriate to a learning model that meets individual student needs. Learning Latitudes Charter School has identified a viable contracted service provider for services delivered online, Total Education Solutions (TES). TES is a California Department of

Education certified nonpublic agency and provides high quality online-based services to offer students access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.

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

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

#### Notification and Coordination

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

#### Identification and Referral

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

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

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

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

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

### IEP Meetings

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

### IEP Development

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

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

### IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA policies. As part of this responsibility, the Charter School shall provide the parents/guardians with timely

reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School’s non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

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

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

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



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

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

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Funding

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

### **Annual Goals for the State Priorities**

Below are Learning Latitudes Charter School's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, or the nature of the program

operated, by the charter school.” Where the goals below indicate a period “over the charter term,” the annual goal is to maintain or make progress toward the overall goal:

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

**GOALS:**

*All years, all students and applicable subgroups:* All teachers of core, college preparatory classes possess California credentials.

*All years, all students and applicable subgroups:* Each student, including English learners, has access to standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

*All years, all students and applicable subgroups:* Any school facilities used for instruction will be maintained in a manner that ensures that they are clean, safe, and functional.

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

**GOAL:**

*All years, all students and applicable subgroups:* Based on a school-selected measure of progress in the implementation of state academic standards, on average, 80 percent of responses will indicate positive progress, or the measure will demonstrate a trajectory of improvement over the term of the charter.

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

**GOAL:**

*All years, all students and applicable subgroups.* Based on a school-selected measure of parent input in decision-making and of the promotion of parent participation in programs, including programs for unduplicated and EL students, on average, 80 percent of responses will indicate positive progress, or the measure will demonstrate a trajectory of improvement over the term of the charter.

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

**Mandated statewide assessments**

**GOAL:**

*All years, all students and applicable subgroups*

Using a matched cohort to compare scores of individual students from year to year, 75 percent of LLCS students will score “Meets Standards” or “Exceeds Standards” on the SBAC assessments in English-Language Arts and Mathematics or the school will increase the proportion of students scoring proportion by 10 percent over the charter term.

- A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
  - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
  - CTE Pathway completion
  - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam **OR** on one IB Exam
- F. A college and career preparation pathway established by LLCS and the student’s parent or guardian.

**The Academic Performance Index (API) or Replacement Measure**

*Not Applicable*

**UC/A-G/career readiness**

**GOAL:**

*All years, all students and applicable subgroups: 75 percent of students who attend LLCS since Grade 9 will meet one of the following college and career readiness pathways:*

**Progress toward English proficiency and English learner reclassification**

**GOAL:**

*All years, all students and applicable subgroups. Using a matched cohort to compare the progress of individual students from year to year, 75 percent of Learning Latitudes Charter School English Learner students will either (1) increase one level on the mandated English proficiency exam (CELDT or ELPAC), (2) maintain a score of Early Advanced or Advanced on the mandated English proficiency exam, or (3) be reclassified as English proficient, or the school will increase the proportion of English Learner students achieving one of the three criteria by 10 percent over the charter term.*

**STATE PRIORITY 5: Pupil engagement**

**School attendance rates**

**GOAL:**

Over the charter term, LLCS will maintain an attendance rate of 95 percent over the term of the charter or will increase the rate over the term of the charter.

**Chronic absenteeism rates**

**GOAL:**

*All years, all students and applicable subgroups.* Over the charter term, Learning Latitudes Charter School will maintain a chronic absenteeism rate of under 1 percent over the term of the charter.

**Middle school dropout rates**

**GOAL:**

*All years, all students and applicable subgroups.* Over the charter term, Learning Latitudes Charter School will maintain a middle school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.

**STATE PRIORITY 6: School climate**

**Pupil suspension rates**

**GOAL:**

*All years, all students and applicable subgroups.* Over the charter term, Learning Latitudes Charter School will maintain a rate of suspension of under 1 percent.

**Pupil expulsion rates**

**GOAL:**

*All years, all students and applicable subgroups.* Over the charter term, Learning Latitudes Charter School will maintain a rate of expulsion of under 1 percent.

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

**GOAL:**

*All years, all students and applicable subgroups.* Based on a school-selected measure that provides a valid measure of perceptions of school safety and connectedness, on average, 80 percent of responses will indicate satisfaction, or the measure will demonstrate a trajectory of improvement over the term of the charter.

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

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

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

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

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

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

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

### **Measurable Student Outcomes**

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Learning Latitudes Charter School's measurable student outcomes are indicated in the annual goals to address the eight state priorities listed in Element 1. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

### **Methods of Assessment**

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

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

- **Pre-test** of students' work will be administered as a student's baseline knowledge or preparedness for an educational experience or course of study.
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- **CELDT or ELPAC** will be administered in accordance with State law.
- **Physical Fitness Test** will be administered in accordance with State law.
- **Diagnostic/Benchmark Assessment** The Charter School will use a standardized benchmark assessment to track student progress and grade level proficiency.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

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

## Use and Reporting Of Data

### **Report of Individual Student Progress**

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



progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

### **Use of Achievement Data to Improve Charter School Programs**

Faculty will review student achievement data on an ongoing basis. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Learning Latitudes Charter School's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

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

## **ELEMENT FOUR: GOVERNANCE STRUCTURE**

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

### **Non-Profit Public Benefit Corporation**

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The Charter School will be operated by Learning Latitudes Charter Schools, a California Nonprofit Public Benefit Corporation, the sole member of which shall be Inspire Charter Schools.

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

Attached as Appendix C, please find the Corporate Bylaws and Conflict of Interest Code respectively for Learning Latitudes Charter School.

### **Board of Directors**

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

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

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

### **Board Duties**

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

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

### Board Meetings

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The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. All Board Agenda and Board Materials will be sent to Dehesa School District for posting.

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from service on the board. Board presently receives no stipends for travel or their time.

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

### Board Training

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

## Board Delegation of Duties

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

## Charter Regional Director

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The Executive Director, Deputy Executive Director, and Regional Director will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Regional Director will be full time and lead Learning Latitudes Charter School primarily.

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

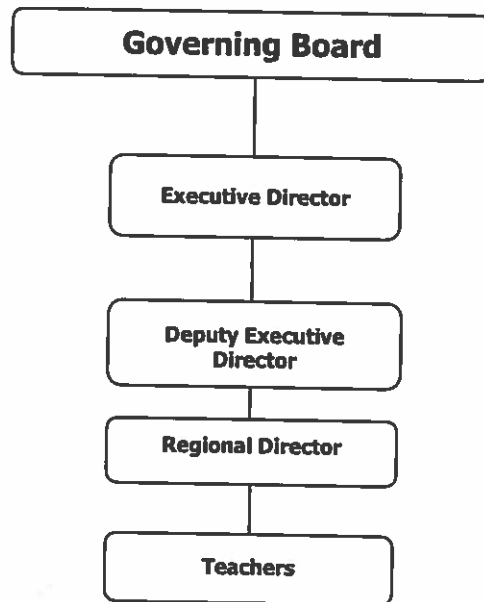
The administrative duties of the Regional Director shall include, but will not be limited to, the following:

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

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

## Organizational Chart

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## Parent & Teacher Participation in Governance

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

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

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

student success to identify the key program areas that may require modification for the coming school year.

## **ELEMENT FIVE: EMPLOYEE QUALIFICATIONS**

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

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

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

### **Regional Director**

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

#### **Required knowledge, skills, and abilities:**

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

#### **Required educational level:**

- Master's Degree required

#### **Required experience:**

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

#### **Highly Skilled and Supported Teachers**

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

**Required knowledge, skills, and abilities:**

Candidates are evaluated using these standards:

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

**Required educational level / credentialing:**

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

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

**Teacher Recruitment**

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

**Professional Development**

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



- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

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

## **ELEMENT SIX: HEALTH AND SAFETY POLICIES**

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### **Health and Safety**

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

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

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

#### **Procedures for Background Checks**

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

#### **Role of Staff as Mandated Child Abuse Reporters**

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

#### **TB Testing**

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

#### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375,

and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster. Currently the school is waiting for the California Department of Education to release clarification and guidelines on how non-classroom based schools should apply SB277.

### **Medication in School**

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

### **Vision, Hearing, and Scoliosis**

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

### **Diabetes**

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

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

### **Blood borne Pathogens**

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Smoke Free Environment**

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

### **Facility Safety/Orderly Environment**

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

### **Comprehensive Harassment Policies and Procedures**

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

### **Technology Safety Policies**

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

## **ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE**

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

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

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

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

## **ELEMENT EIGHT: ADMISSIONS REQUIREMENTS**

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

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

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

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

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

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

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

### **Public Random Drawing**

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

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

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

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

## **ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS**

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

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

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

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

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



## **ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES**

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

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

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

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

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

### **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Enumerated Offenses**

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

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

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

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

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

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

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

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

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

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

academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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



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

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

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

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

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

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

#### **2. Notice to Parents/Guardians**

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

### **3. Suspension Time Limits/Recommendation for Expulsion**

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

#### **D. Authority to Expel**

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

#### **E. Expulsion Procedures**

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

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

the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

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

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

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

#### **I. Written Notice to Expel**

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

The Director or designee shall send a copy of the written notice of the decision to expel to the

authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **J. Disciplinary Records**

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

#### **K. No Right to Appeal**

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

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**

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

## **ELEMENT ELEVEN: RETIREMENT SYSTEMS**

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

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



## **ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

## **ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS**

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

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

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

## **ELEMENT FOURTEEN: DISPUTE RESOLUTION**

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

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

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

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

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

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

### **Disputes between the Charter School and the District**

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

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

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

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

## **ELEMENT FIFTEEN: CLOSURE PROCEDURES**

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

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

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

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

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

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

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

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

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

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

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

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

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS PROVISIONS**

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### **Budgets**

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#### **Budgets and Cash Flow**

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

Attached as Appendix F, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

### **Financial Reporting**

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Learning Latitudes Charter

Schools Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

## Insurance

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The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

The District shall not be required to provide coverage to Learning Latitudes Charter School under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect Learning Latitudes Charter School from claims that may arise from its operations. The Charter School shall maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Learning Latitudes Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Learning Latitudes Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

### **INSURANCE CERTIFICATES**

Learning Latitudes Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The

Learning Latitudes Charter School



insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

### Administrative Services

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

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

### Facilities

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

The Charter School will locate an administrative office within the District attendance boundaries. The school will not open or operate any facilities outside of District attendance boundaries.

## **CIVIL LIABILITY IMPACT**

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

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

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

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

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

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

## **CONCLUSION**

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By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

- (a)* Improve pupil learning.
- (b)* Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c)* Encourage the use of different and innovative teaching methods.
- (d)* Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e)* Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f)* Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Learning Latitudes Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2017 through June 30, 2022.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

## Appendix A

## **LEARNING LATITUDES CHARTER SCHOOL INDEPENDENT STUDY POLICY**

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Program or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
  - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
  - The specific resources, including materials and personnel, which will be made available to the pupil.
  - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - The duration of the independent study agreement, including beginning and ending

dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
    - a. Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
  5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
  6. The Directors shall establish regulations to implement these policies in accordance with the law.

## Appendix B

We the undersigned believe that the attached charter for the creation of Learning Latitudes Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Dehesa School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

**By the Lead Petitioners:**

Shari Eriendson \_\_\_\_\_ Date 4/7/17  
 Name \_\_\_\_\_ Date  
 Erika Vanderspek \_\_\_\_\_ Date 4/7/17  
 Name \_\_\_\_\_ Date

The petitioners recognize Shari Eriendson and Erika Vanderspek as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Dehesa School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
Zara Coronado		4/7/17	Multiple Subject	858-265-4529
Jay Olson		4/7/17	Mult-Subj/Admin	619-990-8057
Jason H White		4/7/17	Single Subject	858-694-4305
Candice Betz		4/7/17	Mult Subject	858-335-0780
Ashley Benjamin		4/7/17	Mult. Subject	119-733-9757
Justin Burnum		4/7/17	mult. Subject	858-359-2292
Kristin Buser		4/7/17	Multiple Subject	619-993-2258
Kristin Demofre		4/7/17	Multiple Subject	858-442-0588
Jennifer Faber		4/7/17	Multiple Subjects	858-774-2158



## Appendix C

**BYLAWS**  
**OF**  
**LEARNING LATITUDES CHARTER SCHOOL**  
a California Nonprofit Public Benefit Corporation

**ARTICLE I**

**OFFICES**

Section 1. **PRINCIPAL OFFICE.** The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. **OTHER OFFICES.** The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

**ARTICLE II**

**OBJECTIVES AND PURPOSES**

The specific objectives and purposes of this corporation shall be to operate a public charter school.

**ARTICLE III**

**NONPARTISAN ACTIVITIES**

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

## **ARTICLE IV**

### **DEDICATION OF ASSETS**

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

## **ARTICLE V**

### **MEMBERS**

**Section 1. SOLE STATUTORY MEMBER.** Unless and until these bylaws are amended to provide otherwise, Inspire Charter Schools, a California Nonprofit Public Benefit Corporation, shall be the sole member of this corporation (the "Sole Statutory Member") as the term "member" is defined in Section 5056 of the California Corporations Code (the "Code"). The membership of the Sole Statutory Member in the corporation is not transferable.

**Section 2. ASSOCIATES.** Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Code, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

**Section 3. RIGHTS OF STATUTORY MEMBER.** The Sole Statutory Member shall have the right, as set forth in these bylaws and Section 5056 of the Code, to elect or appoint members of the board of directors, to remove members of the board of directors, to vote on the disposition of all or substantially all of the corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the corporation, and as otherwise required under the Law and/or set forth in these bylaws.

## **ARTICLE VI**

## DIRECTORS

Section 1. **POWERS.** Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws. All directors are to be designated by the Sole Statutory Member. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for three (3) years. A director may serve multiple terms of service, subject to approval by the Sole Statutory Member. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the Sole Statutory Member, at any meeting of the Sole Statutory Member at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice

specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Sole Statutory Member may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

**Section 6. REMOVAL OF DIRECTORS.** A director may be removed by the Sole Statutory Member. The Sole Statutory Member, in its sole discretion, may remove a director at any time for any reason, with or without cause or advance notice.

**Section 7. VACANCIES.** Vacancies on the board of directors shall be filled solely by the Sole Statutory Member.

**Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE.** Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the Sole Statutory Member at least forty-eight (48) hours prior to the time of the holding of the meeting.

**Section 9. ANNUAL AND REGULAR MEETINGS.** The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.

**Section 10. SPECIAL MEETINGS.** Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four (4) days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least forty-eight (48) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.

**Section 11. QUORUM.** A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.

**Section 12. WAIVER OF NOTICE; CONSENT.** Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

**Section 13. ADJOURNMENT.** A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.

**Section 14. ACTION WITHOUT MEETING.** Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.

**Section 15. FEES AND COMPENSATION.** Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

**Section 16. RESTRICTION ON BOARD AUTHORITY.** The board of directors shall not, without the prior written approval of the Sole Statutory Member, make material revisions to the charter that created the charter school that operates as, or is operated by, this corporation.

## ARTICLE VII

### COMMITTEES

Section 1. **COMMITTEES OF DIRECTORS.** The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

- (a) undertaking any final action on any matter that, under the Law, also requires approval of the Sole Statutory Member or board of directors;
- (b) the filling of vacancies on the board of directors or in any committee;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws;
- (d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;
- (e) the appointment of any other committees of the board of directors or the members thereof;
- (f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- (g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.

Section 2. **MEETINGS AND ACTION.** Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

## ARTICLE VIII



## **OFFICERS**

**Section 1. OFFICERS.** The officers of the corporation shall be a Chairman, Vice Chairman, Secretary and Treasurer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

**Section 2. ELECTION.** The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

**Section 3. OTHER OFFICERS.** The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

**Section 4. REMOVAL AND RESIGNATION.** Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

**Section 5. VACANCIES.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

**Section 6. CHAIRMAN OF THE BOARD.** The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

**Section 7. PRESIDENT.** Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He

or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

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

## ARTICLE IX

## **INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES**

**Section 1. DEFINITIONS.** For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.

**Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES.** The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

**Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION.** The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

**Section 4. INDEMNIFICATION AGAINST EXPENSES.** To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

**Section 5. REQUIRED DETERMINATIONS.** Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

- (a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

**Section 6. ADVANCE OF EXPENSES.** Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

**Section 7. OTHER INDEMNIFICATION.** No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

**Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED.** No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

- (a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

**Section 9. INSURANCE.** The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX;

provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

## ARTICLE X

### RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board, which shall be promptly provided to the Sole Statutory Member. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the Sole Statutory Member or the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of the Sole Statutory Member or any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. The Sole Statutory Member and every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by the Sole Statutory Member or a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors and the Sole Statutory Member within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

**Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to the Sole Statutory Member and all directors, the corporation shall annually prepare and mail or deliver to the Sole Statutory Member and each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than \$50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

## **ARTICLE XI**

### **GENERAL MATTERS**

**Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS.** All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

**Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED.** Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

## **ARTICLE XII**

### **AMENDMENTS**

New bylaws may be adopted or these bylaws may be amended or repealed by solely the written consent of the Sole Statutory Member; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

**CERTIFICATE OF SECRETARY**

The undersigned, being the duly elected and acting Secretary of Learning Latitudes Charter School, a California nonprofit public benefit corporation, does hereby certify that the foregoing Restated Bylaws constitute the Restated Bylaws of this corporation as duly adopted at the organizational meeting of the Board of Directors on \_\_\_\_\_, 2017.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this \_\_\_ day of \_\_\_\_\_, 2017.

\_\_\_\_\_  
\_\_\_\_\_, Secretary



## **Appendix D**

# 2017-2018 School Calendar

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Staff Professional Development

*Staff Retreat July 31 - Aug 3
Sept-July at least once per month

School Closed

\*July 31-Aug 3 All Certificated Staff

### Learning Latitudes Charter School

#### School Year Dates

Jul 31-Aug 3	*Staff Retreat
Jul 03	School Begins A
Aug 21	School Begins B
Sep 05	School Begins C
Oct 31	End of 1st Semester A
Jan 26	End of 1st Semester B/C
Jun 13	Last Day of School A/B/C
Jun 14-Jun 20	Teacher In-service Days

#### Holidays

July 4	Independence Day
Sept 4	Labor Day
Oct 9	Columbus Day
Nov 10	Veterans Day
Nov 20-24	Thanksgiving Break
Dec 18-Jan 05	Winter Break
Jan 16	Martin Luther King Day
Feb 16	Lincoln's Birthday
Feb 19	Washington's Birthday
Mar 24-Mar 30	Spring Break
May 28	Memorial Day

#### School Accountability

Attendance Logs due every Learning Period
Work Records due Twice a Semester
Student Conferences at least once a Month

Teacher In-service

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

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

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

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

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

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

#### Assessment Windows

PFT: Feb- March at various locations
*38AC: April-May at various locations
Star 360: Twice a year in March and ELA

First & Last Day of School

\*All teachers required to proctor at least 2 weeks of 38AC  
 \*1st Star 360 needs to be given within the first month of school.

## Appendix E

## Course Descriptions

### Middle School

#### 6th Grade Courses

##### **6th Grade Language Arts/English**

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

##### **6th Grade Math**

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

##### **6th Grade Science/Earth Science**

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record

- Oceans and the atmosphere
- The solar system

### **Advanced Earth Science**

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

### **6th Grade History**

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

## **7th Grade Courses**

### **7th Grade Language Arts/English**

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

### **Math**

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

### **7th Grade Science/Life Science**

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

## **7th Grade Advanced Life Science**

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

## **7th Grade History**

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments, this course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism

- The remarkable transformations in communications and society at the turn of the twentieth century

### **8th Grade Courses**

#### **8th Grade Language Arts/English**

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

#### **8th Grade Math**

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

#### **8th Grade Science/Physical Science**

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass



- Energy, including light, thermal, electricity, and magnetism

### **8th Grade Advanced Physical Science**

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

### **8th Grade History**

This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

### **High School Curriculum**

#### **Language Arts/English**

##### **English 9 Common Core**

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and

respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

### **Honors English 1**

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **English 10 Common Core**

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their

work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

### **Honors English II**

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **English III – American Literature**

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **Honors English III**

**Length: Two Semesters**

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for

workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

#### **English IV- British and World Literature**

**Length: Two Semesters**

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

#### **Honors English IV**

**Length: Two Semesters**

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on

their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

### **AP English Language and Composition 11th grade**

Length: Two Semesters

In AP\* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

### **AP English Literature and Composition 12<sup>th</sup> grade**

Length: Two Semesters

AP\* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

## **English Electives**

### **Reading Skills and Strategies**

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes

of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Writing Skills and Strategies**

Length: One Semester

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Creative Writing 11<sup>th</sup> and 12<sup>th</sup> grade**

Length: One Semester

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

### **Media Literacy**

Length: One Semester

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

### **Math Courses**

#### **Algebra 1 Common Core**

Length: Two Semesters



Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

### **Honors Algebra 1**

Length: Two Semesters

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons

include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **Geometry Common Core**

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

### **Mathematics I Common Core**

Length: Two Semesters

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

### **Honors Geometry**

Length: Two Semesters

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **Mathematics II Common Core**

Length: Two Semesters

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

### **Mathematics III Common Core**

Length: Two Semesters

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

### **Algebra II Common Core**

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form,

and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

## **Honors Algebra II**

Length: Two Semesters

Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

## **Precalculus**

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on

the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **Honors Precalculus**

Length: Two Semesters

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **Probability and Statistics**

Length: One Semester

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **AP Statistics**

Length: Two Semesters

AP\* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP Calculus AB**

Length: Two Semesters

In AP\* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **Math Electives**



## **Math of Personal Finance**

**Length: Two Semesters**

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

## **Financial Literacy**

**Length: One Semester**

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

## **Liberal Arts Math**

**Length: Two Semesters**

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

## **Science Courses**

### **Earth Science**

**Length: Two Semesters**

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

### **Honors Earth Science**

**Length: Two Semesters**

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

### **Physical Science**

**Length: Two Semesters**

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

### **Honors Physical Science**

**Length: Two Semesters**

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based

on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

## **Biology**

**Length: Two Semesters**

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

## **Honors Biology**

**Length: Two Semesters**

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

## **Chemistry**

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

## **Honors Chemistry**

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

## **Physics**

**Length: Two Semesters**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions

about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Honors Physics**

**Length:** Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Science Electives**

#### **Psychology**

## **Length One Semester**

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

### **AP Psychology**

**Length: One Semester**

AP\* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

### **AP Biology**

**Length: Two Semesters**

AP\* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they



progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

## **AP Chemistry**

Length: Two Semesters

AP\* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests

are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

## **Social Studies Courses**

### **Geography and World Cultures**

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

### **Honors Geography and World Cultures**

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from

the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **World History Since the Renaissance**

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Honors World History Since the Renaissance**

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and

the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **US History Since the Civil War**

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Honors US History Since the Civil War**

Learning Latitudes Charter School

**Length: Two Semesters**

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **US and Global Economics**

**Length: One Semester**

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and

written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Honors US and Global Economics**

Length: One Semester

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **US Government and Politics**

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Honors US Government and Politics**

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **AP US History**

Length: Two Semesters

In AP\* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and

to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP US Government and Politics**

Length: One Semester

AP\* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP Macroeconomics**

Length: One Semester

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP Microeconomics**

Length: One Semester



**AP\* Microeconomics** studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **Social Studies Electives**

#### **Sociology**

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

#### **Multicultural Studies**

Length: One Semester

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

### **World Languages**

#### **Spanish 1**

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

#### **Honors Spanish 1**

Length: Two Semesters

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language

structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Spanish II**

**Length: Two Semesters**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Honors Spanish II**

**Length: Two Semesters**

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic

and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Spanish III**

**Length: Two Semesters**

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **AP Spanish Language**

**Length: Two Semesters**

AP\* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and

Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board

## **French I**

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Honors French I**

Length: Two Semesters

Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **French II**

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Honors French II**

**Length: Two Semesters**

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **German I**

**Length: Two Semesters**

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should

expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **German II**

**Length: Two Semesters**

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **Latin I**

**Length: Two Semesters**

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge

school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **Latin II**

**Length: Two Semesters**

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **Mandarin Chinese I**

**Length: Two Semesters**

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices



which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **Mandarin Chinese II**

Length: Two Semesters

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **Electives**

### **Life Skills**

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

## **College and Career Prep II**

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in

College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

## **Fine Arts**

### **Art Appreciation**

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

### **Music Appreciation**

Length: Two Semesters

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

## **PE/Health/Psychology**

### **Physical Education**

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

### **Skills for Health**

Length: One Semester

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

**Appendix F**

**Learning Latitudes Charter School**  
**Five-Year Charter School Financial Plan**  
**Fiscal Years 2017-18 to 2021-22**

Presented to the Dehesa School District  
April 2017

## Overview and Table I

Learning Latitudes Charter School submits this financial plan to demonstrate that the proposed charter petition aligns with academically and fiscally sound operations. The plan includes a proposed five-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operations. The plan demonstrates that this proposal is fiscally feasible and that the school's operations are sustainable in both the near and long-term. Specifically, the plan demonstrates that the anticipated revenues available to the school, including state, local and federal funds, are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. The plan shows the school achieving a substantial and growing projected ending balance.

The tables in this financial plan provide a detailed overview of the basic assumptions underlying the plan, estimates of the school's revenues and expenditures, a five-year operating budget, and a cash flow projection.

Readers of this document should keep in mind that these financial projections represent a current iteration of an ongoing charter school design and implementation process. The format and specifics of this plan will continue to evolve as the charter approval, school design, and implementation processes unfold. As such, readers should be aware of the following caveats:

- The revenue projections are dependent on changes to California's budget.
- As with any financial plan, the figures and assumptions contained in this plan will necessarily evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design parameters.

This plan presents a five-year projection beginning when the charter petition would be implemented, starting from July 2017, to show a pattern of long-term viability.

**Table I: Five Year Operating Budget**  
*Learning Latitudes Charter School*

	Year 1 2017-2018	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
<b>Revenues</b>					
State Revenues	\$ 1,307,953	\$ 2,059,530	\$ 2,784,687	\$ 3,560,113	\$ 4,299,390
Federal Revenues	-	25,920	34,560	43,200	51,840
Revolving Loan and Cash Flow	80,000	180,000	-	-	-
<b>Total Revenue</b>	<b>\$ 1,387,953</b>	<b>\$ 2,265,450</b>	<b>\$ 2,819,247</b>	<b>\$ 3,603,313</b>	<b>\$ 4,351,230</b>
<b>Expenditures</b>					
1000 - Certificated and Instructional Salaries	\$ 505,010	\$ 935,134	\$ 1,300,365	\$ 1,614,470	\$ 1,883,986
2000 - Non-Certificated Salaries	52,500	64,684	88,479	113,644	117,053
3000 - Retirement and Benefits	155,773	292,810	430,534	564,634	689,171
4000 - Books and Supplies	8,625	13,287	48,265	38,585	51,735
5000 - Utilities	1,750	12,100	13,900	15,700	17,500
5000 - Operating	204,675	371,031	493,254	614,622	736,276
5000 - Professional Service	130,644	183,240	243,896	305,884	366,156
5000 - Facilities	3,600	4,460	5,371	6,316	7,291
Startup and Expansion Expenses	167,811	66,196	117,370	91,563	144,531
Revolving Loan and cash flow repayment	80,000	180,000	-	-	-
<b>Total Expenditures</b>	<b>\$ 1,310,388</b>	<b>\$ 2,122,941</b>	<b>\$ 2,741,434</b>	<b>\$ 3,365,417</b>	<b>\$ 4,013,700</b>
<b>Operating Surplus/Deficit (excludes loans and fundraisir</b>	<b>\$ 77,565</b>	<b>\$ 142,508</b>	<b>\$ 77,814</b>	<b>\$ 237,896</b>	<b>\$ 337,530</b>
<b>Surplus/Deficit</b>	<b>\$ 77,565</b>	<b>\$ 142,508</b>	<b>\$ 77,814</b>	<b>\$ 237,896</b>	<b>\$ 337,530</b>
<b>Carry-Forward from PY</b>		77,565	220,074	297,888	535,784
<b>Surplus/Deficit as a % of Total Revenues</b>	6%	6%	3%	7%	8%
<b>BUDGETED ENDING BALANCE</b>	<b>\$ 77,565</b>	<b>\$ 220,074</b>	<b>\$ 297,888</b>	<b>\$ 535,784</b>	<b>\$ 873,314</b>
<b>As a % of Total Revenues</b>	6%	10%	11%	15%	20%
<b>TOTAL EXPENDITURES PER STUDENT</b>	<b>\$ 8,736</b>	<b>\$ 9,435</b>	<b>\$ 9,138</b>	<b>\$ 8,974</b>	<b>\$ 8,919</b>



## **Table II: Student Data Assumptions**

Most state and federal school funding formulas are based on the number and types of students served by the school. Table II displays the student data assumptions used to assemble this financial plan.

The financial plan is based on an estimated student population of 150 students enrolled in Grades K-12 in 2017-18 growing to 450 students in grades K-12 in 2021-22. Enrollment for kindergarten incorporates transitional kindergarten enrollment.

The plan assumes an average daily attendance (ADA) rate of 96 percent.

The plan assumes an unduplicated pupil count based on a rate of 35 percent. It assumes that 30 percent of the school's students will be eligible for free or reduced-price meals pursuant to federal food services guidelines. Finally, the plan assumes that the school will serve a student population consisting of 5 percent English learners.

**Table II: Student Data**

*Assumptions*

*Learning Latitudes Charter School*

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22

**Enrollment By Grade**

Kindergarten	7	13	19	25	31
Grade 1	7	13	19	25	31
Grade 2	7	13	19	25	31
Grade 3	7	13	19	25	31
Grade 4	8	14	20	26	31
Grade 5	8	14	20	26	31
Grade 6	8	14	20	26	31
Grade 7	12	18	24	30	36
Grade 8	13	18	24	30	36
Grade 9	15	21	27	32	38
Grade 10	15	21	27	32	38
Grade 11	18	23	28	33	40
Grade 12	25	30	34	40	45
Other Enrollment					
<b>Total Enrollment</b>	<b>150</b>	<b>225</b>	<b>300</b>	<b>375</b>	<b>450</b>

**Daily Attendance Rate**

<b>Overall ADA rate</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>
ADA Grades K-3	27	50	73	96	119
ADA Grades 4-6	23	40	58	75	89
ADA Grades 7-8	24	35	46	58	69
ADA Grades 9-12	70	91	111	132	155
<b>Overall ADA for all grades</b>	<b>144</b>	<b>216</b>	<b>288</b>	<b>360</b>	<b>432</b>

**Free/Reduced Price Lunch**

Free lunch	25%	25%	25%	25%	25%
Reduced lunch	5%	5%	5%	5%	5%
Number of Students	45	68	90	113	135

**English Language Learners**

Percentage of Students - ELL	5%	5%	5%	5%	5%
Number of Students	8	11	15	19	23

**Unduplicated Pupil Count**

Percentage of School Enrollment	35%	35%	35%	35%	35%
Percentage of District Enrollment	39%	39%	39%	39%	39%
Cap: Lower of Above Percentages	35%	35%	35%	35%	35%

### **Table III: Staffing and Personnel Assumptions**

Table III illustrates the basic staffing and personnel-related assumptions in the financial plan. Since staff salaries and benefits constitute the largest expenditures in the budget, these assumptions are important. The major assumptions include the following:

- 25 (or fewer) students per teacher
- A 0.15 FTE school Executive Director, a 0.15 FTE Deputy Executive Director, and a 1.0 FTE Regional Director, and starting in Year 2, a 1.0 FTE Regional Coordinator
- One special education coordinator, incrementally adding an additional resource specialist teacher by Year 3, and Literacy and Math Specialists starting in Year 2 and increasing with enrollment
- A 1.0 FTE Office Manager and a 0.5 FTE Office Assistant in Year 1, increasing to 3.0 FTE in Year 4.
- Health, welfare, and mandatory benefits are estimated at approximately 23-35 percent of salary levels to enable the school to provide a basic health insurance benefit averaging \$541/month per employee, participate in STRS or Social Security, and provide mandatory benefits and taxes

While modest, the school believes that in the current labor market these assumptions demonstrate that the school can offer a highly competitive compensation package, enabling it to attract and retain a highly qualified administrative, instructional, and support staff.

**Table III: Staffing and Personnel Data**

*Assumptions*

*Learning Latitudes Charter School*

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22

**Staff Counts and Ratios**

**1000 - Certificated and Instructional**

Student to Teacher Ratio	24.0	20.0	20.0	20.0	20.0
1100 - Teachers	6.3	11.3	15.0	18.8	22.5
1100 - SpEd RSP Teachers	1	1	2	2	2
1100 - Literacy and Math Specialists	0	1	2	3	3
1300 - Executive Director	0.15	0.15	0.15	0.15	0.15
1300 - Deputy Executive Director	0.15	0.15	0.15	0.15	0.15
1300 - Regional Administrator	1	1	1	1	1
1300 - Regional Coordinator	0	1	1	1	1
<b>Total Certificated FTEs</b>	<b>8.6</b>	<b>15.6</b>	<b>21.3</b>	<b>26.1</b>	<b>29.8</b>
Number of Staff Development Days	2	2	2	2	2

**2000 - Non-Certificated**

2300 - Office Manager	1	1	1	1	1
2300 - Office Assistants	0.5	1	2	3	3
<b>Total Non-Certificated FTEs</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
Number of Staff Development Days	1	1	1	1	1

**Salary Rate and Benefit Rate Assumptions**

1100 - Teachers	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275	\$ 57,964
Average Annual Teacher Days Absent	5	5	5	5	5
Supplemental Hourly Rate	41	42	43	45	46
Substitute Teacher Per Diem	130	130	130	130	130
Teacher Ratio, Supplemental Hourly	4,063	7,313	9,750	12,188	14,625
Teacher Attendance Rate, Development Days	95%	95%	95%	95%	95%
Teacher Per Diem	100	103	106	109	113
1100 - SpEd RSP Teachers	\$ 58,000	\$ 59,740	\$ 61,532	\$ 63,378	\$ 65,280
1100 - Literacy and Math Specialists	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
1300 - Executive Director	\$ 97,850	\$ 100,786	\$ 103,809	\$ 106,923	\$ 110,131
1300 - Deputy Executive Director	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903	\$ 63,760
1300 - Regional Administrator	\$ 95,000	\$ 97,850	\$ 109,000	\$ 112,270	\$ 115,638
1300 - Regional Coordinator	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882	\$ 95,668
2300 - Office Manager	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020	\$ 46,371
2300 - Office Assistants	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510	\$ 23,185
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
3000 - Certificated Retirement, Mandatory Benefits, Health	28.7%	30.0%	31.9%	33.7%	35.5%
3000 - Non-Certificated Retirement, Mandatory Benefits, Health	24.2%	23.6%	23.6%	23.6%	23.6%
3000 - Substitute Teacher Taxes and Mandatory Benefits	11.5%	11.5%	11.5%	11.5%	11.5%

## Tables IV and V: Revenue Assumptions

Tables IV and V illustrate the major assumptions that underlie the school's estimated revenues. These assumptions are based on figures supplied by the Charter Schools Development Center (whose projections have been, to date, consistently closest to actual), the Department of Finance, the California Department of Education, and other sources. COLA estimates are based on figures estimated by the Department of Finance and, where no COLA estimates are published, a conservative estimate is used. Some of the major assumptions include the following:

- State revenue projections begin with a three-step calculation to determine the school's anticipated Local Control Funding Formula (LCFF) transition funding. LCFF cost of living adjustment (COLA) rates and gap closure rates are based off the Governor's budget projection from January 2017, with the gap closure set conservatively at half of the Governor's projected rate.
- The plan conservatively excludes funding from the federal Public Charter Schools Grant Program.
- The plan conservatively excludes a loan through the Charter School Revolving Loan Fund.
- The plan excludes uncommitted fundraising.

### Table IV: Revenue Assumptions

#### Revenue and Economic Assumptions Learning Latitudes Charter School

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2017-2018	2018-19	2019-20	2020-21	2021-22
COLA, state	drives state revenues growth, below	1.48%	2.40%	2.53%	2.66%	0.00%
COLA, federal	drives federal revenues growth, below	0.0%	0.0%	0.0%	0.0%	0.0%
COLA, personnel costs	drives personnel costs increase	3.0%	3.0%	3.0%	3.0%	3.0%
GAP Funding Rate		23.67%	53.85%	68.94%	68.94%	68.94%

#### State Revenues

Grades K-3 Base Rate (2020-21 Target)	per ADA	7,188	7,361	7,547	7,748	7,748
Grades 4-6 Base Rate (2020-21 Target)	per ADA	7,295	7,470	7,659	7,863	7,863
Grades 7-8 Base Rate (2020-21 Target)	per ADA	7,513	7,693	7,888	8,098	8,098
Grades 9-12 Base Rate (2020-21 Target)	per ADA	8,704	8,913	9,138	9,381	9,381
Grades K-3 Grade Span Rate (2020-21 Target)	per ADA	748	766	785	806	806
Grades 9-12 Grade Span Rate (2020-21 Target)	per ADA	226	232	238	244	244
School's Supplemental Funding Rate (2020-21 Target)	per ADA average	577	586	597	611	610
School's Concentration Funding Rate (2020-21 Target)	per ADA average	-	-	-	-	-
Lottery	prior year ADA	154	154	154	154	154
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Special Ed AB 602	per ADA	494.65	494.65	494.65	494.65	494.65
SB 740 Rent re-imbursement program	if >70% free/reduced priced lunch students	not eligible	not eligible	not eligible	not eligible	not eligible

#### Federal Revenues

Title 1 - Compensatory Education	per Free/Reduced price lunch enrollment	-	-	-	-	-
Title 2 - Staff Development		-	-	-	-	-
Special Ed IDEA	per ADA		120.00	120.00	120.00	120.00
Title 5 - Charter Start-Up Grant		-	-	-	-	-

**Table V: LCFF Revenue Detail**  
*Revenue and Economic Assumptions*  
*Learning Latitudes Charter School*

**PART I - Local Control Funding Formula (LCFF)**

**LCFF Target Calculation**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
Grades K-3 Base	\$ 193,213	\$ 367,461	\$ 550,629	\$ 743,808	\$ 922,322
Grades 4-6 Base	\$ 168,077	\$ 301,190	\$ 441,158	\$ 588,781	\$ 702,009
Grades 7-8 Base	\$ 180,312	\$ 265,870	\$ 363,479	\$ 466,445	\$ 559,734
Grades 9-12 Base	\$ 609,976	\$ 812,866	\$ 1,017,608	\$ 1,233,789	\$ 1,449,927
Grades K-3 Grade Span	\$ 20,094	\$ 38,216	\$ 57,265	\$ 77,356	\$ 95,921
Grades 9-12 Grade Span	\$ 15,859	\$ 21,135	\$ 26,458	\$ 32,079	\$ 37,698
Supplemental Funding	\$ 83,127	\$ 126,472	\$ 171,962	\$ 219,958	\$ 263,733
Concentration Funding	\$ -	\$ -	\$ -	\$ -	\$ -
<b>LCFF TARGET</b>	<b>\$ 1,270,659</b>	<b>\$ 1,933,209</b>	<b>\$ 2,628,559</b>	<b>\$ 3,362,216</b>	<b>\$ 4,031,344</b>

**PART II - LCFF TRANSITION**

**Transition Base Funding Calculation**

DOF 2013-14 "Compromise Proposal" Base * cy ADA	\$ 1,226,200	\$ 1,839,300	\$ 2,452,401	\$ 3,065,501	\$ 3,678,601
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	\$ -	\$ 15,785	\$ 77,140	\$ 181,754	\$ 313,210
<b>TRANSITION BASE FUNDING</b>	<b>\$ 1,226,200</b>	<b>\$ 1,855,086</b>	<b>\$ 2,529,540</b>	<b>\$ 3,247,255</b>	<b>\$ 3,991,811</b>

**LCFF Transition Funding Calculation**

LCFF TARGET	\$ 1,270,659	\$ 1,933,209	\$ 2,628,559	\$ 3,362,216	\$ 4,031,344
TRANSITION BASE FUNDING	\$ 1,226,200	\$ 1,855,086	\$ 2,529,540	\$ 3,247,255	\$ 3,991,811
Difference or GAP	\$ 44,459	\$ 78,124	\$ 99,019	\$ 114,961	\$ 39,533
Multiply difference by GAP Funding Rate	\$ 10,523	\$ 42,070	\$ 68,264	\$ 79,254	\$ 27,254
<b>LCFF TRANSITION FUNDING</b>	<b>\$ 1,236,724</b>	<b>\$ 1,897,155</b>	<b>\$ 2,597,804</b>	<b>\$ 3,326,509</b>	<b>\$ 4,019,065</b>
LCFF TRANSITION FUNDING PER ADA	\$ 8,588	\$ 8,783	\$ 9,020	\$ 9,240	\$ 9,303

## Tables VI through IX

The data in these tables display the arithmetic results of the projection factors illustrated in the assumptions in Tables II through IV. Specifically, these tables illustrate the following:

- Table VI displays estimated total revenues, by source, over the five-year projection, including state, federal, lottery, and grant income.
- Table VII displays estimated expenditures on staffing and personnel, including salaries, benefits, and other costs.
- Tables VIII and IX display estimated expenditures for supplies, utilities, services/operating costs, and facilities. Notes on specific expenditure items:

The data in Tables VI through IX sum to the totals in Table I, which summarize and display the school's overall fiscal picture.

### Table VI: Revenues

*State, Federal and Fundraising*

*Learning Latitudes Charter School*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22

#### State Revenues

General Purpose	\$ 1,236,724	\$ 1,897,155	\$ 2,597,804	\$ 3,326,509	\$ 4,019,065
Lottery		55,530	44,424	55,530	66,636
Child Nutrition - State	-	-	-	-	-
Special Ed AB 602	71,230	106,844	142,459	178,074	213,689
SB 740 Rent re-imbursement program	not eligible	not eligible	not eligible	not eligible	not eligible
<b>Subtotal State Revenues</b>	<b>\$1,307,953</b>	<b>\$2,059,530</b>	<b>\$2,784,687</b>	<b>\$3,560,113</b>	<b>\$4,299,390</b>

#### Federal Revenues

Title 1 - Compensatory Education	\$ -	\$ -	\$ -	\$ -	\$ -
Title 2 - Staff Development	-	-	-	-	-
Special Ed IDEA	-	25,920	34,560	43,200	51,840
Child Nutrition - Federal	-	-	-	-	-
Title 5 - Charter Start-Up Grant	-	-	-	-	-
<b>Subtotal Federal Revenues</b>	<b>\$ -</b>	<b>\$ 25,920</b>	<b>\$ 34,560</b>	<b>\$ 43,200</b>	<b>\$ 51,840</b>

<b>TOTAL REVENUES</b>	<b>\$1,307,953</b>	<b>\$2,085,450</b>	<b>\$2,819,247</b>	<b>\$3,603,313</b>	<b>\$4,351,230</b>
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**Table VII: Personnel Expenditures**

*Personnel and Staffing*

*Learning Latitudes Charter School*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
1100 - Teachers	\$ 321,875	\$ 596,756	\$ 819,545	\$ 1,055,165	\$ 1,304,183
1100 - Substitute Teachers	4,063	7,313	9,750	12,188	14,625
Teachers, Staff Development	1,188	2,202	3,024	3,893	4,812
1100 - SpEd RSP Teachers	58,000	59,740	123,064	126,756	130,559
1100 - Literacy and Math Specialists	-	56,650	116,699	180,300	185,709
1300 - Executive Director	14,678	15,118	15,571	16,039	16,520
1300 - Deputy Executive Director	8,498	8,752	9,015	9,285	9,564
1300 - Regional Administrator	95,000	97,850	109,000	112,270	115,638
1300 - Regional Coordinator	-	87,550	90,177	92,882	95,668
Certificated Staff Development	1,710	3,203	4,519	5,693	6,708
<b>Subtotal Certificated and Instructional Salaries:</b>	<b>\$ 505,010</b>	<b>\$ 935,134</b>	<b>\$ 1,300,365</b>	<b>\$ 1,614,470</b>	<b>\$ 1,883,986</b>

**2000 - Non-Certificated Salaries**

2300 - Office Manager	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020	\$ 46,371
2300 - Office Assistants	\$ 10,300	\$ 21,218	\$ 43,709	\$ 67,531	\$ 69,556
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
<b>Subtotal Non-Certificated Salaries</b>	<b>\$ 52,500</b>	<b>\$ 64,684</b>	<b>\$ 88,479</b>	<b>\$ 113,644</b>	<b>\$ 117,053</b>

<b>TOTAL ALL SALARIES</b>	<b>\$ 557,510</b>	<b>\$ 999,818</b>	<b>\$ 1,388,844</b>	<b>\$ 1,728,114</b>	<b>\$ 2,001,039</b>
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**3000 - Retirement and Benefits**

Certificated Retirement & Benefits	\$ 142,865	\$ 276,919	\$ 408,755	\$ 536,651	\$ 660,125
Non-Certificated Retirement & Benefits	12,440	15,048	20,655	26,578	27,361
Substitute Teacher Benefits	468	843	1,124	1,405	1,686
<b>Subtotal Retirement, Benefits and Taxes</b>	<b>\$ 155,773</b>	<b>\$ 292,810</b>	<b>\$ 430,534</b>	<b>\$ 564,634</b>	<b>\$ 689,171</b>

<b>TOTAL ALL SALARIES AND BENEFITS</b>	<b>\$ 713,283</b>	<b>\$ 1,292,628</b>	<b>\$ 1,819,377</b>	<b>\$ 2,292,747</b>	<b>\$ 2,690,210</b>
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**Table VIII: Expenditures**

*Assumptions*

*Learning Latitudes Charter School*

Year 1	Year 2	Year 3	Year 4	Year 5
2017-2018	2018-19	2019-20	2020-21	2021-22

Notes

**4000 - Books and Supplies**

4100 - Replacement Textbooks	replacement per Yr1 student	\$ -	\$ -	\$ 100	\$ 100	\$ 100
4200 - Instructional Books Other Than Textbook	per Enrolled Student	20	21	21	22	23
4300 - Instructional Materials and Supplies	per Enrolled Student	20	21	21	22	23
4400 - Noncapitalized equipment	per Enrolled Student	10	10	11	11	11
4500 - Other Supplies	per Enrolled Student	5	5	5	5	6
4500 - Postage and Shipping	per Enrolled Student	3	3	3	3	3
4500 - Meeting Support, Food	per Enrolled Student	1	1	1	1	1
4500 - Meeting Support, Printing	per Enrolled Student	1	1	1	1	1

**5000 - Utilities**

5500 - Electricity	Included in lease	625	3,800	4,400	5,000	5,600
5500 - Gas / Propane	Included in lease	250	2,100	2,400	2,700	3,000
5500 - Water	Estimated annual	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	Estimated annual	625	4,300	4,900	5,500	6,100

**5000 - Operating**

5200 - Travel and Conferences	Estimated annual	1,500	1,541	1,588	1,641	1,695
5300 - Dues and Memberships	Estimated annual	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	Estimated annual	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	Estimated annual	4,000	4,724	5,601	6,654	7,905
5600 - Copier and Office Equipment Lease	Estimated annual	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	Estimated annual	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	per Teacher	100	200	300	300	300
5800 - Student Testing and Assessment	per Enrolled Student	15	15	16	16	17
5800 - Instructional Services	per Enrolled Student	1,200	1,500	1,500	1,500	1,500
5800 - Student Data Software	Estimated annual	2,200	2,800	3,400	4,000	4,600
5800 - Technology	Annual, for ongoing updates	2,500	3,250	4,000	4,750	5,500

**5000 - Professional Service**

5100 - Advertising	Estimated annual	5,000	5,000	5,000	5,000	5,000
5100 - Legal	Estimated annual	1,000	1,000	1,000	1,000	1,000
5100 - Audit	Estimated annual	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	per Enrolled Student	350	350	350	350	350
Factoring Transaction Fees	% of Receivables Sold	8%	8%	8%	8%	8%
District Oversight Charge	% of General Purpose and Cat. Blo	3.0%	3.0%	3.0%	3.0%	3.0%
5100 - Business services	% of all Revenue	1.75%	1.75%	1.75%	1.75%	1.75%

**5000 - Facilities**

5600 - Rent	Estimated annual	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	Estimated annual	800	1,200	1,650	2,130	2,640
5800 - Security Services	Estimated annual	800	1,200	1,600	2,000	2,400

**Table IX: Operating Expenditures**  
*Supplies, Utilities, Operating, Service and Facilities*  
*Learning Latitudes Charter School*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22

**4000 - Books and Supplies**

4100 - Replacement Textbooks	\$ -	\$ -	\$ 30,000	\$ 15,000	\$ 22,500
4200 - Instructional Books Other Than Textbook	3,000	4,622	6,353	8,203	10,169
4300 - Instructional Materials and Supplies	3,000	4,622	6,353	8,203	10,169
4400 - Noncapitalized equipment	1,500	2,311	3,177	4,102	5,084
4500 - Other Supplies	750	1,155	1,588	2,051	2,542
4500 - Postage and Shipping	375	578	794	1,025	1,271
<b>Subtotal, Books and Supplies</b>	<b>\$ 8,625</b>	<b>\$ 13,287</b>	<b>\$ 48,265</b>	<b>\$ 38,585</b>	<b>\$ 51,735</b>

**5000 - Utilities**

5500 - Electricity	\$ 625	\$ 3,800	\$ 4,400	\$ 5,000	\$ 5,600
5500 - Gas / Propane	250	2,100	2,400	2,700	3,000
5500 - Water	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	625	4,300	4,900	5,500	6,100
<b>Subtotal, Utilities</b>	<b>\$ 1,750</b>	<b>\$ 12,100</b>	<b>\$ 13,900</b>	<b>\$ 15,700</b>	<b>\$ 17,500</b>

**5000 - Operating**

5200 - Travel and Conferences	\$ 1,500	\$ 1,541	\$ 1,588	\$ 1,641	\$ 1,695
5300 - Dues and Memberships	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	4,000	4,724	5,601	6,654	7,905
5600 - Copier and Office Equipment Lease	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	625	2,250	4,500	5,625	6,750
5800 - Student Testing and Assessment	2,250	3,466	4,765	6,153	7,627
5800 - Instructional Services	180,000	337,500	450,000	562,500	675,000
5800 - Student Data Software	2,200	2,800	3,400	4,000	4,600
5800 - Technology	2,500	3,250	4,000	4,750	5,500
<b>Subtotal, Operating</b>	<b>\$ 204,675</b>	<b>\$ 371,031</b>	<b>\$ 493,254</b>	<b>\$ 614,622</b>	<b>\$ 736,276</b>

**5000 - Professional Service**

5100 - Advertising	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
5100 - Legal	1,000	1,000	1,000	1,000	1,000
5100 - Audit	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	52,500	78,750	105,000	131,250	157,500
Factoring Transaction Fees	6,400	-	-	-	-
District Oversight Charge	37,102	56,915	77,934	99,795	120,572
5100 - Business services	21,643	33,200	45,462	58,214	70,334
<b>Subtotal, Services</b>	<b>\$ 130,644</b>	<b>\$ 183,240</b>	<b>\$ 243,896</b>	<b>\$ 305,884</b>	<b>\$ 366,156</b>

**5000 - Facilities**

5600 - Rent	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	800	1,200	1,650	2,130	2,640
5800 - Security Services	800	1,200	1,600	2,000	2,400
<b>Subtotal, Facilities</b>	<b>\$ 3,600</b>	<b>\$ 4,460</b>	<b>\$ 5,371</b>	<b>\$ 6,316</b>	<b>\$ 7,291</b>

<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$ 349,294</b>	<b>\$ 584,118</b>	<b>\$ 804,686</b>	<b>\$ 981,106</b>	<b>\$ 1,178,959</b>
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**Table X: Start-Up and Expansion Expenses**

Table X displays some of the “one-time” start-up and expansion expenses anticipated by the school, primarily focused on purchasing the initial complement of texts, instructional materials, furnishings, equipment, and technology. Note that ongoing expenditures are identified in Tables IX and X. For example, the initial complement of “one-time” textbooks and other instructional materials are indicated below, whereas consumable materials and supplies to be replenished each year are identified in Tables IX and X.

**Table X: Startup and Expansion Expenses**  
*Learning Latitudes Charter School*  
*Summer before each school year*

Organization Structure Expenditures	Notes	Summer	Summer	Summer	Summer	Summer
		Year 1	Year 2	Year 3	Year 4	Year 5
Administrative stipends	Regional Administrator and Office Assistant - May 1 start	30,052	-	-	-	-
Curricular stipends - all teachers	Summer planning - Year 1: two weeks, all teachers; Years 2-5: one week, new teachers	17,259	7,446	6,120	6,563	7,031
Instructional consulting	Professional development for instructional staff	5,000	5,000	5,000	5,000	5,000
Noninstructional consulting	Financial, operational, governance	5,000	-	-	-	-
Facilities upgrades	Aesthetic and other modifications	5,000	-	-	-	-
<b>Subtotal</b>		<b>62,311</b>	<b>12,446</b>	<b>11,120</b>	<b>11,563</b>	<b>12,031</b>
<b>Asset Purchases</b>						
Furniture	\$50 per new enrollment	7,500	3,750	3,750	3,750	3,750
Technology	1:1 student computers at \$350, replaced every two years	52,500	26,250	78,750	52,500	105,000
Textbooks and core curriculum materials	\$250 per new enrollment (in addition to ongoing budgeted costs)	37,500	18,750	18,750	18,750	18,750
Classroom furnishings	Non-furniture items such as whiteboards, clocks, etc.	4,000	2,000	2,000	2,000	2,000
Office furnishings and supplies		2,000	2,000	2,000	2,000	2,000
Miscellaneous supplies		2,000	1,000	1,000	1,000	1,000
<b>Subtotal</b>		<b>\$105,500</b>	<b>\$ 53,750</b>	<b>\$106,250</b>	<b>\$ 80,000</b>	<b>132,500</b>
<b>Total</b>		<b>\$167,811</b>	<b>\$ 66,196</b>	<b>\$117,370</b>	<b>\$ 91,563</b>	<b>144,531</b>

**Tables XI-XIII: Cash Flow**

Though Table I illustrates that the school can be a viable, "going concern" from an annual budgetary perspective, it is also important to ensure that the school is able to meet its cash flow requirements. Tables XI-XIII illustrate that the school can maintain a positive cash flow position. The projection uses differentiated cash flow schedules as applicable to revenues generated by new ADA, ADA from new grade levels, and ADA from expanded grade levels.

The plan anticipates that the school will secure cash flow financing through a private organization specializing in charter school financing in the amount of \$80,000 prior to the start of the 2017-8 fiscal year and \$180,000 during the 2018-19 school year, when funding for expanded enrollment will be delayed. The cost for these transactions is estimated at 8 percent.

**Table XI: Cash Flow for Year 1**

Monthly  
Summary  
2017-2018

REVENUES	Annual Amount 2017-2018												Total	
	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June		Accrual Months
State Revenues	\$ -	\$ 27,455	\$ 268,146	\$ 87,313	\$ 36,607	\$ 140,343	\$ 158,542	\$ 88,475	\$ 115,930	\$ 134,605	\$ 83,899	\$ 83,899	\$ 82,737	\$ 1,307,953
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Loans and Fundraising	80,000	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 80,000</b>	<b>\$ 27,455</b>	<b>\$ 268,146</b>	<b>\$ 87,313</b>	<b>\$ 36,607</b>	<b>\$ 140,343</b>	<b>\$ 158,542</b>	<b>\$ 88,475</b>	<b>\$ 115,930</b>	<b>\$ 134,605</b>	<b>\$ 83,899</b>	<b>\$ 83,899</b>	<b>\$ 82,737</b>	<b>\$ 1,387,953</b>
	6%	2%	19%	6%	3%	10%	11%	6%	8%	10%	6%	6%	6%	94%

Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
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**EXPENDITURES**

1000 - Certificated and Instructional Salary	\$ 505,010	\$ 4,833	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 45,560	\$ 53,616	\$ 505,010
2000 - Non-Certificated Salaries	52,500	4,292	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,292	-	52,500
3000 - Retirement and Benefits	155,773	1,367	14,185	14,185	14,185	14,185	14,185	14,185	14,185	14,185	14,185	14,185	10,199	15,176	155,773
4000 - Books and Supplies	8,625	-	863	863	863	863	863	863	863	863	863	863	863	-	8,625
5000 - Utilities	1,750	-	175	175	175	175	175	175	175	175	175	175	175	-	1,750
5000 - Operating	204,675	-	20,468	20,468	20,468	20,468	20,468	20,468	20,468	20,468	20,468	20,468	20,468	-	204,675
5000 - Professional Service	130,644	-	12,364	12,364	12,364	12,364	12,364	12,364	12,364	12,364	12,364	12,364	12,364	7,000	130,644
5000 - Facilities	3,600	-	327	327	327	327	327	327	327	327	327	327	327	-	3,600
Startup and Expansion Expenses	167,811	33,562	33,562	33,562	33,562	-	-	-	-	-	-	-	-	-	167,811
Cash Flow Repayment	-	-	-	-	-	-	80,000	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,230,388</b>	<b>\$ 44,054</b>	<b>\$ 131,906</b>	<b>\$ 131,906</b>	<b>\$ 131,906</b>	<b>\$ 98,344</b>	<b>\$ 178,344</b>	<b>\$ 98,344</b>	<b>\$ 98,344</b>	<b>\$ 98,344</b>	<b>\$ 98,344</b>	<b>\$ 98,344</b>	<b>\$ 80,344</b>	<b>\$ 75,822</b>	<b>\$ 1,310,388</b>
		4%	11%	11%	11%	8%	14%	8%	8%	8%	8%	8%	8%	6%	100%

Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
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<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 157,565</b>	<b>\$ 35,946</b>	<b>\$ (16,926)</b>	<b>\$ 136,240</b>	<b>\$ (95,299)</b>	<b>\$ 41,999</b>	<b>\$ (19,802)</b>	<b>\$ (9,869)</b>	<b>\$ 17,586</b>	<b>\$ 36,261</b>	<b>\$ (14,445)</b>	<b>\$ 3,555</b>	<b>\$ 6,915</b>	<b>\$ 77,565</b>
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<b>MONTHLY FUND BALANCE</b>	<b>\$ 35,946</b>	<b>\$ 19,019</b>	<b>\$ 155,259</b>	<b>\$ 110,665</b>	<b>\$ 15,366</b>	<b>\$ 57,365</b>	<b>\$ 37,563</b>	<b>\$ 27,694</b>	<b>\$ 45,280</b>	<b>\$ 81,540</b>	<b>\$ 67,095</b>	<b>\$ 70,651</b>	<b>\$ 70,651</b>
<b>BALANCE AS A % OF MONTHLY EXPENDITURE</b>	<b>82%</b>	<b>43%</b>	<b>118%</b>	<b>84%</b>	<b>12%</b>	<b>58%</b>	<b>21%</b>	<b>28%</b>	<b>46%</b>	<b>83%</b>	<b>68%</b>	<b>88%</b>	<b>88%</b>

Table XII: Cash Flow for Year 2

Monthly  
Summary  
2018-19

REVENUES	Annual Amount												Total			
	2018-19	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May		Month 12 June	Accrual Months	
State Revenues	\$ 2,059,530	\$ 31,618	\$ 61,744	\$ 237,891	\$ 152,718	\$ 97,081	\$ 110,963	\$ 152,718	\$ 179,398	\$ 247,389	\$ 270,310	\$ 170,380	\$ 184,263	\$ 163,055	#####	
Federal Revenues	25,920	-	-	-	-	10,368	-	-	-	10,368	-	5,184	-	-	\$ 25,920	
Loans and Fundraising	180,000	40,000	-	-	-	140,000	-	-	-	-	-	-	-	-	\$ 180,000	
<b>TOTAL REVENUES</b>	<b>\$2,265,450</b>	<b>\$ 71,618</b>	<b>\$ 61,744</b>	<b>\$ 237,891</b>	<b>\$ 152,718</b>	<b>\$ 247,449</b>	<b>\$ 110,963</b>	<b>\$ 152,718</b>	<b>\$ 179,398</b>	<b>\$ 257,757</b>	<b>\$ 270,310</b>	<b>\$ 175,564</b>	<b>\$ 184,263</b>	<b>\$ 163,055</b>	<b>#####</b>	
		3%	3%	11%	7%	11%	5%	7%	8%	11%	12%	8%	8%	7%	93%	
Prior Year Accounts Receivable	82,737	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>EXPENDITURES</b>																
1000 - Certificated and Instructional Salary	\$ 935,134	\$ 9,699	\$ 9,699	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 84,094	\$ 99,459	\$ 935,134
2000 - Non-Certificated Salaries	64,684	5,305	5,305	5,419	5,419	5,419	5,419	5,419	5,419	5,419	5,419	5,419	5,419	5,419	-	64,684
3000 - Retirement and Benefits	292,810	2,872	2,872	26,501	26,501	26,501	26,501	26,501	26,501	26,501	26,501	26,501	26,501	26,501	29,453	292,810
4000 - Books and Supplies	13,287	144	144	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	-	13,287
5000 - Utilities	12,100	126	126	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	-	12,100
5000 - Operating	371,031	1,301	1,301	36,843	36,843	36,843	36,843	36,843	36,843	36,843	36,843	36,843	36,843	36,843	-	371,031
5000 - Professional Service	183,240	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	14,572	8,375	183,240
5000 - Facilities	4,460	372	372	372	372	372	372	372	372	372	372	372	372	372	-	4,460
Startup and Expansion Expenses	66,196	-	-	66,196	-	-	-	-	-	-	-	-	-	-	-	66,196
Revolving Loan and cash flow repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$1,942,941</b>	<b>\$ 34,391</b>	<b>\$ 34,391</b>	<b>\$ 236,481</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 170,285</b>	<b>\$ 137,287</b>	<b>#####</b>
		2%	2%	12%	9%	9%	9%	9%	9%	9%	9%	9%	9%	7%	7%	93%
Prior Year Accounts Payable	129,468	61,234	61,234	-	-	-	7,000	-	-	-	-	-	-	-	-	-
<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 275,777</b>	<b>\$ 58,730</b>	<b>\$ (33,881)</b>	<b>\$ 1,410</b>	<b>\$ (17,567)</b>	<b>\$ 77,163</b>	<b>\$ (66,322)</b>	<b>\$ (17,567)</b>	<b>\$ 9,113</b>	<b>\$ 87,472</b>	<b>\$ 100,024</b>	<b>\$ 5,279</b>	<b>\$ 46,155</b>	<b>\$ 25,768</b>	<b>\$ 322,508</b>	
<b>FUND BALANCE WITHIN YEAR</b>	<b>\$ 58,730</b>	<b>\$ 24,850</b>	<b>\$ 26,260</b>	<b>\$ 8,693</b>	<b>\$ 85,856</b>	<b>\$ 19,534</b>	<b>\$ 1,966</b>	<b>\$ 1,966</b>	<b>\$ 11,079</b>	<b>\$ 98,551</b>	<b>\$ 198,575</b>	<b>\$ 203,854</b>	<b>\$ 250,009</b>	<b>\$ 250,009</b>	<b>\$ 250,009</b>	
<b>BALANCE AS A % OF MONTHLY EXPENDITURE</b>	<b>171%</b>	<b>72%</b>	<b>11%</b>	<b>5%</b>	<b>50%</b>	<b>11%</b>	<b>1%</b>	<b>1%</b>	<b>7%</b>	<b>58%</b>	<b>117%</b>	<b>120%</b>	<b>181%</b>	<b>181%</b>	<b>181%</b>	
Carry-forward from previous year:	\$ 70,651															
<b>PROJECTED BANK BALANCE</b>	<b>\$ 346,428</b>	<b>\$ 129,381</b>	<b>\$ 95,500</b>	<b>\$ 96,910</b>	<b>\$ 79,343</b>	<b>\$ 156,506</b>	<b>\$ 90,184</b>	<b>\$ 72,617</b>	<b>\$ 81,730</b>	<b>\$ 169,202</b>	<b>\$ 269,226</b>	<b>\$ 274,505</b>	<b>\$ 320,660</b>	<b>\$ 320,660</b>	<b>\$ 320,660</b>	

**Table XIII: Cash Flow for Year 3**

Monthly  
Summary  
2019-20

REVENUES	Annual Amount												Total July-June	
	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June		
State Revenues	\$ 47,529	\$ 92,813	\$ 329,686	\$ 229,565	\$ 145,931	\$ 157,037	\$ 229,565	\$ 230,963	\$ 312,127	\$ 348,672	\$ 219,286	\$ 230,392	\$ 211,120	#####
Federal Revenues	-	-	-	-	13,834	-	-	-	13,824	-	6,912	-	\$ 0	\$ 34,560
Loans and Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 47,529</b>	<b>\$ 92,813</b>	<b>\$ 329,686</b>	<b>\$ 229,565</b>	<b>\$ 159,755</b>	<b>\$ 157,037</b>	<b>\$ 229,565</b>	<b>\$ 230,963</b>	<b>\$ 325,951</b>	<b>\$ 348,672</b>	<b>\$ 226,198</b>	<b>\$ 230,392</b>	<b>\$ 211,120</b>	<b>#####</b>
	2%	3%	12%	8%	6%	6%	8%	8%	12%	12%	8%	8%	7%	93%

Prior Year Accounts Receivable	163,055	-	-	-	-	-	-	-	-	-	-	-	-	-
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**EXPENDITURES**

1000 - Certificated and Instructional Salaries	\$ 1,300,365	\$ 1,980	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 115,060	\$ 88,276	\$ 136,591	#####
2000 - Non-Certificated Salaries	88,479	7,285	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,285	\$ -	\$ 88,479
3000 - Retirement and Benefits	430,534	6,281	38,358	38,358	38,358	38,358	38,358	38,358	38,358	38,358	38,358	29,814	\$ 29,453	\$ 417,050
4000 - Books and Supplies	48,265	199	4,787	4,787	4,787	4,787	4,787	4,787	4,787	4,787	4,787	\$ -	\$ -	\$ 48,265
5000 - Utilities	13,900	144	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	\$ -	\$ -	\$ 13,900
5000 - Operating	493,254	1,599	49,006	49,006	49,006	49,006	49,006	49,006	49,006	49,006	49,006	\$ -	\$ -	\$ 493,254
5000 - Professional Service	243,896	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	19,533	\$ 9,500	\$ 243,896	#####
5000 - Facilities	5,371	448	448	448	448	448	448	448	448	448	448	\$ -	\$ 5,371	#####
Startup and Expansion Expenses	117,370	-	117,370	-	-	-	-	-	-	-	-	\$ -	\$ -	\$ 117,370
Revolving Loan and cash flow repayment	-	-	-	-	-	-	-	-	-	-	-	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,741,434</b>	<b>\$ 55,468</b>	<b>\$ 353,325</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 235,955</b>	<b>\$ 200,509</b>	<b>\$ 175,544</b>	<b>#####</b>
	2%	2%	13%	9%	9%	9%	9%	9%	9%	9%	9%	7%	6%	100%

Prior Year Accounts Payable	8,375	64,456	-	-	-	8,375	-	-	-	-	-	-	-	-
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<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 232,494</b>	<b>\$ 90,660</b>	<b>\$ (27,111)</b>	<b>\$ (6,390)</b>	<b>\$ (76,200)</b>	<b>\$ (87,293)</b>	<b>\$ (6,390)</b>	<b>\$ (4,992)</b>	<b>\$ 89,996</b>	<b>\$ 112,718</b>	<b>\$ (9,756)</b>	<b>\$ 29,884</b>	<b>\$ 35,577</b>	<b>\$ 91,297</b>
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<b>FUND BALANCE WITHIN YEAR</b>	<b>\$ 90,660</b>	<b>\$ 63,549</b>	<b>\$ 39,911</b>	<b>\$ 33,521</b>	<b>\$ (42,679)</b>	<b>\$ (129,971)</b>	<b>\$ (136,361)</b>	<b>\$ (141,353)</b>	<b>\$ (51,357)</b>	<b>\$ 61,361</b>	<b>\$ 51,605</b>	<b>\$ 81,489</b>	<b>\$ 81,489</b>	<b>\$ 81,489</b>
<b>BALANCE AS A % OF MONTHLY EXPENDITURE</b>	163%	115%	11%	14%	-18%	-55%	-58%	-60%	-22%	26%	22%	41%	41%	41%

Carry-forward from previous year: \$ 320,660

<b>PROJECTED BANK BALANCE</b>	<b>\$ 553,154</b>	<b>\$ 411,320</b>	<b>\$ 384,209</b>	<b>\$ 360,570</b>	<b>\$ 354,181</b>	<b>\$ 277,981</b>	<b>\$ 190,689</b>	<b>\$ 184,299</b>	<b>\$ 179,307</b>	<b>\$ 269,303</b>	<b>\$ 382,021</b>	<b>\$ 372,265</b>	<b>\$ 402,148</b>	<b>\$ 402,148</b>
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**Table XIV: Benefit Expense Detail**  
**Learning Latitudes Charter School**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-19	2019-20	2020-21	2021-22
<b>Mandatory Benefits</b>	<b>51,500</b>	<b>53,045</b>	<b>54,636</b>	<b>56,275</b>	<b>57,964</b>
Social Security	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.5%	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	0.9%	0.9%	0.9%	0.9%	0.9%
Workers' Compensation	2.5%	2.0%	2.0%	2.0%	2.0%
Unemployment Insurance	0.46%	0.45%	0.44%	0.42%	0.41%
Employment Training Tax	0.014%	0.013%	0.013%	0.012%	0.012%
<b>Subtotal</b>	<b>11.53%</b>	<b>11.01%</b>	<b>11.00%</b>	<b>10.99%</b>	<b>10.97%</b>

**Notes**

Assumed overall average salary (based on teacher average)

**Health and Retirement**

Health	\$542 per employee per month - mix of spouse and spouse plus family covered, assumed mix of ages, HMO opt	12.63%	12.63%	12.63%	12.63%	12.63%
Retirement, certificated	STRS contribution, then no Social Security	10.73%	12.58%	14.43%	16.28%	18.13%
<b>Total, certificated</b>		<b>28.68%</b>	<b>30.02%</b>	<b>31.86%</b>	<b>33.69%</b>	<b>35.53%</b>
<b>Total, classified</b>		<b>24.15%</b>	<b>23.64%</b>	<b>23.63%</b>	<b>23.61%</b>	<b>23.60%</b>

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Nancy Hauer  
**Subject:** Declaration of Need for Fully Qualified Educators

Meeting Date: May 18, 2017

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

**Background:**

This is an item approved annually by the board and kept on file to use if unforeseen circumstances require the district to hire a teacher with an emergency credential.

**Report:**

This year's Declaration is attached for your review.

**Financial Impact:**

N/A

**Student Impact:**

Positive – this ensures we can always provide quality teachers to our students.

**Recommendation:**

Administration recommends Board approval.

**Agenda Item #: VII.C.1**





State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Dehesa District CDS Code: 37-68049

Name of County: El Cajon County CDS Code: 6038095

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05/18/17 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2018.

Submitted by (Superintendent, Board Secretary, or Designee):

Nancy Hauer \_\_\_\_\_ Superintendent  
*Name* *Signature* *Title*

619-444-2105 \_\_\_\_\_ 619-444-2161 \_\_\_\_\_  
*Fax Number* *Telephone Number* *Date*

4612 Dehesa Rd., El Cajon, CA 92019 \_\_\_\_\_  
*Mailing Address*

nancy.hauer@dehesasd.net \_\_\_\_\_  
*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_



TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	0
Special Education	0
TOTAL	0

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes  No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

Point Loma Nazarene

Brandman

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
 \_\_\_\_\_

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board and  
Supt. Nancy Hauer

**From:** Anna Buxbaum

**Subject:** Lease Agreement with  
YMCA of San Diego County

Meeting Date: May 18, 2017

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

**Background:**

The YMCA of San Diego County is leasing school buses to be used as charter buses for their summer programs and would like to lease buses from Dehesa School District.

**Report:**

The YMCA of San Diego County would like to lease school buses from Dehesa School District for \$800 per week per bus from June 16<sup>th</sup> to August 20<sup>th</sup>. Bus Drivers will be properly licensed drivers, with commercial driver's license training. Jackie will do the same proficiency testing/training/driving with the driver from YMCA as she did last year before the buses are turned over to them. The buses will receive routine maintenance and YMCA of San Diego County will obtain and maintain the buses at all times during the term of the lease. YMCA will provide evidence of insurance, insuring the Lessee against third party liability involving the vehicles and coverage against damage to the vehicles by reason of fire, theft, collision, or other casualty in the amount of \$5,000,000 per bodily injury or property damage to others and additional insurance in an amount not less than the replacement value of the vehicles with respect to loss or damage to the vehicles.

**Financial Impact:**

Revenues generated by this contract could be used to fund staff development for bus drivers or they could be used to offset transportation expenses in the general fund.

**Student Impact:**

N/A

**Recommendation:**

Administration recommends approval of the bus lease between Dehesa School District and the YMCA of San Diego County.

**Agenda Item #:VII.C.2**

## LEASE AGREEMENT

This Lease Agreement (“Lease”) is made and entered into as of **April 3rd, 2017**, by and between the **Dehesa Unified School District**, (“Lessor”), whose address is **4612 Dehesa Road, El Cajon, CA 92019** and the **YMCA of San Diego County**, a California non-profit public benefit corporation (“Lessee”) whose address is **3708 Ruffin Road, San Diego, CA 92123**.

- 1. Lease.** Lessor hereby agrees to lease to the Lessee, from time to time on an “as needed” basis, certain school busses (“Vehicles”) to be designated by Lessor. The Vehicles, including any attached equipment and accessories, shall be delivered to Lessee in good working order, repair and condition and acceptable to Lessee for use by Lessee in transporting YMCA program participants.
- 2. Term.** The term of the Lease shall be from **June 16, 2017** through **August 20, 2017**. If Lessee continues to use a Vehicle after the end of the Lease term the Lease shall continue as to that Vehicle on the same terms and conditions until the Lessor gives notice to the Lessee that the Vehicle must be returned at the end of the current week or the Lessee returns the Vehicle.
- 3. Rent.** Lessee shall pay Lessor rent in the amount set forth in Attachment 1 to this Lease.
- 4. Vehicle Condition.** Lessor warrants to Lessee that the Vehicles when delivered, will (1) meet manufacturer’s specifications, (2) be in good working order, condition and repair, and (3) comply with all applicable California health and safety regulations. During the term of the Lease, if any Vehicle must be taken out of service for maintenance or repair, Lessor will provide a substitute Vehicle, if available.
- 5. Use.** Lessee will use the Vehicles for the ordinary and usual use for which they were designed in transporting YMCA program participants. Lessee will not make any alterations to any of the Vehicles. Vehicles shall be used only on roads that have hard surfaces. Lessee will store the Vehicles overnight in a location mutually agreed to by the parties.
- 6. Maintenance.** During the term of the Lease, Lessor shall provide all normal repair and routine maintenance required for the Vehicles at the Lessor’s facility.

  - a. Lessee shall be responsible for any repairs caused by Lessee’s use of the Vehicles.
  - b. Lessee agrees to keep records on a daily Vehicle Inspection Report to assure that all systems fluid levels are being properly checked and maintained.
  - c. At the end of the Lease term, or upon earlier termination, Lessee shall deliver the Vehicles to Lessor in as a good condition as when delivered to Lessee, reasonable wear and tear excepted.
- 7. Inspections.** Lessee will inspect the Vehicles each day and maintain a daily Vehicle Inspection Report. If the Vehicles must have a CHP safety inspection during the Lease term, Lessee will make the Vehicle available and the Lessor will provide a substitute Vehicle, if available. Inspection results will be retained in equipment record jackets as verification.
- 8. Signage.** Lessee shall add signage to indicate that Vehicles are being operated by the YMCA of San Diego County. The signage must not be permanent and should be made of magnetic material.

**9. Insurance.** During the Lease term, both parties shall maintain insurance on the Vehicles. Prior to delivery of the Vehicles, Lessee shall add the Vehicles to the Lessee's insurance policies covering motor vehicles and insuring the Lessee against third party liability involving the Vehicles for bodily injury and property damage and against damage to the Vehicles by reason of fire, theft, collision or other casualty.

**10. Indemnity.**

- a. Lessee shall indemnify and hold Lessor harmless from and against all liability, expense, judgment, suit or cause of action for personal injury, death or direct damage to tangible property (including attorneys' fees), which may accrue against Lessor to the extent it is caused by the negligent acts or omissions of Lessee, its employees or agents while in possession of the Vehicles if Lessor gives Lessee prompt written notice of the claim. Lessor will give Lessee cooperation in the defense or settlement of the claim.
- b. The Lessor will not be liable to Lessee for any claim, liability, loss, damage or expense resulting from the use of a Vehicle by the Lessee or for any interruption, or loss of service or use of the bus.

Lessor shall indemnify Lessee harmless from and against all liability, expense, judgment, suit or cause of action for personal injury, death or direct damage to tangible property (including attorneys' fees), which may accrue against Lessee to the extent it is caused by the negligent acts or omissions of Lessor or arising out of the condition of the Vehicles or breach by Lessor of any of the provisions of this Agreement. Lessee will give Lessor cooperation in the defense or settlement of the claim.

**11. Termination.**

- a. In the event the Lessee defaults in the payment of any amount due or to become due under the terms of the Lease or defaults in the performance of any of the terms and condition hereof, Lessor shall give written notice to Lessee and give Lessee a thirty (30) day period in which to cure the default; upon a failure to timely cure the default, all the Lessee's rights hereunder shall terminate and the Lessor shall become entitled to possession of the Vehicles and to retain all rentals previously paid.
- b. In the event the Lessor defaults under any of the provisions of this Lease, the Lessee may terminate this Lease upon providing Lessor with a seven (7) day written notice.
- c. Either party may terminate this Lease upon providing the other party with a thirty (30) written notice.

**12. Litigation.** The prevailing party in any suit or proceeding brought under this Lease or to enforce, interpret or terminate this Lease, or any of its terms, conditions or covenants, shall be entitled to collect costs incurred and reasonable attorney's fees and court costs to be fixed by the court.

**13. Ownership.** Lessor covenants that it is the sole owner of the Vehicles and that no other person, party, firm, or corporation has any right, title, or interest therein, except that the Vehicles leased will be subject to any rights and interest in and to the Vehicles under any respective contract that Lessor's financial institution may hold covering the Vehicles.

**14. Relationship.** The Lessee is an independent contractor and not the employee, agent or partner of the Lessor.

**15. Successors.** This Lease is in every respect binding on the parties and their respective successors and assigns.

**16. Assignment and Subletting.** No assignment of this Agreement or any interest therein on the part of the Lessee shall be of any force or effect unless consented to in writing by Lessor. Lessee shall not sublease, let for hire or loan a vehicle to any third party unless consented to in writing by Lessor.

**17. Notices.** All notices hereunder shall be provided to the parties at the addresses set forth in the first paragraph of this Lease or such other addresses as they may designate from time to time and shall be sufficient if delivered personally or mailed by certified mail, postage prepaid.

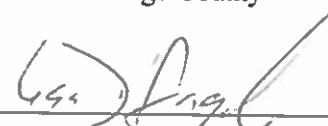
LESSOR

LESSEE

Dehesa Unified School District

YMCA of San Diego County

By: 

By: 

Printed Name: Anna Buxbaum

Printed Name: Lisa D'Angelo

Title: Business Manager

Title: Regional Vice President

Date: 5/18/17

Date: 4/14/17

### **Attachment 1**

Lessee shall pay Lessor rent in the amount of **\$800** per Vehicle per week (Sunday – Saturday) or **\$200** per day, if the Vehicle is used by Lessee for three (3) days or less.

Lessor will invoice the Lessee monthly for the rent and the Lessee will pay the amount of rent due within thirty (30) days from receipt of invoice.

The cost of routine maintenance is included in the rental amount.

Lessee will be responsible for the expense of the fuel and topping off the fluids for the Vehicles.

The number of vehicles Lessor shall provide to Lessee is: **Two (2)**.



# DEHESA SCHOOL DISTRICT

**To:** Members of the Board and  
Supt. Nancy Hauer

**From:** Anna Buxbaum

**Subject:** Annual Resolutions  
Designating Authorized  
Agents for 2017-18

Meeting Date: May 18, 2017

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

**Background:**

Resolutions 1 through 4 must be approved in May of each year for the following school year. The resolutions must be approved in order to designate district agents to sign documents for the 2017-18 school year.

**Report:**

1. The Board will consider Resolution Designating Authorized Agent to Receive Mail and Pick Up Warrants at the County Office of Education
2. The Board will consider the Payment Order Resolution
3. The Board will consider the Resolution Authorizing the County Office of Education Credentials Department to Release Credential Held Warrants to Employees
4. The Board will consider Resolution Designating Authorized Agent to Sign School Orders

**Financial Impact:**

None

**Student Impact:**

N/A

**Recommendation:**

Administration recommends approval of the annual resolutions.

**Agenda Item #:VII.C.3-6**

**RESOLUTION # 2017-5-1  
DESIGNATING AUTHORIZED AGENT  
TO RECEIVE MAIL AND PICK UP WARRANTS AT  
THE COUNTY OFFICE OF EDUCATION**

DEHESA

School District, San Diego County ON MOTION

OF member Karl Becker, seconded by member Christina Becker  
effective through

**IT IS RESOLVED AND ORDERED** that:

1. The authorized agent (*one person only*) to receive mail from the Accounting/Payroll Sections is Nancy Hauer
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are:

**Cajon Valley Union School District and/or Anna Buxbaum**

- |    |                                    |                                     |                          |   |
|----|------------------------------------|-------------------------------------|--------------------------|---|
|    | mail                               | hold                                | consortium               |   |
| 3. | Check one <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Monthly payroll warrants each and every month.      |
|    | Check one <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Daily/Hourly payroll warrants each and every month. |

**IT IS FURTHER RESOLVED** that, this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

**PASSED AND ADOPTED** by said Governing Board on May 18, 2017 by the following vote:  
(date)

AYES: 5 MEMBERS

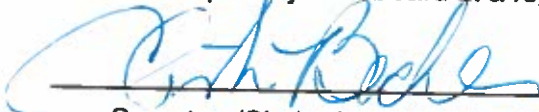
NOES: 0 MEMBERS

ABSENT: 0 MEMBERS

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO ) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Manual signature(s) of authorized person(s):

  
Secretary/Clerk of the Governing Board

  
Nancy Hauer

  
Anna Buxbaum

**PAYMENT ORDER RESOLUTION #2017-5-2**

DEHESA School District, San Diego County, ON MOTION  
OF member Karl Becker, seconded by member Mark Zacovic  
Effective July 1, 2017 through June 30, 2018.

**IT IS RESOLVED AND ORDERED** that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title I of the Government Code (**all districts**), the following person(s) be and is hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

**Anna Buxbaum and/or Nancy Hauer**

**IT IS FURTHER RESOLVED AND ORDERED** that, in accordance with the payroll procedure provided in Education Code Section 45310 (**merit system districts only**), no warrant shall be drawn by or on behalf of the governing board of this district for the payment of any salary or wage to any employee in the classified service unless the assignment bears the certification of the following person:

**Nancy Hauer**, Personnel Director

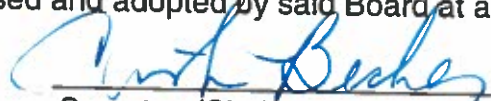
**IT IS FURTHER RESOLVED** that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

**PASSED AND ADOPTED** by said Governing Board on May 18, 2017 by the following vote:  
(date)

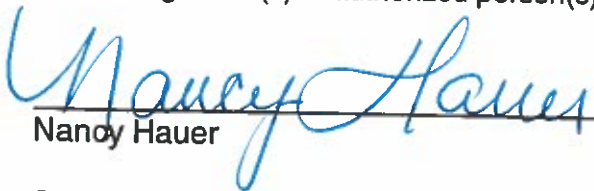
AYES: 5 MEMBERS  
NOES: 0 MEMBERS  
ABSENT: 0 MEMBERS

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO ) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

  
Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

  
Nancy Hauer

  
Anna Buxbaum

**RESOLUTION #2017-5-3**

**RESOLUTION AUTHORIZING THE COUNTY OFFICE OF  
EDUCATION CREDENTIALS DEPARTMENT TO RELEASE  
CREDENTIAL HELD WARRANTS TO EMPLOYEES**

**DEHESA** \_\_\_\_\_ School District, San Diego County ON MOTION OF member  
Karl Becker \_\_\_\_\_, seconded by member Mark Zaccovic \_\_\_\_\_ effective July 1, 2017 through  
June 30, 2018.

**IT IS RESOLVED AND ORDERED** that, The County Office of Education Credentials Department is authorized to release credentials held warrants to employees who have provided the required credential paper work.

**PASSED AND ADOPTED** by said Governing Board on May 18, 2017 by the following vote:  
(date)

AYES: 5 MEMBERS

NOES: 0 MEMBERS

ABSENT: 0 MEMBERS

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO ) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

  
\_\_\_\_\_  
Secretary/Clerk of the Governing Board

**RESOLUTION #2017-5-4**

**DESIGNATING AUTHORIZED AGENTS TO SIGN SCHOOL ORDERS  
(COMMERCIAL WARRANTS)**

DEHESA School District, San Diego County ON MOTION

OF member Vincent Blanco, Jr., seconded by member Christina Becker  
effective July 1, 2017 through June 30, 2018.

**IT IS RESOLVED AND ORDERED** that, pursuant to the provisions of Education Code Section 42632 or 85232, Nancy Hauer, Anna Buxbaum, Cynthia White, Karl Becker, Mark Zacovic, Vincent Blanco, Jr., and Christina Becker be and are hereby authorized to sign any and all orders in the name of said District, drawn on the funds of said District.

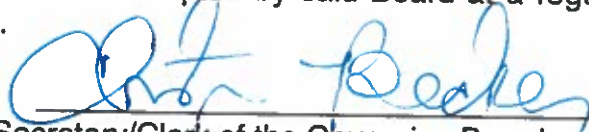
**IT IS FURTHER RESOLVED** that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

**PASSED AND ADOPTED** by said Governing Board on May 18, 2017 by the following vote:  
(date)

AYES: 5 MEMBERS  
NOES: 0 MEMBERS  
ABSENT: 0 MEMBERS

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO ) SS

I, Christina Becker, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

  
Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

  
Nancy Hauer

  
Anna Buxbaum

  
Cynthia White

  
Vincent Blanco, Jr.

  
Mark Zacovic

  
Karl Becker

  
Christina Becker

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
and Supt. Nancy Hauer

**From:** Anna Buxbaum  
Business Manager

**Subject:** JPA & FBC  
Representative  
Designation Updates

Meeting Date: May 18, 2017

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

**Background:**

The San Diego County Schools Joint Powers Authority (JPA) and San Diego County Schools Fringe Benefits Consortium (FBC) require that the Board of member districts designate and appoint an FBC and JPA representative and alternate representative.

**Report:**

The attached resolutions for FBC and JPA representatives reflect the change of Superintendent to Nancy Hauer as the authorized representative, and Business Manager to Anna Buxbaum as the alternate representative.

**Financial Impact:**

None

**Student Impact:**

None

**Recommendation:**

It is recommended that the Board approve the Resolutions.

**Agenda Item #:VII.C.7-8**

**DEHESA SCHOOL DISTRICT**

**RESOLUTION # 17-5-5**

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE  
TO  
SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY  
FOR  
WORKERS' COMPENSATION, PROPERTY & LIABILITY  
OR ANY OTHER RISK OR PLAN AUTHORIZED BY LAW**

On motion of Member Karl Becker, seconded by Member Vincent Blanco, Jr., the following resolution is adopted:

**WHEREAS**, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

**WHEREAS**, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

**WHEREAS**, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

**WHEREAS**, the Dehesa School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative.

**NOW THEREFORE BE IT RESOLVED** that Nancy Hauer, Superintendent is designated as the authorized representative of the Board of Trustees of Dehesa School District, and Anna Buxbaum, Business Manager as alternate representative, and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority Agreement.

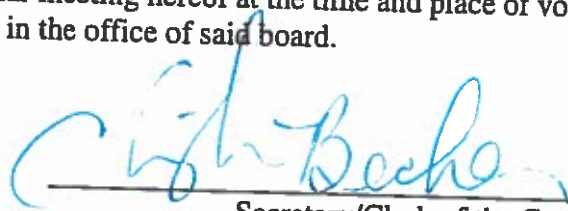
PASSED AND ADOPTED by the Governing Board of the Dehesa  
School District at San Diego California, on the  
18th Day of May, 2017, by the following vote:

AYES: 5 NOES: 0 ABSENT: 0 ABSTENTIONS: 0

STATE OF CALIFORNIA )  
 ) SS.  
COUNTY OF SAN DIEGO )

I, Christina Becker, Clerk of the Governing Board of the  
Dehesa School District of San Diego,

California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regular meeting hereof at the time and place of vote stated, which resolution is on file and of record in the office of said board.

  
Secretary/Clerk of the Governing Board



**DEHESA SCHOOL DISTRICT**

**RESOLUTION # 2017-5-6**

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE  
TO  
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM  
FOR FRINGE BENEFITS PROGRAMS**

On motion of Member Vincent Blanco, Jr., seconded by Member Christina Becker, the following resolution is adopted:

**WHEREAS**, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

**WHEREAS**, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

**WHEREAS**, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

**WHEREAS**, the Dehesa School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Fringe Benefits Consortium requires that the Board of member districts designate and appoint an FBC representative.

**RESOLUTION**  
**Representative and Alternate Designation**

Page 2

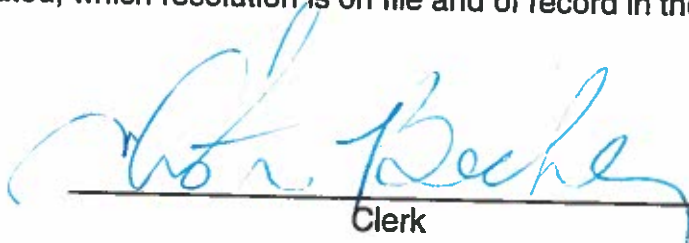
**NOW THEREFORE BE IT RESOLVED** that Nancy Hauer, Superintendent  
\_\_\_\_\_ is designated as the authorized representative(s) of the Board of Trustees of \_\_\_\_\_  
Dehesa School District, and Anna Buxbaum, Business Manager as  
alternate representative(s), and is hereby authorized and directed to perform all items  
pertaining to the interest of the Board of Trustees as a legislative body pursuant to the  
terms of the San Diego County Schools Risk Management Fringe Benefits agreement.

PASSED AND ADOPTED by the Governing Board of the Dehesa  
School District at San Diego California,  
on the 18th Day of May, 2017, by the following vote:  
AYES: 5 NOES: 0 ABSENT: 0 ABSTENTIONS: 0

STATE OF CALIFORNIA )  
  ) SS.  
COUNTY OF SAN DIEGO )

I, Christina Becker, Clerk of the Governing Board of the  
Dehesa School District of San Diego

California, do hereby certify that the foregoing is a full, true and correct copy of a  
resolution adopted by said board at the regularly scheduled and conducted meeting  
held at the time and place stated, which resolution is on file and of record in the office of  
said board.

  
\_\_\_\_\_  
Clerk

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board

**From:** Nancy Hauer

**Subject:** Support of Staff  
Appreciation Week

Meeting Date: May 18, 2017

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

**Background:**

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

**Report:**

To recognize the service of Dehesa School District's dedicated employees, it is recommended the week of May 2<sup>nd</sup> be designated as Staff Appreciation Week. It is further recommended that the administration provide appropriate recognition for all employees.

**Financial Impact:**

None

**Student Impact:**

Students will be encouraged to write notes to Dehesa School District employees expressing their appreciation for all of the staff. Parents' Club recognized staff with daily treats. Lunch was provided to staff on May 5<sup>th</sup> by Mrs. Ripke, Mrs. Buxbaum and Mrs. Hauer. Mrs. Ripke and Mrs. Hauer provided daily treats with creative sayings on the other 4 days that lunch wasn't provided.

**Recommendation:**

It is recommended the Board adopt the week of May 2<sup>nd</sup> as Staff Appreciation week.

**Agenda Item #: VII.C.9**

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
and Supt. Nancy Hauer

**From:** Anna Buxbaum

**Subject:** Approve Amendment  
One to the First Project  
Agreement Between  
Dehesa School District

Meeting Date: May 18, 2017

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

**Background:**

San Diego County Office of Education (SDCOE) developed a Joint Powers Authority for San Diego County K-12 school districts and Community Colleges that focuses on developing County-wide energy saving strategies and providing services for districts in the areas of energy conservation and related energy construction projects.

In February 2016, the Dehesa Board of Trustees adopted a resolution to become a member of the JPA in order to access services for assistance in developing an energy savings/expenditure plan for Proposition 39 energy funds. In May 2016, the Dehesa Board of trustees entered into the First Project Agreement with the JPA for Phase 1, which included the preparation and submittal of an Energy Expenditure Plan.

Approval of the attached Amendment One to the First Project Agreement (Phase 2) will enable the District to move forward with the implementation of an energy savings/expenditure plan developed in Phase 1 as designated by the Dehesa Board of Trustees to the California Energy Commission.

**Report:**

The Project agreement is attached for your review.

**Financial Impact:**

The final project scope and budget shall be as per the Option and Alternates selected by the Dehesa Board of Trustees by their action on May 18, 2017. The fee for project management to the JPA will not exceed 4% of the value of the overall project. Additional fees for project implementation will be taken to the Board for consideration if changes to projects are identified.

**Student Impact:**

NA

**Recommendation:**

With this action, the Board will authorize staff to enter into an agreement and provide input.

**Agenda Item #:VII.C.10**



**AMENDMENT ONE TO FIRST PROJECT AGREEMENT BETWEEN  
DEHESA SCHOOL DISTRICT (DSD)  
AND THE  
SAN DIEGO ENERGY JOINT POWERS AUTHORITY  
FOR PROP 39 ENERGY EFFICIENCY SUPPORT**

This Amendment One to FIRST Project Agreement by and between the SAN DIEGO ENERGY JOINT POWERS AUTHORITY (“AUTHORITY”), AND DEHESA SCHOOL DISTRICT (“DSD” or “DISTRICT”) is made as of the final date of signature hereto. AUTHORITY and DISTRICT are sometimes individually referred to as “Party” and collectively as “Parties.”

**RECITALS**

**WHEREAS**, DISTRICT contracted with AUTHORITY for services to assist in the management of the Proposition 39 program and implementation of related projects paid for with monies from Proposition 39 funds and other funds available to the District; and

**WHEREAS**, the original Agreement authorized the AUTHORITY to begin working with the DISTRICT, to perform all support services to implement Proposition 39 requirements; and

**WHEREAS**, this Agreement between the DISTRICT and the AUTHORITY provides program management, technical services, procurement support services, and project funding support as necessary to ensure the DISTRICT maximizes the benefits of Proposition 39 and requires an Amendment to this Agreement to proceed with Phase 2 Project Implementation, which includes construction delivery services once a scope, schedule and budget are confirmed,

**AGREEMENT**

**NOW THEREFORE**, in consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby enter into this Amendment One to FIRST Project Agreement and agree as follows:

- 1) As per Section G – Schedule, paragraph 2, the scope, schedule and budget for Phase 2 – Construction Delivery of the Project has been finalized as follows:



- a) **Phase 2 - Scope and Budget:** The final project scope and budget shall be as per the Option and Alternates selected by the Board by their action on May 18, 2017. Said scope and budget shall be confirmed back, in writing, by FACJPA on letterhead to be signed by both parties as confirmation of Board action.
  - b) **Phase 2 Schedule:** All work is expected to be completed by start of school, Fall, 2017. Any work that exceeds this schedule due to DSA approval delays or other delays not in the control of the FACJPA or Design/Builder shall be accomplished after hours, on holidays, or weekends so student learning is not interrupted.
- 2) **Services in Support of Phase 2 – Implementation**
- a) **Services.** Services shall include, but not be limited to: Contracting, procurement, and project management, including guiding and directing the work of professional service providers to obtain construction services, develop plans, specifications, and procure all associated work, hire and direct the work of, and pay professional services providers such as contractors, vendors, architects, testing labs and DSA inspectors in support of the Project. Specific tasks are described in Appendix A.
  - b) **Cost Controls/Risk.** AUTHORITY will be procuring using any legally available delivery method including, but not limited to: design/build, quotes or hard bid methods. Risk for unforeseen conditions, design errors, and other impacts outside of AUTHORITY control shall remain with the District. AUTHORITY shall provide high quality, professional project management services to the standard of the industry, and all reasonable and responsible effort will be made to avoid or minimize impacts of the above risks. Final decisions about procurement method, costs, and associated risk shift will be made jointly with the District prior to project execution.
  - c) **Work.**
    1. Under the terms of this Amendment One to First Project Agreement, AUTHORITY shall provide project delivery services to deliver Project(s) complete. AUTHORITY shall provide the following services on as as-required basis according to the needs of the Project:
      - a) **Professional and Construction Service Procurement Services.** AUTHORITY shall provide contracting for all required professional and construction service providers using existing pre-qualified, publically advertised lists or other legal means as appropriate to each individual scope of work. Services provided shall comply with all applicable laws, including the Education Code and Public Contract Code.



- b) **Project Management.** AUTHORITY shall provide DISTRICT with project management. Project management activities shall include but not be limited to:
- o hire and manage consultants required to deliver the project;
  - o attend meeting(s) with consultants;
  - o review all Project documents and providing comments to consultant;
  - o provide oversight of consultants;
  - o procure and manage construction contracts;
  - o assist the DISTRICT with Board docketing, filings with the County of San Diego, and other steps associated with Project which may be required of DISTRICT;
  - o close Project with DSA and provide DISTRICT with a complete record of the Project.
- c) **Deliverables:** Full project records including warranty, as-builts and CAD drawings.

3) Fees and Costs – Phase 2 Implementation

District shall provide reimbursement of all direct project costs, at cost, including a management fee not-to-exceed 7% of the value of the overall project. This fee will be reduced to a maximum of 4% owed by the DISTRICT, with the balance being augmented by the SDCOE SMALLS program.

4) Payment Procedures/Requirements.

**Project/Escrow Account.** The parties have mutually agreed for the Agency to establish an account (the "Project Escrow Account") for purposes of facilitating the Agency's payments to the contractors, professionals and vendors involved in the project including, but not limited to: Contractor, Inspector of Record, Qualified Testing Laboratory, Criteria Consultant, Special Inspection Entities, and other consultants necessary for completion of the Project, as well as the fees to be paid to the Agency for the duties and deliverables identified in this Agreement. The Agency shall establish and maintain the Project Escrow Account with deposits from DISTRICT in accordance with this Agreement and the provisions of this section. An initial deposit of a mutually agreed upon amount will be made to cover costs prior to construction. Once an acceptable project scope, schedule and budget is identified for each portion of work, DISTRICT shall make deposits into the Project Escrow Account based upon that project budget mutually agreed upon by the parties and memorialized in writing. This shall ensure that the funds available in the Project Escrow Account for payment of Project-related expenditures shall not fall below the amount required by Agency to pay the contractor and any other vendors/consultants for work performed on the Project. The initial deposit by DISTRICT shall occur within thirty (30) days of the Execution Date for the sole purpose of paying DISTRICT's obligations as may be due hereunder.



The Agency may use the amounts deposited in the Project Escrow Account for payment of all Project expenditures as agreed to in terms and conditions of this Agreement. Use of DISTRICT's funds shall be reviewed and approved in writing by a DISTRICT Representative. All unused funds when the project is successfully completed and all obligations are paid, shall remain the sole property of DISTRICT and will be returned to DISTRICT upon completion of the Project. Detailed accounting of all expenditures shall be made available for audit purposes.

- 5) **Billing.** AUTHORITY shall request release of escrow funds at key progress points during the progress of each scope of work. Such requests shall describe in detail the services provided and itemize costs for such services in an accurate and organized manner.
  
- 6) **Miscellaneous.**
  1. The AUTHORITY's administrator for the Agreement is the Agency (San Diego County Superintendent of Schools). The Agency hereby designates Joanne Branch to act as its Project Manager and representative for the performance of this Agreement ("Agency's Representative"). The Agency's Representative shall supervise and direct all work on the Program, using their best skill and attention, and shall be responsible for all means, methods, techniques, sequences and procedures for the satisfactory coordination of all portions of the work pursuant to this Agreement.
  2. This Project Agreement shall only be effective upon execution by both the AUTHORITY and DISTRICT.
  3. This Amendment One to Project Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
  4. If any provision of this Amendment One to Project Agreement is held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Amendment One to Project Agreement unless elimination of such provision materially alters the rights and obligations set forth herein.
  5. This Amendment One to Project Agreement shall be governed by and construed in accordance with the laws of the State of California, and venue shall be San Diego County.
  6. Each Party declares that prior to the execution of this Amendment One to Project Agreement, it has had an opportunity to review and understand the contents, rights and responsibilities herein. The Parties have further had the opportunity to seek independent legal advice regarding the Amendment One to Project Agreement.





7. Except as to the termination rights of both Parties as indicated herein, this Amendment One to Project Agreement may not be amended, changed, modified, altered or terminated without the written agreement of both Parties.

**IN WITNESS WHEREOF, EACH PARTY HAS EXECUTED THIS AMENDMENT ONE TO FIRST PROJECT AGREEMENT ON THE DATE ADJACENT TO THE SIGNATURE OF ITS REPRESENTATIVE.**

<b>SCHOOL DISTRICT:</b>  <b>DEHESA SCHOOL DISTRICT</b>  _____ <b>Signature</b>  <b>ANNA BUXBAUM</b> <b>BUSINESS MANAGER</b>  4612 Dehesa Rd, El Cajon, CA 92019  Date: _____	<b>EJPA AGENCY:</b>  <b>SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS</b>  _____ <b>Signature</b>  <b>LORA DUZYK</b> <b>ASSISTANT SUPERINTENDENT OF BUSINESS SERVICES DIVISION</b>  6401 Linda Vista Rd., Rm 506 San Diego CA 92111  Date: _____
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	Option	Pink	Yellow	Blue	Orange	Green	Purple
Prop 39 Funds	\$	142,122	\$ 193,407	\$ 245,031	\$ 199,744	\$ 247,773	\$ 247,773
District Funds	\$	56,000	\$ 77,000	\$ 93,000	\$ 58,000	\$ 152,292	\$ 199,584
<b>Total</b>	<b>\$</b>	<b>198,122</b>	<b>\$ 270,407</b>	<b>\$ 338,031</b>	<b>\$ 257,744</b>	<b>\$ 400,065</b>	<b>\$ 447,357</b>

Available Prop 39 Allocation After Planning Costs:

\$	247,773	\$(105,651)	\$ (54,366)	\$ (2,742)	\$ (48,029)	\$ -	\$ -
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Balance of unused Prop 39 funds per Option

EJPA Scope  (Additional scope beyond lighting & thermostats already done.)	Units/Qty	Option						Notes
		Pink	Yellow	Blue	Orange	Green	Purple	
Lighting	See notes							
Network EMS for PC's	117	x	x	x	x	x	x	ECM-2A: Replace 8 Incandescent wall mounts at Bldg C with LED
HVAC Bldg E	2	x	x	x	x	x	x	ECM-8: Replace 12 exterior pole Mercury Vapor pole mounts with LED
HVAC Bldg B - DSA	1	x	x	x	x	x	x	ECM-10: Replace manual light switches w/occupancy sensors & switches
HVAC Bldg B - DSA	2		x	x	x	x	x	ECM-19: By SDCOE Technology
Roofing Bldg F	All							ECM-12: (2) 3-Ton Packaged Heat Pumps
HVAC Bldg F	2							ECM-12: (1) 2-Ton Roof Top Unit
Roofing Bldg C	All							ECM-12: (2) 2-Ton Roof Top Units
HVAC Bldg A	3							ECM-22: Cool Roof
								ECM-12: (1) 3-Ton and (1) 5-Ton Packaged Heat Pump
								ECM-22: Cool Roof
								ECM-12: (2) 2-Ton and (1) 2.5-Ton Roof Top Units

**Additive/Deductive Alternates**

A1 - Re-Roof Maintenance Bldg	\$	9,880
A2 - Bldg. A 2-2ton RTU & 1-2.5ton RTU	\$	47,800

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Nancy Hauer  
**Subject:** **Acceptance of Contract Proposal from Dehesa Teachers Association (DTA) and Establish a Public Hearing**

Meeting Date: May 18, 2017

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

## **Background:**

The Dehesa Teachers Association (DTA) submitted their initial contract bargaining proposal for the 2017-2018 school year. Regarding this proposal, it is necessary for the Governing Board to:

- Acknowledge receipt
- Authorize the administration to make it available to interested persons
- Establish a public hearing

DTA's intent to bargain for the 2017-2018 school year is attached.

## **Financial Impact:**

Unknown at this time.

## **Student Impact:**

None

## **Recommendation:**

It is recommended that the Governing Board acknowledge receipt of the 2017-2018 bargaining proposal from DTA, make it available to interested persons, and establish a public hearing regarding the proposal on May 18, 2017 at 7:00 p.m. in the Dehesa Governing Board/MPR.

**Agenda Item #: VII.D.1**

**Reopener Proposal  
from the  
Dehesa Teachers' Association (DTA)  
and its  
Dehesa Chapter 663  
May 4, 2016**

Dehesa Teachers' Association (DTA) have settled for the 2015-2015 school year. The DTA would like to submit the following proposals for reopener negotiations for the 2016-2018 contract:

**ARTICLE 11: PAY AND ALLOWANCES**

Status quo except the Chapter requests a fair and equitable salary increase for all bargaining unit members.

**ARTICLE 12: HEALTH AND WELFARE BENEFITS**

Status quo except for the District shall absorb any increase in the health plans, including any increases in premiums for the term of the agreement.

**ARTICLE 18: SCHOOL CALENDAR/WORK YEAR**

The CTA requests to review the school calendar and make any necessary changes.

All other Articles and Sections shall remain in full force and effect unless modified through the bargaining process. CTA reserves the right to amend, delete, or add to language prior to the conclusion of bargaining.

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Nancy Hauer  
**Subject:** **Acceptance of Contract  
Proposal from California  
School Employees  
Association (CSEA) and  
Public Hearing**

Meeting Date: May 18, 2017

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

## **Background:**

The California School Employees Association (CSEA) submitted their initial contract bargaining proposal for the 2017-2018 school year. Regarding this proposal, it is necessary for the Governing Board to:

- Acknowledge receipt
- Authorize the administration to make it available to interested persons
- Establish a public hearing

CSEA's intent to Bargain for the 2017-2018 school year is attached.

## **Financial Impact:**

Unknown at this time.

## **Student Impact:**

None

## **Recommendation:**

It is recommended that the Governing Board acknowledge receipt of the 2017-2018 bargaining proposal from CSEA, make it available to interested persons, and establish a public hearing regarding the proposal on May 18, 2017 at 7:00 p.m. in the Dehesa Governing Board/MPR.

**Agenda Item #: VII.D.2**

**Reopener Proposal  
from the  
California School Employees Association (CSEA)  
and its  
Dehesa Chapter 663  
March 17, 2017**

CSEA and its Dehesa Chapter 663 submit the following proposals for reopener negotiations:

**ARTICLE 11: PAY AND ALLOWANCES**

Status quo except the Chapter requests a fair and equitable salary increase for all bargaining unit members.

CSEA will submit language that addresses errors in payment, both underpayments and overpayments.

**ARTICLE 12: HEALTH AND WELFARE BENEFITS**

Status quo except for the District shall absorb any increase in the health plans, including any increases in premiums for the term of the agreement. We would also like the district to consider increasing our Life insurance to \$20,000. Currently its \$18.00 a year for \$10,000.

**New Article: Layoff and Re-employment**

CSEA will submit language that addresses member's rights on layoff and re-employment.

All other Articles and Sections shall remain in full force and effect unless modified through the bargaining process. CSEA reserves the right to amend, delete, or add to language prior to the conclusion of bargaining.

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Nancy Hauer  
**Subject:** Personnel  
Recommendations

Meeting Date: May 18, 2017

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

The Governing Board is requested to approve/ratify the following personnel recommendations:

**Personnel:**

**Certificated:**  
**None**

**Classified:**

1. To accept the resignation of a classified employee effective 6/15/17.

**Agenda Item #:VII.F.1**