

**Alpha: Cornerstone Academy
Preparatory
Charter Renewal Petition**



**Respectfully submitted to the
Santa Clara County Office of Education
Term of Charter: July 1, 2020-June 30, 2025**

**Contact: John Glover, Chief Executive Officer
john@alphapublicschools.org
408-785-1550**



Via: Hand-Delivery
November 12, 2019

Superintendent Mary Ann Dewan
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Superintendent Dewan,

On behalf of Alpha: Cornerstone Academy Preparatory School, I am pleased to submit this charter renewal petition appeal to the Santa Clara County Board of Education for formal consideration.

In submitting this charter petition, Alpha: Cornerstone Academy Preparatory School (the "Charter School"), which will be operated by Alpha Public Schools ("Alpha") appeals the denial of its charter petition by the Franklin-McKinley School District (the "District") to the Santa Clara County Board of Education (the "County"), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11966.5(a). Title 5, California Code of Regulations Section 11966.5(a) requires that a charter school whose petition is denied and that wishes to appeal its petition to a county board of education must send the following information within 30 days of after the denial action:

1. Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b). This documentation is included in the charter petition, attached under Binder Tab 5.
2. A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. Any further substantive adjustments in order to reflect County requirements will be included in the Memorandum of Understanding (MOU) process. The charter petition, which includes a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed, is attached under Binder Tab 5.
3. Evidence of the District board's action to deny the petition and any written factual findings, setting forth specific facts to support one or more of the ground for denial as specified in Education Code Section 47605(b). Attached under Binder Tab 2, please find:
 - a. District staff report/presentation recommending approval of petition renewal;
 - b. District Board resolution denying renewal of the Charter School's petition at the District board meeting on October 22, 2019; and
 - c. The Charter School's response to the District Board's findings for denial of the charter renewal petition



4. A signed certification to the County stating that the petitioner(s) will comply with all applicable laws (Attached in Binder Tab 3). While this is not legally required for charter renewal appeals, Alpha wishes to be in compliance with the County's procedures.
5. A description of changes to the petition necessary to reflect the Santa Clara County Board of Education as the authorizing entity (Binder Tab 4).
6. Additional Supporting documents. Attached under Binder Tab 1, please find:
 - a. Completed SCCOE Charter School Review Matrix
 - b. Financial Documents (Electronic Form only - Included on Flash Drive)

We are proud of Alpha: Cornerstone Academy's ten year history of providing an academically-sound and culturally joyful community to over 500 students within East San Jose. As the County Board and SCCOE considers our appeal, we are fully committed to working with the County to ensure that our students and families can continue attend Alpha: Cornerstone Academy.

We are happy to answer any questions you may have in the coming months and we look forward to engaging in the petition appeal process.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. L. Glover', with a long horizontal flourish extending to the right.

John Glover
Founder & Chief Executive Officer
Alpha Public Schools

**Alpha: Cornerstone Academy
Preparatory
Renewal Charter Petition**



**Respectfully submitted to the
Franklin-McKinley School District
Term of Charter: July 1, 2020-June 30, 2025**

**Contact: John Glover, Chief Executive Officer
john@alphapublicschools.org
408-785-1550**

Table of Contents

Key Petition Changes (2020-2025)	4
Affirmations and Declaration	6
Performance Report	10
Element A. The Educational Program	31
Mission	31
Vision	31
Core Values and Culture	32
Description of Target Population - Students To Be Served	34
What It Means To Be An Educated Person In The 21st Century	35
How Learning Best Occurs	36
Curriculum and Instructional Design: Elementary Grades K-4	44
Curriculum and Instructional Design: Middle Grades 5-8	49
Key Instructional Strategies	52
Student Supports	53
LCFF Compliance: Annual Goals	56
Plan For Students Who Are Academically Low Achieving	57
Plan For Students Who Are Academically High Achieving	57
Plan For English Learners	58
Plan For Special Education	61
Elements B & C: Measurable Pupil Outcomes and the Methods to Measure Progress Towards Outcomes	73
Use and Reporting of Data	95
Element D: Governance	97
Board of Directors	97
Leadership Team	101
Element E: Employee Qualifications	102
Element F: Health and Safety Procedures	107
Element G: Means to Achieve Racial and Ethnic Balance	113
Cornerstone Academy Preparatory	2

Element H: Admission Policies and Procedures	114
Element I: Financial Audits	117
Element J: Suspension and Expulsion	119
Element K: Employee Retirement Systems	121
Element L: Public School Attendance	122
Element M: Rights of District Employees	123
Element N: Mandatory Dispute Resolution	124
Element O: Closure Procedures	126
Miscellaneous Charter Provisions	128
Enrollment	129
Revenue	131

Appendices	
A	LCAP
B	Corporate Bylaws / Articles of Incorporation
C	Calendar
D	Schedule
E	Professional Development Documents
F	Evaluation Tools
G	Key Job Descriptions
H	Employee Handbook
I	Family Handbook
J	Family Survey Results
K	Conflict of Interest Policy

L	SELPA Guides
M	Math Curriculum Documents
N	Budget Information
O	Suspension / Expulsion Procedures
P	CMO Description / Organization Chart
Q	Drop-Off Procedures
R	Pick-Up Procedures
S	Safety and Emergency Handbook
T	Financial Policies

Key Petition Changes (2020-2025)

Petition Section	Description of Change
All	<ul style="list-style-type: none"> ● Update of past tense to present throughout. ● Updates to conform with newly enacted laws.
Affirmations and Declarations	<ul style="list-style-type: none"> ● Addition of “gender expression” and “gender identity” to list of non-discrimination categories per Education Code 220.
Educational Philosophy and Program	<ul style="list-style-type: none"> ● Updated educational program details to reflect current practice, including coursework descriptions. ● Addition of information on programming. ● Addition of “five critical steps” to Pedagogy. ● Included references to key organizational documents, including ELD Playbook. ● Addition of new governing law: Education Code Section 47605 (b) (5) (A) (iii). Addition of description of Charter School's annual goals and actions to be achieved in the Eight State Priorities as required by Education Code Section 47605.6 (b) (5) (A) (iii). Updates to reflect new

	state standards: Common Core State Standards and Next Generation Science Standards.
Measurable Pupil Outcomes	<ul style="list-style-type: none"> • Addition of new governing law: Education Code 47605(b)(5)(8) and 47605(b)(5)(c). Addition of description of Charter School's outcomes that align with the Eight State Priorities as required by Education Code Section 47605(b) (5)(B), and affirmation to meet Education Code Section 47605(b)(5)(C). Updates to reflect new state-mandated testing system, the California Assessment of Student Performance and Progress.
Student Enrollment, Admissions, Attendance, and Suspension/Expulsion Procedures	<ul style="list-style-type: none"> • Addition of new governing laws as found in Budget Trailer bill. • Addition of admissions preference for students qualifying for Free and Reduced Price Lunch • Addition of “gender expression” and “gender identity” to list of non-discrimination categories per Education Code 220. • Updated policies in alignment with current education code and law, including removal of willful defiance as an expellable offense and addition of definitions for bullying and an electronic act.

Affirmations and Declaration

As the lead petitioner, I, John Glover, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Alpha: Cornerstone Academy Preparatory (“Cornerstone Academy” or the “Charter School”), operated by Alpha Public Schools Inc. (“Alpha” or the “CMO”), and to be located within the boundaries of the Franklin-McKinley School District (“FMSD” or the “District”) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

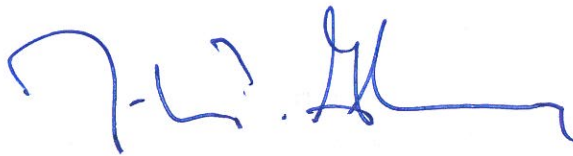
- Cornerstone Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. **[Education Code Section 47605(d)(1)]**
- Cornerstone Academy will not charge tuition. **[Education Code Section 47605(d)(1)]**
- Cornerstone Academy will not discriminate on the basis of the characteristics in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics. **[Education Code Section 47605(d)(1)]**
- Cornerstone Academy will meet all statewide standards and conduct the student assessments required, pursuant to **Education Code Section 60605**, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. **[Education Code Section 47605(c)(1)]**
- Alpha Public Schools, Inc. declares that it will be deemed the exclusive public school employer of the employees of Cornerstone Academy for purposes of the Educational Employment Relations Act. **[Education Code Section 47605 (b)(6)]**
- Cornerstone Academy will admit all students who wish to attend Cornerstone Academy, subject only to capacity, in which case a public random drawing will be held. Except as required by Education Code Section 47605(d)(2), admission to

the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). **[Education Code Section 47605(d)(2)(A)-(C)]**

- Cornerstone Academy will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”).
- Cornerstone Academy will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. **[Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]**
- Cornerstone Academy will ensure that teachers at Cornerstone Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. **[Education Code Section 47605(l)]**
- Cornerstone Academy will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by **Education Code Section 47612.5(a)(1)(A)-(D)**.
- If a pupil is expelled or leaves Cornerstone Academy without graduating or completing the school year for any reason, Cornerstone Academy will notify the superintendent of the school district of the pupil’s last known address within 30 days (if Cornerstone Academy does not use the school district’s student information system), and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. **[Education Code Section 47605(d)(3)]**

- Cornerstone Academy may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. **[Education Code Section 47605(n)]**
- Cornerstone Academy will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. **[Education Code Section 47612.5(a)(2)]**
- Cornerstone Academy will, on a regular basis, consult with its parents and teachers regarding its education programs. **[Education Code Section 47605(c)]**
- Cornerstone Academy will comply with any applicable jurisdictional limitations to the locations of its facilities. **[Education Code Sections 47605 and 47605.1]**
- Cornerstone Academy will comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements. **[Education Code Sections 47612(b) and 47610]**
- Cornerstone Academy will comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- Cornerstone Academy will comply with the Ralph M. Brown Act.
- Cornerstone Academy will comply with the Public Records Act.
- Cornerstone Academy will comply with the Political Reform Act.
- Cornerstone Academy will comply with the Family Educational Rights and Privacy Act.
- Cornerstone Academy shall comply with Government Code 1090, *et seq.*, as set forth in Education 47604.1.
- Cornerstone Academy will meet or exceed the legally required minimum number of school days. **[Ref. Title 5 California Code of Regulations Section 11960]**

- Cornerstone Academy will maintain all necessary and appropriate insurance coverage at all times.
- Cornerstone Academy accepts and understands its obligations to comply with specific sections of the **Ed. Code §47611** (STRS) and **§ 41365** (Revolving Loan Fund).
- Cornerstone Academy will admit a child the age of five on or before December 2 of the current school year as the minimum for kindergarten. [**Ed. Code § 48000**]
- Cornerstone Academy's practices will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. [**Ed. Code § 60044**]
- Cornerstone Academy will follow any and all other federal, state, and local laws and regulations that apply to California charter schools and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.



John Glover, Chief Executive Officer, Alpha Public Schools

Performance Report

INTRODUCTION

Since its inception, Cornerstone Academy has appreciated the collaborative relationship it maintains with the District. As a public charter school, Cornerstone Academy understands the fundamental promise of charter schools; increased autonomy and freedom from regulation in exchange for increased accountability. In this Performance Report, we will provide information to support the renewal process, providing evidence that the Charter School has met the statutory requirements necessary for renewal and that the Charter School is an academic success, is an effective, viable organization, and has been faithful to the terms of its charter. Plans for the next charter term are also included.

STUDENT OUTCOMES

Alpha: Cornerstone Academy has experienced increasing success in serving its target population. Our success can be demonstrated using a variety of measures, including but not limited to the following:

- Meeting charter renewal criteria pursuant to Education Code Section 47607(b)
- Demonstrative success towards meeting Measurable Pupil Outcomes

These indicators are provided below.

Charter School Renewal Criteria

Education Code Section 47607 (a)(3)(A) requires an authorizer to consider “increases in pupil achievement for all groups of pupils served by the charter school” as the most important factor in determining charter school renewal. Additionally, requisite for approval of a charter renewal a charter school must demonstrate that it meets the minimum standard for renewal pursuant to Education Code § 47605(b) or Section 52052(f) which require that the charter school meets “at least one of the following criteria:

- The entity that granted the charter determines that the academic performance of the public school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic

Performance Report

INTRODUCTION

Since its inception, Cornerstone Academy has appreciated the collaborative relationship it maintains with the District. As a public charter school, Cornerstone Academy understands the fundamental promise of charter schools; increased autonomy and freedom from regulation in exchange for increased accountability. In this Performance Report, we will provide information to support the renewal process, providing evidence that the Charter School has met the statutory requirements necessary for renewal and that the Charter School is an academic success, is an effective, viable organization, and has been faithful to the terms of its charter. Plans for the next charter term are also included.

STUDENT OUTCOMES

Alpha: Cornerstone Academy has experienced increasing success in serving its target population. Our success can be demonstrated using a variety of measures, including but not limited to the following:

- Meeting charter renewal criteria pursuant to Education Code Section 47607(b)
- Demonstrative success towards meeting Measurable Pupil Outcomes

These indicators are provided below.

Charter School Renewal Criteria

Education Code Section 47607 (a)(3)(A) requires an authorizer to consider “increases in pupil achievement for all groups of pupils served by the charter school” as the most important factor in determining charter school renewal. Additionally, requisite for approval of a charter renewal a charter school must demonstrate that it meets the minimum standard for renewal pursuant to Education Code § 47605(b) or Section 52052(f) which require that the charter school meets “at least one of the following criteria:

- The entity that granted the charter determines that the academic performance of the public school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic

performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47606(b)(4)) or

- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used. (Education Code Section 52052(f).

Cornerstone Academy will demonstrate that it meets both of these criteria and has “clear and convincing data” to support this assertion.

Increases in Student Performance Among All Subgroups

Cornerstone Academy has demonstrated continual growth for all subgroups of students over the last three years. Figures 1 - 8 illustrate student CAASPP data disaggregated by population.

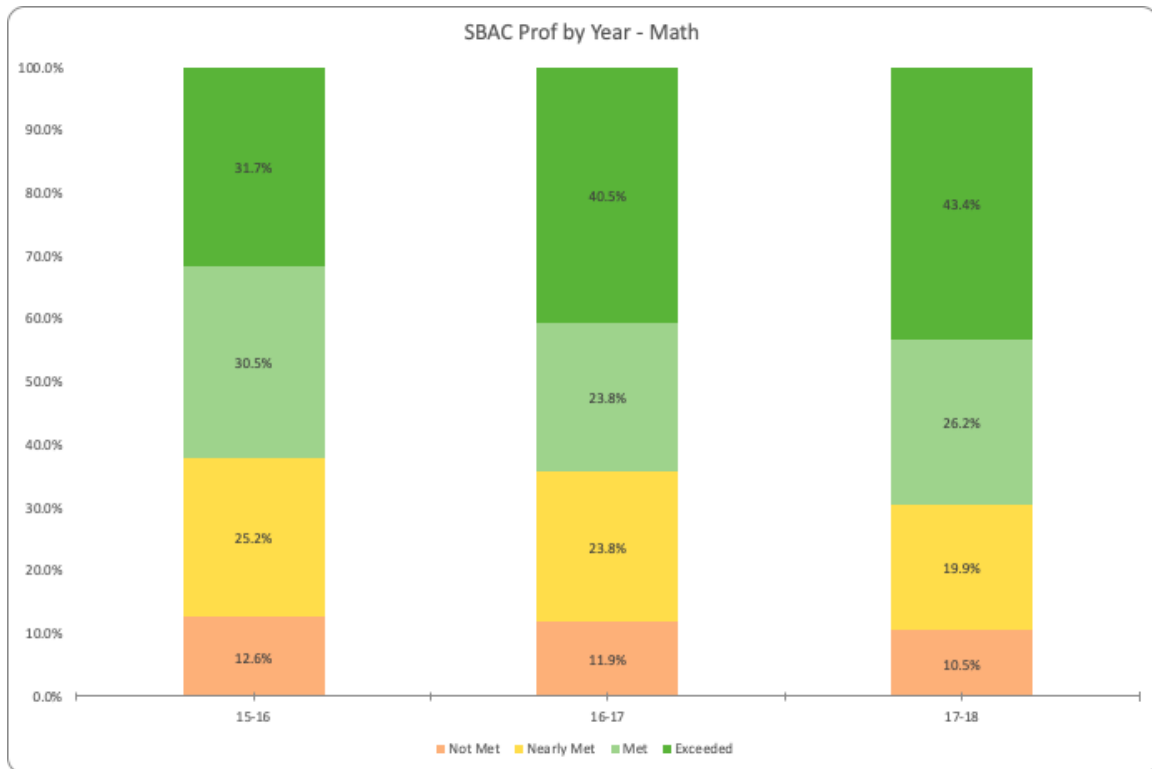


Figure 1. Math CAASPP performance (2016-18).

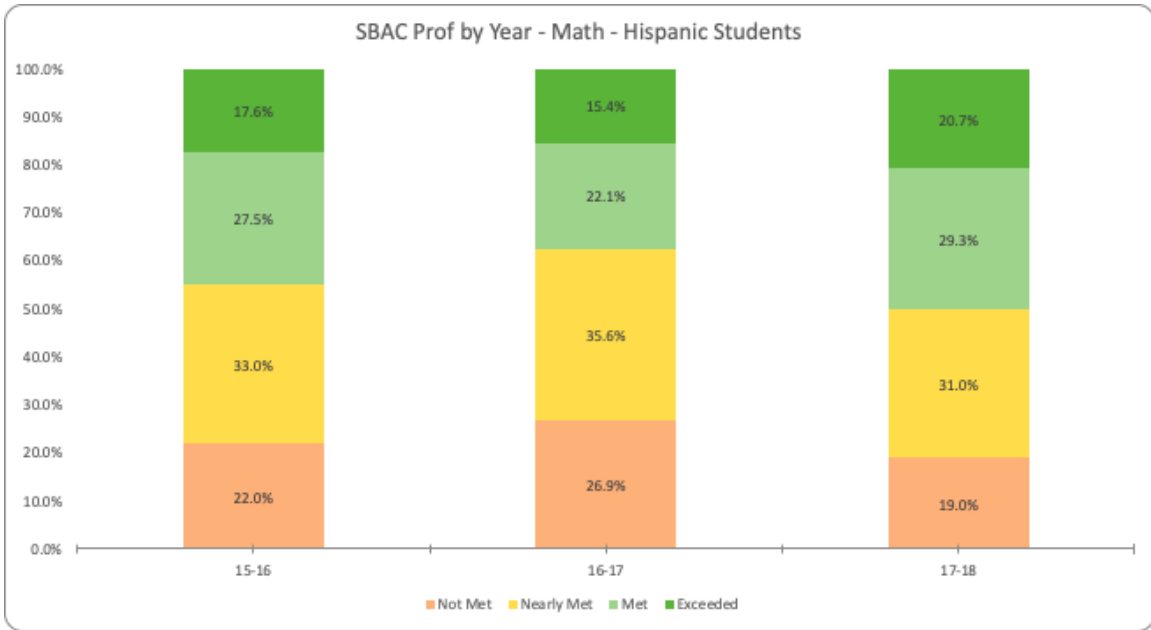


Figure 2. Math CAASPP performance for Hispanic students (2016-18).

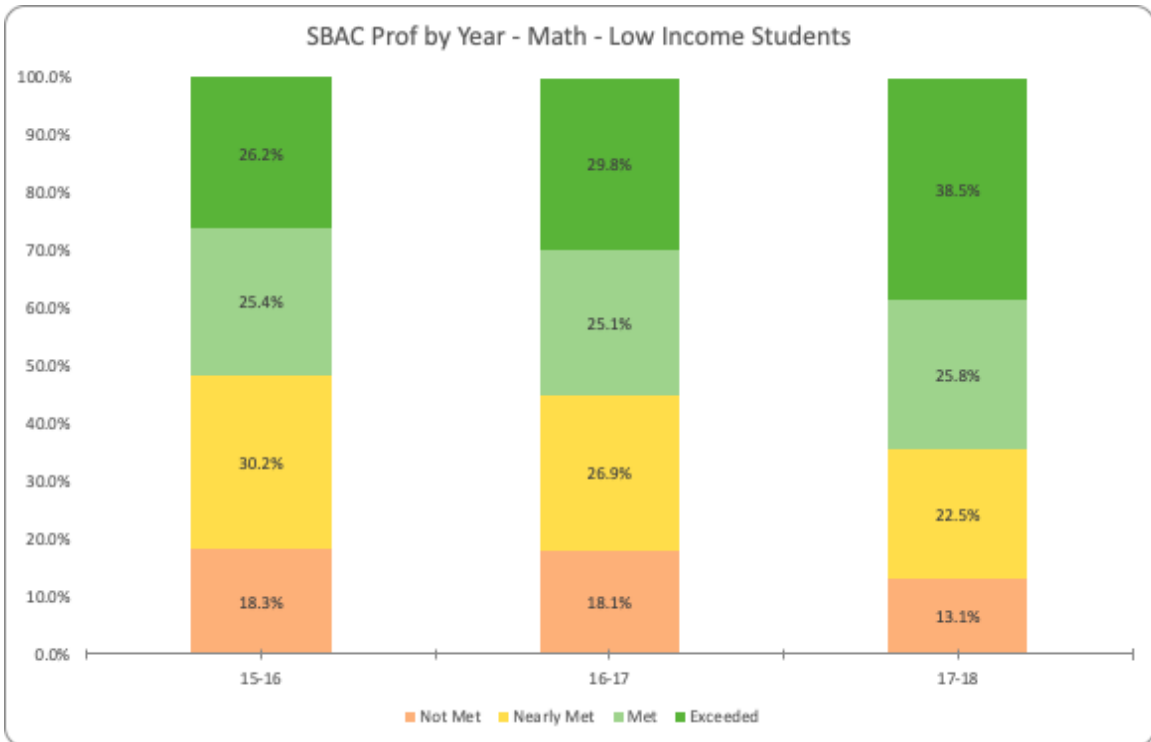


Figure 3. Math CAASPP performance for low income students (2016-18).

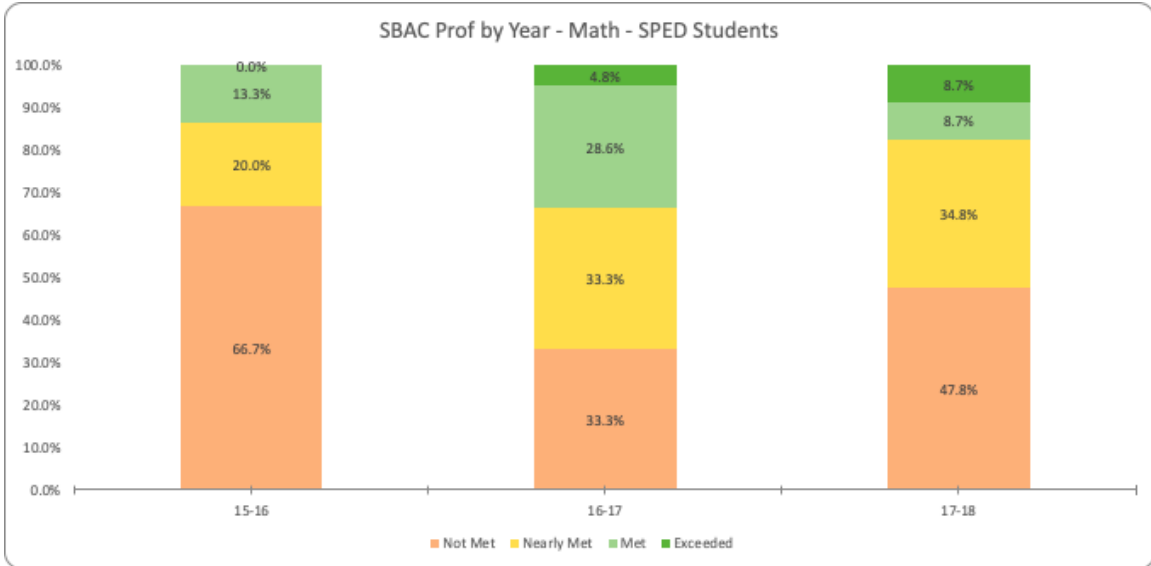


Figure 4. Math CAASPP performance for students in Special Education (2016-2018).

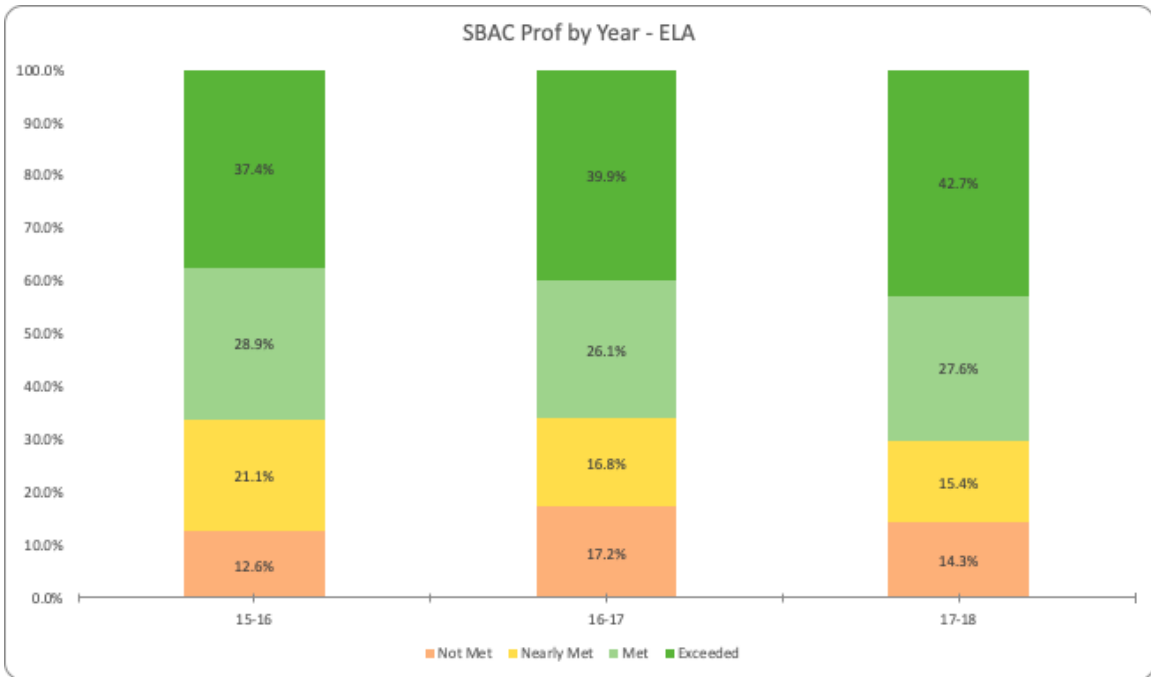


Figure 5. ELA CAASPP performance (2016-18).

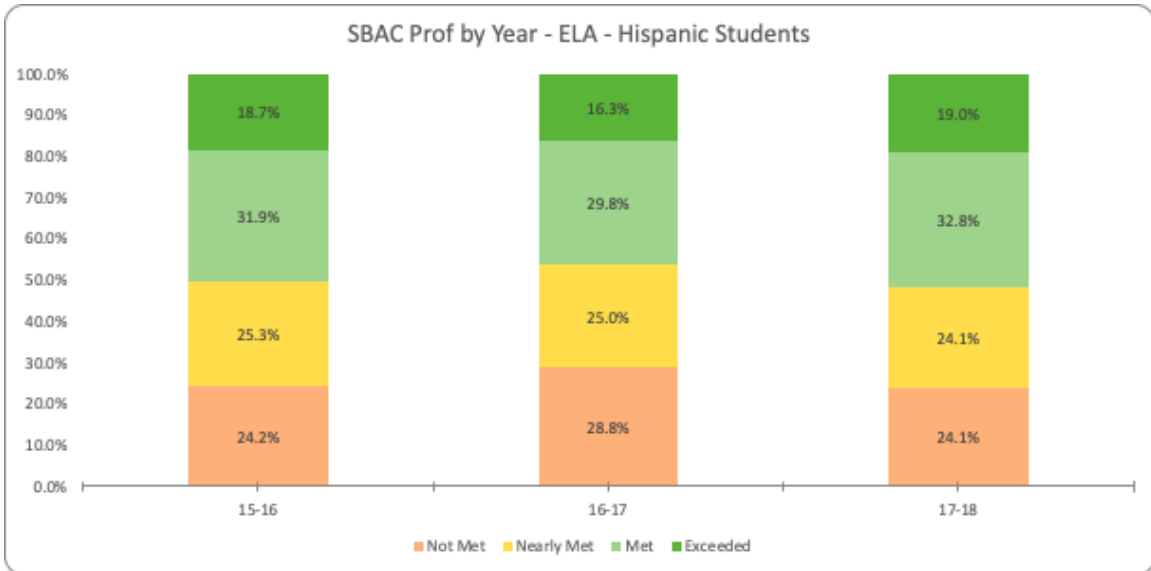


Figure 6. ELA CAASPP performance for Hispanic students (2016-18).

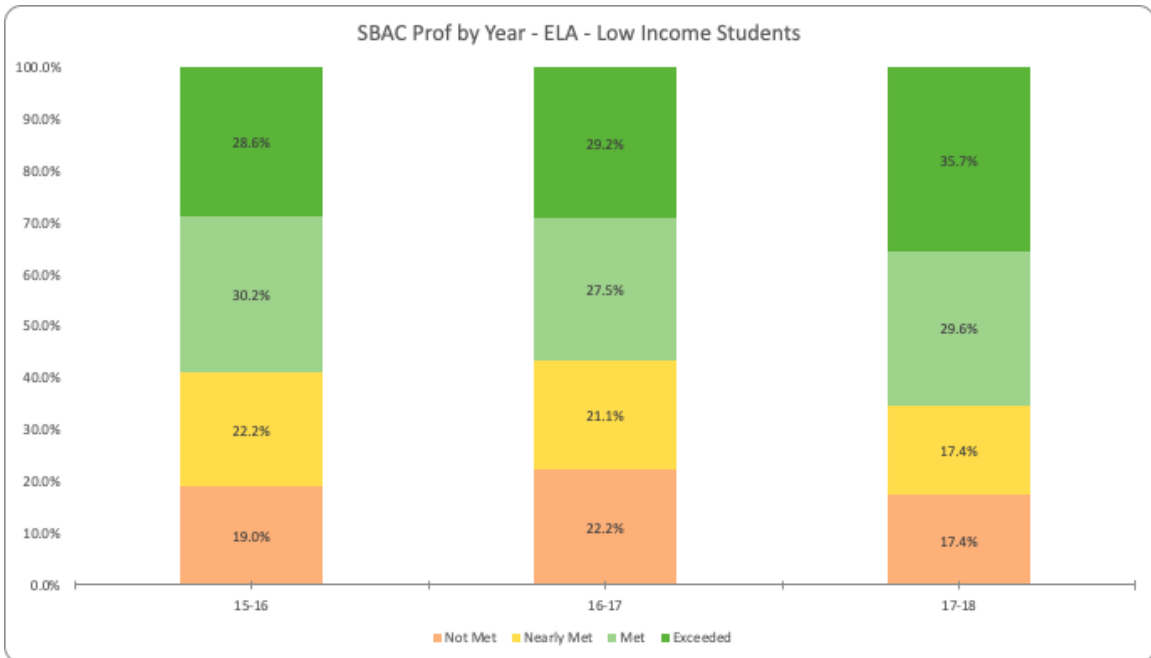


Figure 7. ELA CAASPP performance for low income students (2016-18).

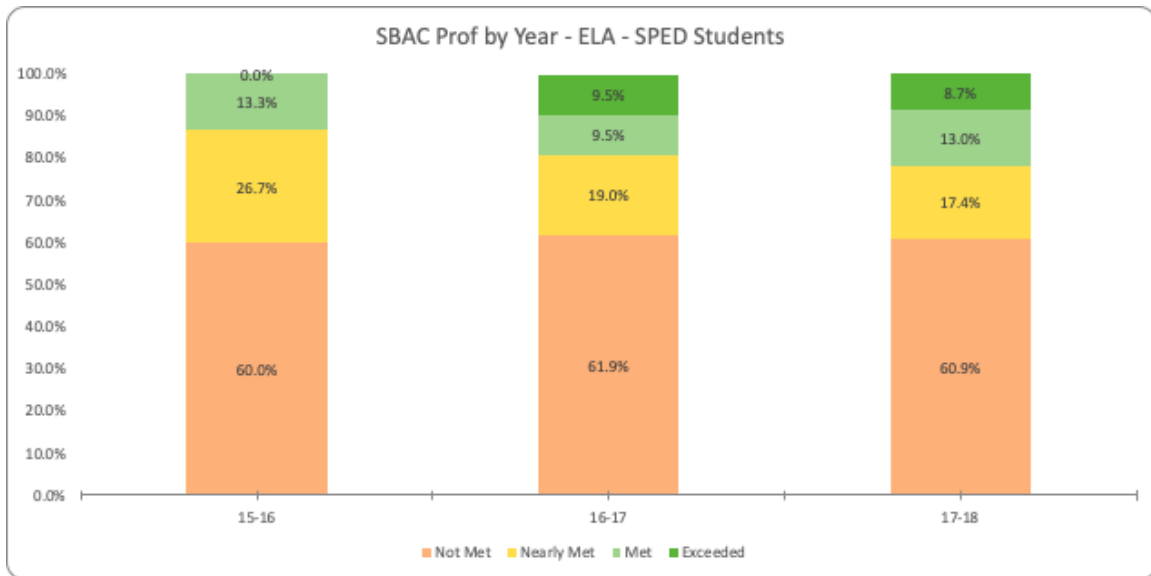


Figure 8. ELA CAASPP performance for students in Special Education (2016-18).

Academic Performance at Least Equal to Comparison Schools

Looking at academic performance data to date, Cornerstone Academy’s performance is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” (Education Code Section 47607(b)(4))

The following sections provide the following, to demonstrate Cornerstone Academy’s comparative school performance:

- Methodology for identifying the comparison schools and comparative student populations
- Key academic data measures including proficiency levels and progress towards English fluency

Comparative School and Population

Alpha: Cornerstone Academy primarily serves students in East San Jose, who would otherwise attend schools in the Franklin-McKinley School District. Our unduplicated count is over 75%, comparable to that of the District.

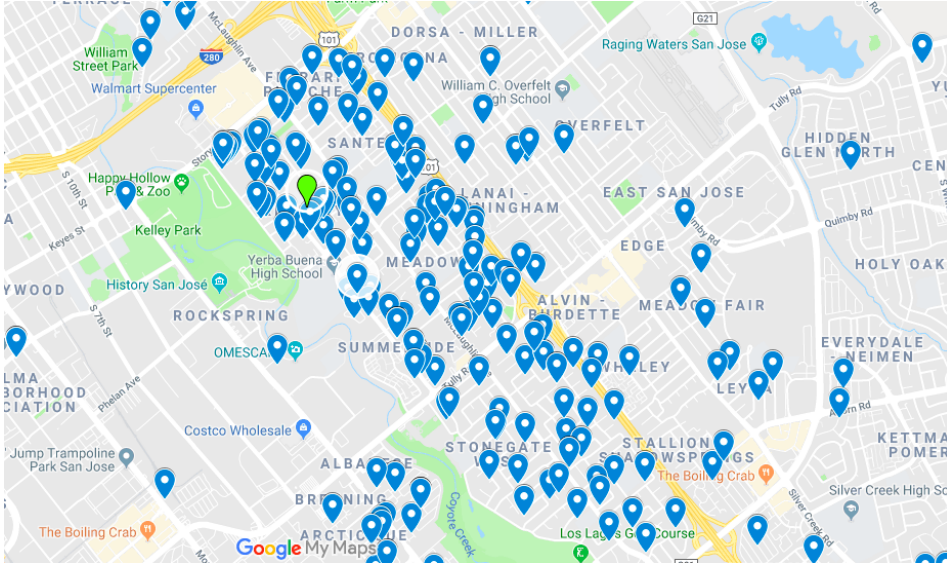


Figure 9. Student Resident Map

Based on student residences identified above, the schools that the students “would otherwise attend” are Robert F. Kennedy and Jeanne R. Meadows for grades K-6 and Bridges Academy and College Connection Academy for grades 7-8. These schools are also geographically close to Cornerstone Academy. Therefore, academic data comparisons are made with respect to these schools (in aggregate referred to as K-6 Resident Schools and 7-8 Resident Schools), in addition to FMSD as a whole. Cornerstone Academy students belong to demographic subgroups that are significantly underrepresented in college and the Charter School serves these students at a similar rate to the District as a whole, with the exception of % Hispanic or Latinx and English Learners (“ELs”), as seen below.

	Cornerstone	K-6 Resident Schools	7-8 Resident Schools	FMSD
% Socioeconomically Disadvantaged	69.1	76.4	59.9	72.9
% Hispanic or Latinx	31.0	61.9	49.6	60.2
% EL	22.2	56.2	24.9	45.0
% SPED	7.7	8.1	7	8.6

Table 1. Demographics (Numbers for comparative schools were calculated by averaging the individual school's reported demographics from their 17-18 School Accountability Report Card. For FMSD, data were pulled from the [Education Partnership Database](#).)

California Assessment of Student Performance and Progress (“CAASPP”)

Cornerstone Academy continues to show compelling growth in student performance across multiple measures. The majority of Cornerstone Academy students are from socioeconomically disadvantaged families. Therefore, focusing on that subgroup provides the best comparison for determining if students are achieving at rates at least equal to that of the schools they would otherwise attend.

Math: Cornerstone Academy students from socioeconomically disadvantaged families have outperformed similar students in the District in each of the past four years of operation - in every year the CAASPP has been administered. In addition, these students have performed at higher levels than the District as a whole. Figure 1 below provides a comparison by year and as a four-year average for grades 3-6. Because 7th grade commenced at Cornerstone Academy in the 2017-2018 school year, 7th grade data is included in Figure 2 for the 2017-2018 school year only.

English Language Arts (“ELA”): Cornerstone Academy students from socioeconomically disadvantaged families have outperformed similar students at the comparison schools in each of the past four years of operation - in every year the CAASPP has been administered. In addition, these students have performed at higher levels than the District as a whole. Figure 1 below provides a comparison by year and as a four-year average for grades 3-6. Because 7th grade commenced at Cornerstone Academy in the 2017-2018 school year, 7th grade data is included in Figure 2 for the 2017-2018 school year only.

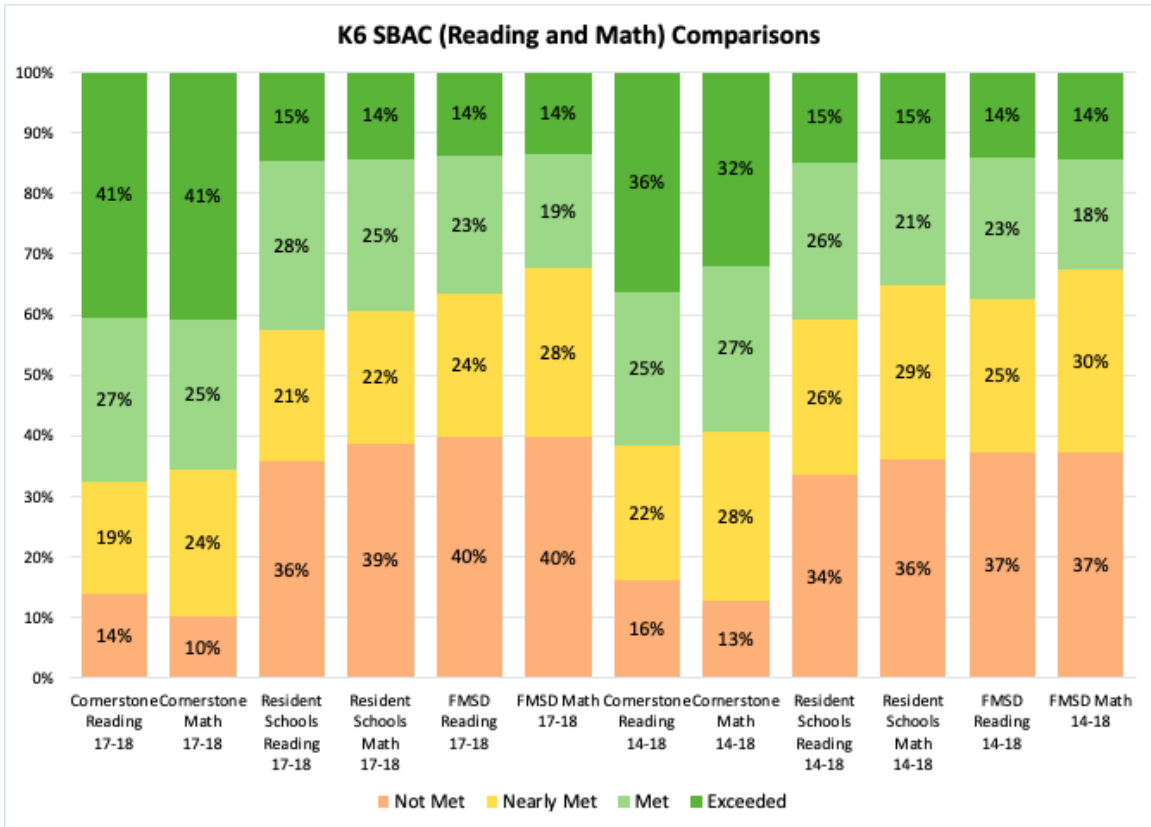


Figure 10. K-6 SBAC (Reading and Math) performance for socioeconomically disadvantaged students.

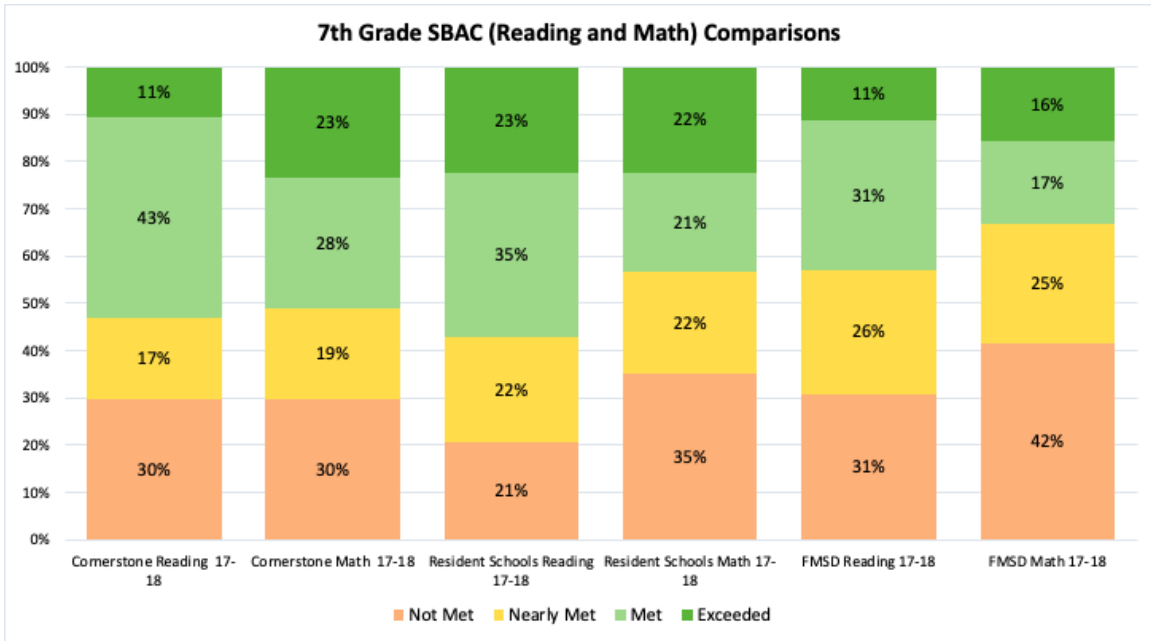


Figure 11. 7th Grade SBAC (Reading and Math) performance for socioeconomically disadvantaged students.

Alpha: Cornerstone Academy currently holds a blue rating in mathematics on the California School Dashboard. The mathematics status rating is blue overall and for most subgroups (EL, Hispanic, and Socioeconomically Disadvantaged students all hold a green rating). The Growth Rating is blue overall and for most subgroups (EL, Hispanic, and Socioeconomically Disadvantaged students all hold a green rating), as seen in Table 1 below. The school is currently green in English Language Arts on the California School Dashboard. The status rating is green overall and for most subgroups (EL are orange) The Growth Rating is green overall and for subgroups (Hispanic and Socioeconomically Disadvantaged hold a green rating and EL students hold an orange rating), as seen in Table 2 below. Math and Reading CAASPP data for all student subgroups is provided below in Figure Z.

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH				All Students (School Placement) Asians	
HIGH		English Learners		Socioeconomically Disadvantaged	

MEDIUM				Hispanic	
LOW					
VERY LOW					

Table 2. California Schools Dashboard Cornerstone Mathematics Indicator (2017-2018).

Level	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH				Asians	
HIGH			English Learners	All Students (School Placement) Socioeconomically Disadvantaged	
MEDIUM				Hispanic	
LOW			English Learners		
VERY LOW					

Table 3. California Schools Dashboard Cornerstone English Language Arts Indicator (2017-2018).

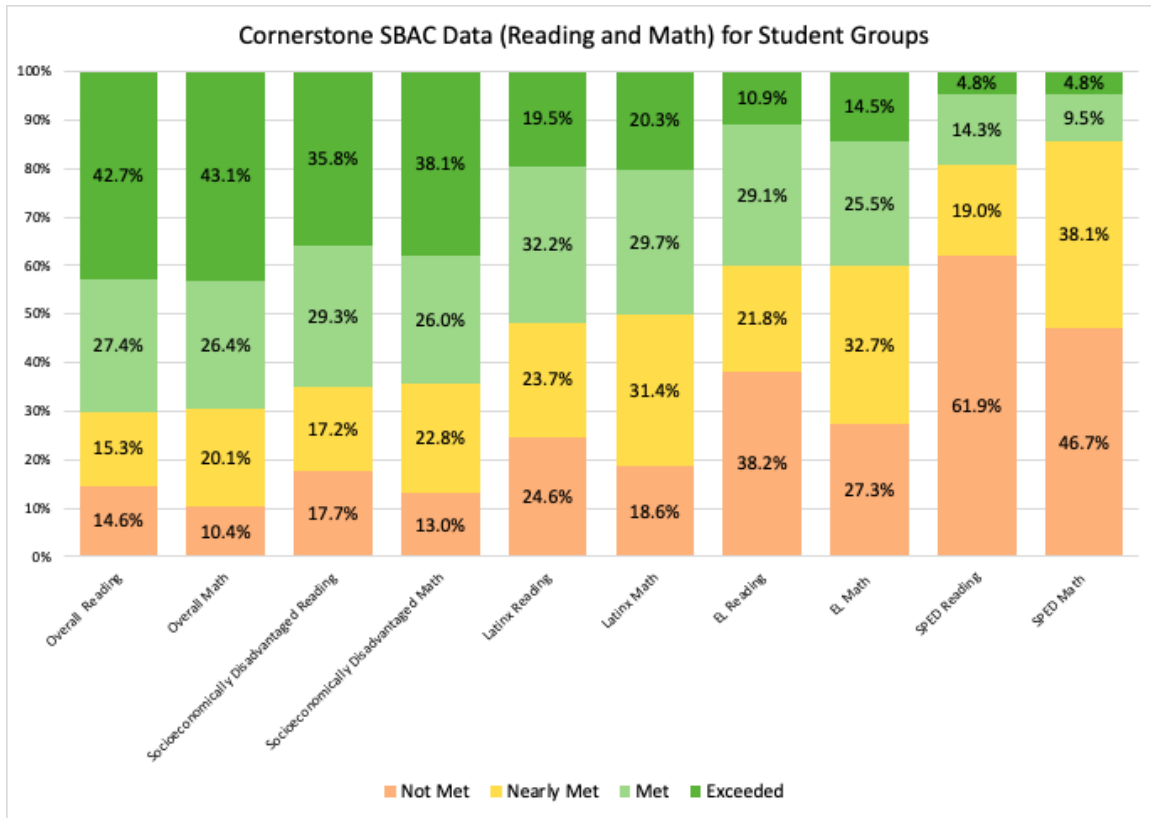


Figure 12. SBAC (Reading and Math) performance disaggregated by student group (17-18).

In order to ensure students are college-ready and that the Charter School maintains its blue mathematics rating and moves to a blue English language arts rating, Cornerstone Academy will maintain its focus on ensuring content is highly aligned to the Common Core State Standards (“CCSS”) and that teachers are continuously using data to inform instruction and interventions in the next charter term. In the 19-20 school year, Cornerstone Academy will roll out two targeted priorities focused on moving the needle for students in literacy and English development. The Literacy Priority utilizes new K-8 curriculum, strong tracking systems, and continual supports. The English Language Development Priority utilizes integrated and designated supports for students in different levels of ELPAC.

To track the progress of students’ literacy during the course of the year, and to ensure that English Learners are making strong progress between English Language Proficiency Assessments for California, Cornerstone Academy will use the Northwest Evaluation System (“NWEA”) Measures of Academic Progress (“MAP”) Assessment, a nationally normed growth assessment taken by students across the United States each year. Over the last several years, Cornerstone Academy has demonstrated growth in the number of

students making a year or more of growth annually. On average in the United States each year, 50% of students taking the MAP test meet one year of growth.

Percent of students making one year or more of growth on NWEA MAP assessment	2015-16	2016-17	2017-18	2018-19
READING	67%	58%	56%	60%
MATH	63%	58%	64%	73%

Table 4. Percent of Cornerstone Academy students making one year or more of growth each year.

Alternative Measures

English Language Proficiency Assessments for California (ELPAC)

Student Engagement

Alpha Cornerstone Academy has high student retention rates (student retention rate of 90.9% from the 2017-18 school year), attendance rates (as seen in Figure 12), and student satisfaction rates (as seen in Figure 13). Student satisfaction is measured in a quarterly survey with response options one to four with one being the lowest and four being the highest. Cornerstone Academy also experiences low student suspension/expulsion rates (as seen in Figure 14).

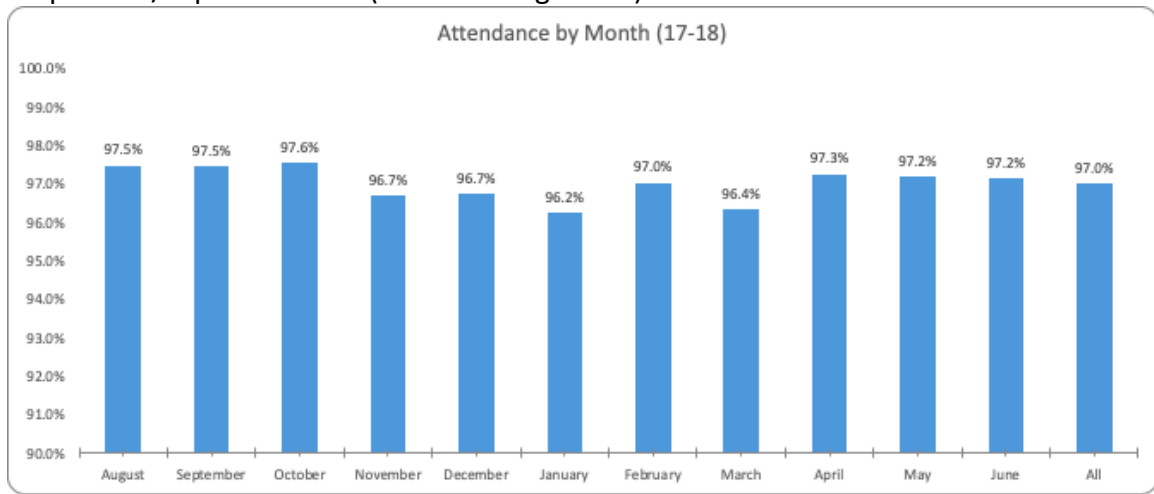


Figure 13. Cornerstone attendance by month (17-18).

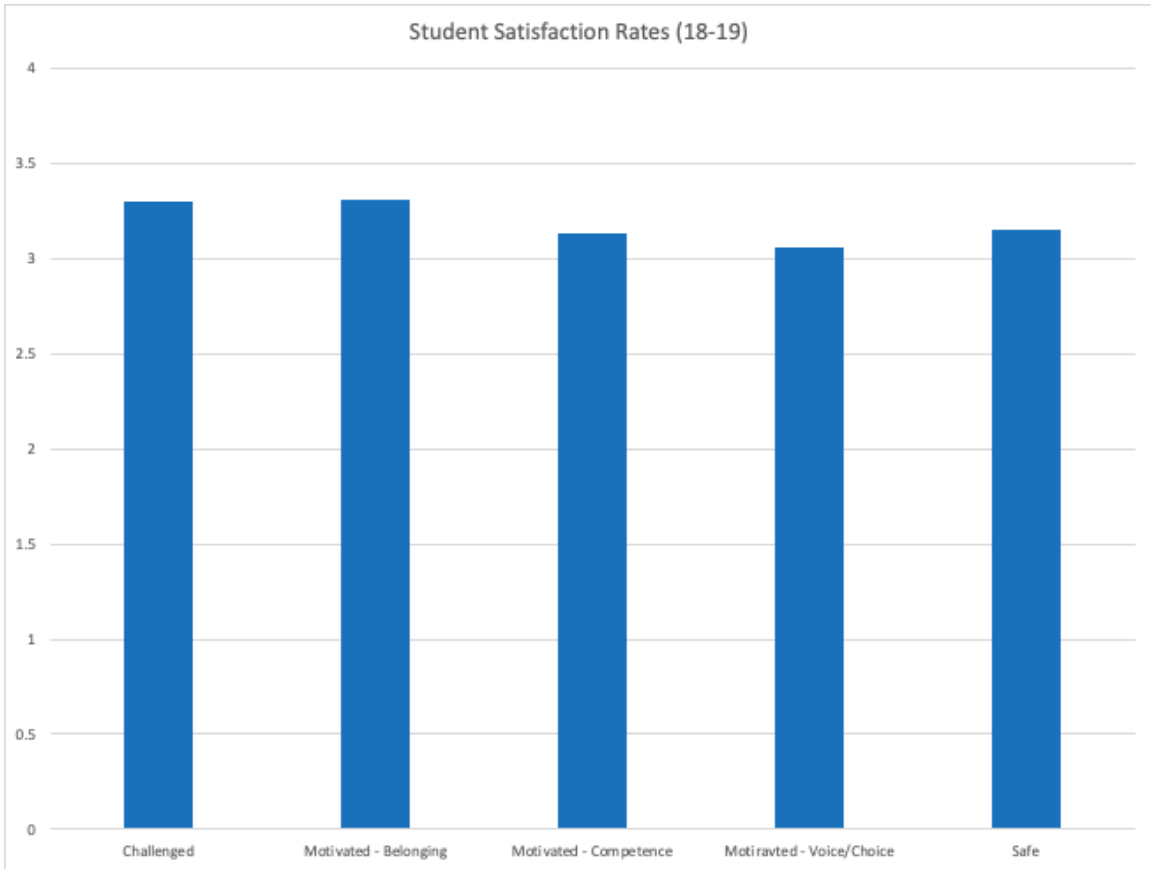


Figure 14. Cornerstone Academy student satisfaction survey results (18-19).

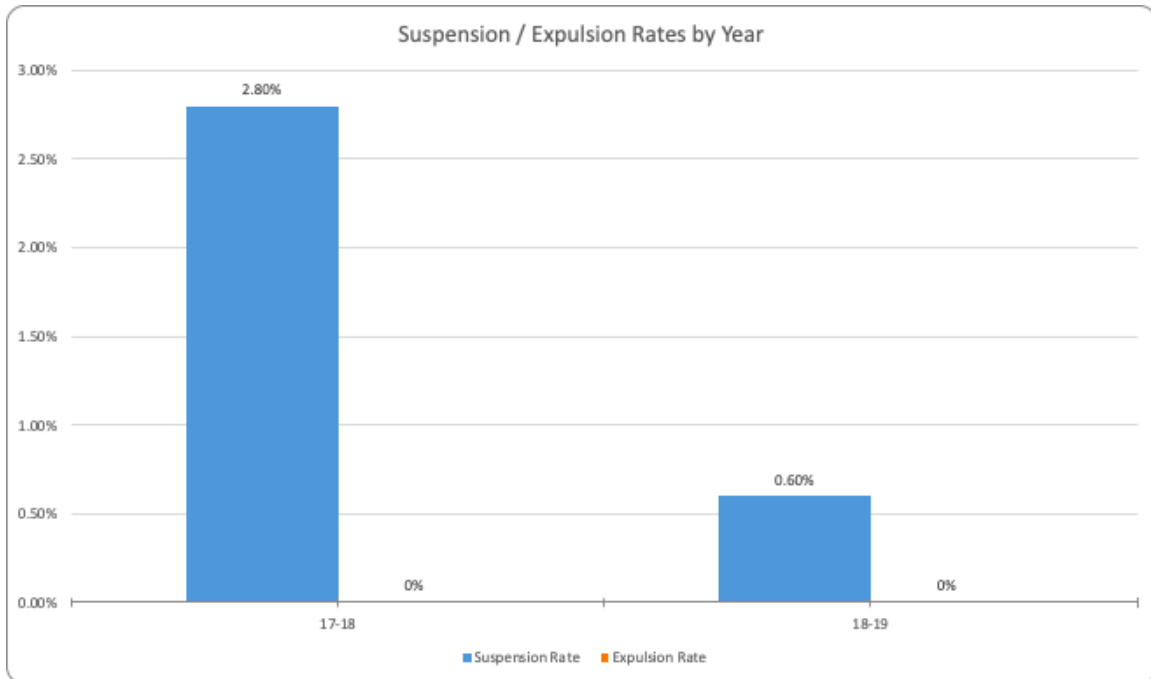


Figure 15. Cornerstone Academy suspension and expulsion rate (17-19).

Measurable Pupil Outcomes (“MPOs”)

Table 3 below displays Cornerstone Academy’s MPO goals from the previous term as well as year-by-year data to highlight whether or not the Charter School has made meaningful progress toward meeting its MPOs.

MPO Goal from Previous Term	School Year			Met?
	15-16	16-17	17-18	
The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually.	51%*	48%*	Not applicable due to shift to ELPAC	NO
READING: The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually.	67%	58%	56%	NO

MATH: The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually.	63%	58%	64%	In 1 of 3 years with available data.
Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics on the CAASPP.				YES
ADA at or above 95%	96%	96%	96%	YES
Less than 2% yearly suspension rate.	<2%**	<3%**	2.8%	NO
Decrease overall number of tardy arrivals by 5%.	N/A	3.93%	5.53%***	NO
Maintain an annual attrition rate of less than 3%.	0.67%	3.35%	3.47%	In 1 of 3 years with available data
100% of students will complete a social science project each year.	100%	100%	100%	YES
70% of students will score a 3 or higher on their social science project rubric.	N/A****	N/A****	N/A****	N/A*




<p>Students will exceed the average performance levels of students in schools with similar demographics on the PFT.</p>				<p>In 2 of 3 years with available data</p>
---	---	--	---	--

Table 5. Measurable Pupil Outcome Goals from prior Cornerstone charter and associated metrics by year.

*Refers to the percentage of students scoring a 4 or 5 on the CELDT

**These numbers reflect estimates from the School Operations Manager. For the 2018-2019 school year onward, Cornerstone Academy has a SIS capable of precisely tracking this data.

***Note that both the student enrollment and the number of student school days increased for the 2017-2018 school year.

**** Cornerstone Academy’s gradebook system in 2015-2018 captured course grades in aggregate, thus it is not possible to discern grades for specific assignments in aggregate for that timeframe. In the 2018-2019 school year, Cornerstone switched to a different system, Illuminate Education, that will allow for more nuanced future exploration of such questions.

SOUND GOVERNANCE AND FINANCE

Cornerstone Academy has established itself as a fiscally and organizationally sound institution, and has demonstrated fiscal accountability, responsible governance, and strong leadership.

Strong Fiscal Accountability

Evidence of strong fiscal accountability can be seen when looking at the below metrics:

- Positive cash balance: Alpha: Cornerstone Academy has maintained positive cash balances through the last charter term
- Financial reserve: Alpha: Cornerstone Academy maintains a healthy financial reserve
- Clean Audits: All audits have been clean with no findings with respect to weak internal controls, potential mismanagement, or in any other areas

- Strong attendance: the Charter School maintains a strong attendance rate and continues to grow enrollment

Responsible Governance

The Alpha Public Schools, Inc. Board of Directors has demonstrated its capacity to maintain fiscal and organizational strength of its schools, including Cornerstone Academy. Board Member information, including Board roles and committees, professional experience, and term expirations, are detailed in Figure X below.

Name	Professional Background	Committee Involvement	Board Term Ends
Allison Holton, Board Chair	Senior Managing Director, Head of External Affairs at Teach for America - Bay Area	Governance	June 30, 2022
Frances Teso	Founder of Voices College-Bound Language Academies	Academic Excellence	June 30, 2020
Patricia D. Castorena	Attorney	Governance	June 30, 2020
Valerie Faillace	Chief Strategy Officer, KIPP Foundation	Strategic Planning - Working Group	June 30, 2021
Dan Seifert	Global Staffing, Google	Governance	June 30, 2021
Kyle Lemmon	Management Consultant, Ernst & Young	Finance	June 30, 2021
Adam Hendricks	Principal, Private Equity Fund	Governance	June 30, 2022
Peter MacDonald	Senior Director, Microsoft	Finance	June 30, 2022

Strong Leadership

Strong leadership at both the CMO and the Charter school site levels are critical factors in Cornerstone Academy's success thus far. The organization's processes and focus on continuous growth are driven by leaders across various areas, including educational program, data and assessment, college-readiness, student services, family engagement, finance, and development.

CMO team members include:

- John Glover, Founder & CEO
- Shara Hegde, Chief Schools Officer
- Chris Kang, Chief Operating Officer
- Hope Evans, Director of Leadership Development
- Greg Callahan, Director of Student Leadership
- Lauren Koehler, Senior Director of Strategy

School Site Leadership team members include:

- Marion Dickel, Principal
- Tara Vincent, Assistant Principal
- Fallon Housman, Assistant Principal
- Lana Nguyen, School Operations Manager

Accomplishments

In its second charter term, Cornerstone Academy accomplished the following:

- 1) **2018 California Distinguished School** – Cornerstone Academy was named a 2018 California Distinguished School by the California Department of Education.
- 2) **High Academic Performance** – Alpha: Cornerstone Academy demonstrated high academic performance during its second charter term. In 2015-16, the Charter School had 66% of students score either “standard met” or “standard exceeded” in ELA and 62% of students score either “standard met” or “standard exceeded” in Math. In 2016-17, the Charter School had 66% of students score either “standard met” or “standard exceeded” in ELA and 64% of students score either “standard met” or “standard exceeded” in Math. In 2017-18, the Charter School had 70% of students score either “standard met” or “standard exceeded” in ELA and 69% of students score either “standard met” or “standard exceeded” in

Math. In 2018-19, the school had X% of students proficient in ELA and X% of students proficient in Math.

- 3) Parent Volunteer Hours: Cornerstone Academy families volunteered over 2,000 hours in 2018-19 through participation in activities such as family events, classroom helper support, and fundraising support.
- 4) Parent Learning Center: Cornerstone Academy families also receive support services from the Alpha Parent Learning Center ("PLC"). Through the PLC, Cornerstone Academy families participated in leadership training, free English and computer classes, and received connections to resources such as immigration services, job resume support, citizenship classes, rental assistance, housing relocations, free family therapy, domestic violence resources/support and PG&E assistance.
- 5) Family Fundraising: Our Cornerstone Parent Association has raised over \$21,000 the 2018-19 year through their fundraising efforts, which included a jog-a-thon and restaurant fundraisers.

COMPREHENSIVE PLANS FOR THE NEXT CHARTER TERM

This renewal petition represents Alpha: Cornerstone Academy's current practice, which has resulted in academic success for our students and which we believe presents a reasonably comprehensive description of a sound educational program. Our success thus far indicates our ability to successfully implement the described program, and the effective, viable organization we have established will continue to propel us forward in serving students.

Included in this document, as required by the FMSD Office of Charter Schools is:

- A Cover Letter
- All required Affirmations and Assurances
- A Performance Report outlining the Charter School's performance and key changes to the petition
- A comprehensive description of all of the required charter elements, which exceeds or meets the legal standard and reflects newly enacted laws and regulations. These requirements have been included throughout the document.
- Appendices, including a five-year budget, cash flow analysis, and assumptions

CONCLUSION

In support of this renewal charter petition, Alpha: Cornerstone Academy has provided the following:

- A final, revised charter petition incorporating all redline changes in print and on a flash drive.
- A redline version of the previous charter petition in print and on a flash drive.

By approving the renewal of this charter for Alpha: Cornerstone Academy, FMSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of the Legislature to encourage the creation of charter schools. Cornerstone Academy is eager to continue working independently and cooperatively with the District to establish the highest bar for what a charter school can and should be, and is happy to answer any questions about this renewal.

Element A. The Educational Program

The description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive of 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.

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.

Education Code Section 47605(b)(5)(A).

Mission

Alpha Public Schools believes all children have a fundamental right to an excellent education. We will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Vision

Cornerstone Academy was founded on two central guiding beliefs: (1) A college preparatory education begins in kindergarten, and (2) literacy and mathematics are the cornerstones of a strong elementary education. Cornerstone Academy believes, without exception, that college preparation begins on the first day of kindergarten. The academic skills learned in elementary school lay the groundwork for future success. Children who receive a strong foundational education in the earliest grades are best prepared to take on the rigors of more challenging work in the upper grades. Rigorous

preparation enables students to excel in demanding secondary schools, and college is often the next logical step. Conversely, children who have not received a strong elementary and middle grades education are often below grade level academically when entering high school. By preparing students for college in kindergarten, Cornerstone Academy sets our students up for long-term success. Our students will be able to handle the challenges of the most rigorous secondary schools and will be firmly on the path to college.

We also believe that literacy and mathematics are the cornerstones of a strong elementary and middle grades education. Children who are able to read with a high degree of fluency and comprehension are best prepared for success in all subjects and at all grade levels. Thus, it is critical for a school to provide strong Tier I instruction and intervene with high quality, rigorous literacy instruction through which students can develop the tools they need to succeed academically. Cornerstone Academy also places a high value on mathematics instruction. Computing quickly and accurately, solving complex word problems, and applying mathematical principles in the outside world are all valuable skills that students must acquire, beginning in elementary school. Success in college and life requires strong math skills and it is imperative that math instruction in the elementary and middle grade years provides a solid foundation for all students.

As an outcome of these fundamental beliefs, we provide the highest quality instruction for our scholars, beginning the very first day of kindergarten, in order to lay a solid foundation for sustainable academic achievement in future grades and in college. Literacy and math are high priorities. Students receive close attention from strong instructors who actively use data to know exactly how their students are performing. By the end of eighth grade, Cornerstone Academy scholars will demonstrate high level academic and social skills, thorough content knowledge in the core subjects, and exceptional character traits, all of which will be critical to fulfilling the important educational goal of creating self-motivated, competent, lifelong learners. **[Education Code Section 47605 (b)(5)(A)]**

Core Values and Culture

At Cornerstone Academy, we believe that strong character development is essential for preparing our students for future success. All Cornerstone Academy students learn, demonstrate, and embody the Charter School's values.

Leadership: We believe everyone can be a leader if they possess a growth mindset, the drive to improve, and access to the right resources and supports. At Alpha we nurture the leadership of every member of our community so that they can continue to grow and develop.

Relationships: We believe that genuine, non-transactional relationships have the power to transform communities, deepen investment, and improve student outcomes. At Alpha, people are not just a means to an end. We accomplish great things by caring deeply about both people and performance, and we work collaboratively in service of our students and families.

Excellence: We will be the best school system in America in which to teach, learn, and lead. We will operate the highest performing schools in the nation. We will accomplish this by setting and maintaining a clear and consistently high bar for success and remaining relentless in our pursuit of excellence.

Integrity: We do the right thing, even when it is difficult, and even when no one is watching. We are honest, ethical, trustworthy, and fair. We make big and important promises and do everything in our power to keep them.

Joy: We approach our work with positivity and joy. We demonstrate a love and appreciation for our students, families, and each other.

In the most successful schools serving underserved children, school culture plays an important role in driving academic achievement. All members of the school staff hold high expectations for students throughout the school day. Behavioral expectations are consistent school-wide and result in less off-task behavior and more time on academics.

At Cornerstone Academy, teachers treat all students with a “warm-demanding” approach. While maintaining high expectations for academics and behavior, teachers also send the message that they care deeply for their students and expect great success from them. Students and families find strong partners in Cornerstone Academy’s experienced teaching staff. We create a joyful school culture in which students thrive and are excited to attend school. Students are praised for academic achievements and positive behavioral choices. Through our morning meetings, we build a strong, achievement-oriented culture through songs, chants, cheers, and recognition of achievements. In every classroom, student work is displayed and students who exemplify our Charter School’s pride values are celebrated.

Alpha: Cornerstone Academy infuses college preparation into every element of the Charter School. We believe that college preparation begins in kindergarten and the focus on college begins with our kindergarten students and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that students need to excel in college preparatory secondary schools on the road to competitive colleges and universities. Students are immersed in literacy, the gateway for

all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Students are addressed individually as scholars and collectively as the year they will graduate from college. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every Cornerstone scholar can and will attend and graduate from college we are dramatically improving the educational outcomes for the students of East San Jose.

Description of Target Population - Students To Be Served

Cornerstone Academy began serving students in August 2010. The Charter School opened with 107 kindergarten and first grade scholars. In the remaining years of the first charter term, we utilized a slow-growth model, adding one grade level each year. Utilizing the slow-growth model allowed us to firmly establish a rigorous curriculum and demanding culture of academic achievement. Growing one grade level at a time allowed us to strategically target individual academic gaps, promote dramatic growth in academic achievement, and help all families and students invest in our structured and demanding culture. We used the same method in adding grade seven in 2017 and grade eight in 2018. Moving forward, we will be at full, K-8 capacity in 2019-20 with 540 scholars. Alpha: Cornerstone Academy will also fulfill the Transitional Kindergarten requirement through partnership with other Alpha K-8 schools, either through a TK center or by including TK spaces in current kindergarten classes.

Cornerstone Academy primarily serves students in East San Jose, who would otherwise attend schools in the Franklin-McKinley School District. Our unduplicated count is over 75%, comparable to the District.

Consistent with **Education Code Section 47605(d)(2)(A)-(B)**, Cornerstone Academy serves all families that submit an application for their children up to enrollment capacity, after which a public random drawing is held to determine admission. Cornerstone Academy aims to serve students that have traditionally had academic and behavioral challenges. We have demonstrated that our rigorous, targeted approach to literacy effectively assists students who are struggling to learn how to read. As anticipated, our student population contains a large number of English Language Learners. We focus on core subject instruction and a multiplicity of strategies to maximize learning and retention of academic skill and knowledge. Moreover, our structured, joyful environment assists in keeping students focused on academics. With consistent routines and procedures, students always know what is expected of them, thereby minimizing opportunities for disruptive behavior. This environment is especially effective for students with behavioral challenges, as a school-wide set of expectations

consistently reinforced by all of the staff in the building creates a culture of accountability.

What It Means To Be An Educated Person In The 21st Century

Increased globalization has changed the landscape of the American economy. Merely 50 years ago, many Americans graduated from high school and acquired industrial jobs that provided a comfortable, secure lifestyle, which allowed them the ability to support themselves and their growing families. However, this career path is now much less available. Many factories have closed down or shipped lucrative jobs overseas, leaving very few high paying employment opportunities for high school graduates. Essentially, the same qualifications that led to gainful employment 50 years ago now leave many individuals with limited opportunities.

The changing economic landscape of America has pushed for a reconceptualization of what it means to be truly educated. To thrive in this competitive new environment, an individual must possess particular skills and values that will enable them to effectively navigate a changing world. He or she must be able to communicate effectively and respectfully with diverse groups of people and be able to draw from a substantial knowledge base for professional interactions. The new landscape has raised the bar for employees since employers are actively seeking candidates with post-secondary credentials to meet these new challenges. In essence, an educated person in the 21st century should have, or be on track to receive a college degree.

A college degree enhances an individual's ability to obtain lucrative employment and increases their earning potential. With a degree, an individual has a greater chance to secure professional employment in a competitive job market. With a heightened importance placed on obtaining a college degree, public schools serving students in the elementary and secondary levels face a new challenge: preparing every student with the skills and knowledge needed to access higher education.

College preparation, however, does not begin in high school. In fact, many students are already too far behind academically at the beginning of high school to realistically think about college matriculation. What this indicates is that we must start college preparation early. The most fortunate families have placed their children in academically rigorous environments long before the beginning of kindergarten. As a public charter school, we realize that we can only begin our work when a student enters kindergarten or transitional kindergarten. Yet we strongly believe that a challenging instructional program supported by a solid character education can firmly place a child on the path to college. At Cornerstone Academy, one of our core beliefs is that all students must begin preparation for college in kindergarten.

A college preparatory education in elementary and middle school encompasses several important skills that a student will need to succeed in the 21st century. At the core of this education is literacy. A college-ready individual must be able to read with comprehension and clarity. Once a child learns to read, he or she can then read to learn. Reading to learn is vital for success in other core subjects and throughout life if a child is to become a lifelong learner. In addition, a college preparatory education must focus on other core subjects such as writing, math, science and social studies. Writing with clarity is essential for effective communication in the 21st century. Mathematics is an integral part of everyday life and thus, students must be able to compute with accuracy, solve complex word problems, and have a strong conceptual understanding of mathematical principles. Science and social studies are important in informing a student's worldview and knowledge in these areas can assist students in communicating effectively within a global economy. Cornerstone Academy is committed to providing a high quality, college preparatory education to all students beginning in kindergarten. Early college preparation should not be exclusive to the wealthy; instead, it should be a mandate for all children.

How Learning Best Occurs

Conditions for Learning and Key Instructional Strategies

Alpha Public Schools believes all children have a fundamental right to an excellent education. We will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Alpha believes that learning best occurs when students must productively struggle. Productive struggle looks like students persisting through rigorous, complicated tasks by asking questions to make meaning, giving and receiving feedback, defending their rationale, and learning from mistakes through reflection and problem solving. In order for this to happen, students must feel safe, motivated, and challenged. The adults at Alpha schools are responsible for creating the conditions for learning to best occur.

As such, there are five critical steps all Alpha instructional staff must take to create the classroom culture where students can be safe, motivated, and challenged.

1. Planning from a Rigorous End

Why: High-stakes, rigorous assessments like the NWEA MAP and Smarter Balanced Assessment Consortium ("SBAC") are critical to ensure students receive instruction aligned to the rigor of state standards. Additionally, rigorous tasks from these assessments can be used to develop collaboration, problem solving, and critical thinking skills necessary to be successful beyond college.

What: Alpha staff works to prepare students for success on these exams by aligning formative and summative assessment and questioning to the same level of rigor. All student tasks must be aligned to rigorous standards like the Common Core State Standards and the Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”) and remaining State Content Standards (collectively, “State Standards”).

Looks Like: Backwards planning looks like instructional staff taking the assessment ahead of time, pulling out key skills and knowledge, creating a unit plan and assessment to cover identified skills, and then developing aligned lesson plans and student materials. Instructional staff drafting skill-based objectives for projects aligned to key standards and providing an aligned rubric for assessment. This might also include students engaging in standards-based projects that further mastery.

Sounds Like: Teachers asking rigorous questions of students, and scaffolding back only when necessary to increase accessibility. This also should look like students doing work that is difficult with encouragement, but productively struggling through the challenge.

2. **Acting with Urgency and Creating a Joyful Purpose**

Why: It’s not enough to create a rigorous instructional model for students, we must invest and motivate students in working on rigorous tasks by hooking their interest, making content personally relevant and connecting it to previous content, normalizing failure, and celebrating growth to increase student persistence. The responsibility of investing and educating students is a big job, and we must capitalize on every second of instructional time we have with our students.

What: Teachers drawing direct connections to content and the students’ real world, launching new units strategically to hook interest, working to normalize error with growth mindset language around risk taking, and celebrating process or growth in addition to absolute performance. Teachers develop a sense of urgency with a fast paced classroom that engages students in active learning.

Looks Like: Teachers teach bell-to-bell, frequently post timers, chunk class and independent work to allow for increased student accountability, and praise hard work and persistence through struggle. When a new unit launches, teachers

take steps to explicitly hook students on a particular novel, or provide a real world context for the skills students will be learning for the day. At the beginning of a lesson, the teacher makes connections to previously learned skills or past lessons to create a sense of momentum. At the beginning of units, teachers are specifically thinking through how they will make the content attractive to students with audio/visual supports, high interest guiding questions or activities, by providing a real world connection, or celebrating momentum.

Sounds Like: Teachers using short clips or other strategies to hook student interest in a particular content that requires students to make a connection to the current content. Providing opportunities for students to reflect on past success or lessons learned previously and how they could apply to the current content. Teachers describing new content as challenging, college-ready rigorous or connecting current content to their college experience. A teacher's passion and excitement for his or her content shining through to students on a daily basis. This also looks like teachers celebrating students for both absolute performance and mastery growth over time to maintain student investment.

3. Facilitating Multiple 'At Bats' for Collaboration and Independent Practice

Why: Students learn by doing. Providing multiple opportunities to practice a key skill through gradual release allows students to build proficiency and learn from peers over the course of a class. However, in order to accurately assess performance and diagnose individual needs, it is equally as important that students have an opportunity to practice skills independently.

What: Students are given multiple opportunities to practice a skill or synthesize a thought in pairs or small groups, and are also asked to do the same independently. Over the course of a class, there is a strategic gradual release of responsibility where the cognitive load is shifted from teacher to students. Whenever appropriate, students are given an opportunity to choose different modes of practice based on areas of growth or strength.

Looks Like: Structured guided practice and independent practice account for two-thirds of an instructional block most days. Students practice the skill collaboratively during guided practice and then are asked to practice the same skill independently. During practice, teachers may pull small groups of students continuing to struggle during remediation or facilitating a guided discourse or model based on data and then providing students another 'at bat' with the material.

Sounds Like: Students using scaffolded protocols for working in groups, teachers actively circulating during group work to provide process feedback, and debriefing best practices for group work. Students working on a standards-aligned independent task every class to showcase their knowledge of the new skill. Teachers allowing students who demonstrate mastery to move on to independent practice in the lesson and keeping struggling students for an additional guided practice opportunity.

4. Engaging in Responsive, Data Driven Instruction

Why: Instructional staff make hundreds of decisions that impact a student's education on a daily basis. With limited resources and time, data is the best way to ensure we are making the best decisions for our students. It allows us to be strategic and targeted in our actions and to impartially identify and address areas of focus.

What: Teachers collect formative assessment data daily to determine major trends and/or individual gaps in student knowledge, and then plan to remediate with additional instruction as needed. Students are given an opportunity to reflect, synthesize learning, identify key takeaways, and then determine additional areas of growth with process reflections at the end of a class or task.

Looks Like: Teachers giving a SBAC aligned quiz regularly on Illuminate to allow for easy data analysis and planning during data meetings. Teachers reviewing data and developing a plan for what to remediate with specific students or whole class. Teachers collecting data during daily aggressive monitoring or the daily exit ticket question, and addressing misconceptions before the end of class, and then providing another at bat with the material.

Sounds Like: Students identifying where they struggle with a particular concept and advocating for additional support or asking specific questions to address their misconceptions. Teachers using data to engage and motivate students to persist, celebrate growth, or create a sense of urgency.

5. Providing Concise, Actionable Feedback to Students

Why: Students grow when they are given actionable feedback on their progress and then opportunity to make revisions or engage in additional practice.

What: Teachers providing feedback to students multiple times during a class period that pushes student thinking and improves the work product and

teachers holding students accountable for responding to that feedback. Teachers collect data daily to determine major trends or gaps in student knowledge and address misconceptions accordingly.

Looks Like: Teachers aggressively monitoring Do Nows, Guided Practice, and Independent Practice, providing specific prompts of feedback codes, and capturing key data and trends. Teachers using any data collected during practice or assessment to determine what to remediate and when. This may also look like teachers soliciting feedback from students on how to best support them in their learning.

Sounds Like: Teachers stopping a class to provide batch feedback to address gaps across the class, and the teacher normalizing revision as part of daily practice and growth. Students being asked to evaluate student work or multiple choice items and explain why a particular product is best during a guided discourse or synthesize key steps in a teacher model.

A Day in the Life of an Alpha: Cornerstone Academy Scholar in grades K-4

7:25

Vanessa, a first grader, arrives at school promptly at 7:25 A.M. dressed in her school uniform and receives a welcome handshake from Mrs. Dickel the Principal. Mrs. Dickel checks her uniform, and then allows her to proceed to the cafeteria for breakfast. After breakfast, Vanessa walks quickly and quietly to her classroom and turns in her homework to her teacher and hangs up her backpack on her hook. While her teacher reviews her homework, Vanessa retrieves her computer from the cart and begins working on her assignments.

7:45

Promptly at 7:45 A.M., Vanessa's teacher begins Morning Meeting with the Cornerstone Academy chant. Vanessa sings along with excitement. Morning Meeting is one of her favorite times of the day. Her teacher awards the Homework Superstar to a scholar who has done an exceptional job on his homework and the class reviews their academic and character goals for the day.

8:00

After Morning Meeting, the class begins their ELA mini-lesson and Phonics block. The teacher reviews the objectives for the morning so that Vanessa and her classmates know exactly what they will be doing and how they will show what they know. Today's mini-

lesson is focused on key vocabulary that will be in the story they will read during their small group.

8:45

At 8:30, Reading Power Hour (RPH) begins. For the next hour, Vanessa and her classmates are in their center groups and working independently. They know their teacher has to work closely with a small group so they must show their independence and not interrupt. Vanessa enjoys Read to Self and Word Work on her Chromebook before moving to work directly with the teacher on their story for the week.

9:45

Vanessa and her friends have worked hard and they need a break. They all head outside to the play structure and enjoy their recess.

10:15

It's time for lunch! Vanessa and her classmates walk to the MPR, choose their lunch, and take their seat with the class. The scholars know they must use soft indoor voices and keep their area clean while they are eating.

10:45

After lunch, the scholars move on to math. Today they are working on a math assessment and after they finish the assessment, they get to spend time on ST Math. Vanessa is ready for her assessment. She knows she must show her work neatly and completely, as well as explain her thinking. After the test, she is ready to play with Jiji the penguin!

11:30

Students then move into Math Power Hour (MPH). Vanessa and her classmates are in their center groups and rotating through independent fluency and problem solving stations. Vanessa's teacher is again working with small groups, so students know that they must work independently and efficiently to complete their work without disturbing the Guided Math group.

12:30

After working in their Math Power Hour groups, Vanessa and her friends need a break. They all head outside to the playground area and enjoy their snack.

12:45

One of Vanessa's favorite classes is science. class is currently studying plants, and today, they are planting tomato seeds and using imaginative play to act out farming scenarios. Vanessa and her classmates work carefully throughout the lesson to make sure they are following directions and completing their objectives. Vanessa is in the Seed Planting

Station and places the dirt and seeds in her pot and pours a little water on top. She then carefully puts her name on a piece of tape and places the tape on her pot. To ensure that her plant gets some sunlight, she places it near the window. Over the next few days, the class will be tracking how much the plants grow each day.

1:30

After science, it's time for Specials. Today, the class has dance. They are working on choreography to a popular song. Vanessa enjoys the fast pace of dance and the music. She can't wait until the dance is done and they can perform for their teacher.

2:30

After Specials, the class begins writing. Their focus for this week is informative and explanatory texts. Last week, Vanessa completed a graphic organizer on her topic and today, she will begin her first draft.

3:00

After a long day full of learning, the scholars prepare their binders for dismissal. Before they leave, they must fill in their color for the day. Vanessa did a good job today and she gets to color her behavior log green. Her teacher also writes a quick note to her mother in the log so that Vanessa's efforts are known at home. Vanessa also reviews her academic and behavior goal for the day and writes in her log how she met those goals.

3:15

Vanessa makes sure to place her homework folder in her bag and straightens up her desk and workspace. She pushes her chair in and lines up silently with her classmates. Vanessa's mother picks her up and Vanessa eagerly tells her about all of the things she learned today. She can't wait to come back to school tomorrow.

A Day in the Life of an Alpha: Cornerstone Academy Scholar in grades 5-8

7:40

Ethan, a seventh grader, arrives at school promptly at 7:40 A.M. dressed in his school uniform and receives a welcome handshake from Ms. Vincent, the Assistant Principal. Ms. Vincent checks his uniform, and then allows him to proceed to his homeroom. Ethan walks to his classroom, turns in his homework to the designated tray, and answers the check in question on the board.

8:15

Promptly at 8:15 the REACH block begins. Ethan works in a small group with the teacher to get additional support in ELA. In his small group, his teacher models how to make

sense of a poem, and then Ethan has to tackle a new poem on his own with feedback from his teacher. He meets with this ELA small group twice a week with his homeroom teacher. When he is in REACH for math, he works on an adaptive computer program called Khan Mappers where he gets a playlist of problems based on his MAP RIT score. Ethan is above grade level in math and has moved on to Algebra lessons.

9:15

At 9:15, the teacher closes out the REACH block and ELA class officially begins. Ethan grabs his laptop from the cart, puts it on his desk, and begins working on the Do Now question for the class. After completing and discussing the Do Now as a class, students log into the Study Sync student platform to read the text before beginning their First Read together.

10:30

Ethan and his class have earned a quick break. Ethan's favorite game to play during this time is silent ball. The goal is to silently lob the ball between as many different classmates consecutively before it drops. The record for Ethan's class is 21 passes!

10:40

Now, it's time for the transition to math. Ethan and his classmates pack up their things and grab their chromebooks. They line up outside for math class. The teacher greets every student entering the room, and reminds them to turn in their homework and quietly take a seat to begin their Do Now.

12:12

Students close out math class by competing their daily exit ticket. Once they submit their exit ticket and write down the homework for the night, they begin to line up because it's time for lunch and recess!

1:12

The recess whistle sounds, and Ethan and his classmates line up for their next class. Today, they have science and are working on a lab. Students line up outside the classroom, and once they enter, they quietly begin their Do Now and take out their notetakers in preparation for the lab.

2:42

Once science class ends, it is time for Specials. Today, Ethan has Personalized Leadership Training ("PLT") and tomorrow he has Art. In PLT, Ethan is a student leader and supports

the coach in helping teach his peers new exercises. He loves this leadership role and his leadership skills have grown as a result of PLT.

3:15

It's time to head home. Ethan and his classmates transition back to their homeroom and begin their end of day routine. Ethan plugs in his chromebook so it is ready to go tomorrow, and writes down his homework for the night. He packs up his belongings and waits to be dismissed for the day. He had another fantastic day at Cornerstone Academy!

Curriculum and Instructional Design: Elementary Grades K-4

The curriculum for Alpha: Cornerstone Academy is based on the Common Core Standards, as well as the California State Standards and the Next Generation Science Standards.

Literacy

Strong literacy instruction is the cornerstone of a powerful and transformative elementary education. The first and foremost job of an elementary school is to teach children to read. At Alpha: Cornerstone Academy, students are provided with the highest quality literacy instruction, beginning in kindergarten. Our literacy program lays the foundation for future academic success by teaching scholars to use strategic actions to process texts, flexibly integrating many different kinds of information in order to construct meaning.

Systems of Strategic Actions

Scholars learn twelve systems of strategic actions clustered into three groups: Thinking Within the Text, Thinking Beyond the Text, and Thinking About the Text.

Teaching scholars to think Within the Text enables them to gain the basic or literal meaning of the text. Scholars learn to search for and use sources of information in the text (meaning, language structure, phonological information, and visual information), monitor and self-correct, solve words, maintain fluency, adjust their reading to fit their purpose or the genre, and summarize the texts they read. As they learn to think About the Text, scholars are able to think critically about texts and to analyze them, noticing text structure and the writer's craft. To think Beyond the Text, scholars are taught to infer, synthesize, make connections to themselves and other texts, and make predictions.

Our goal at Cornerstone Academy is for all our scholars to grow up literate as members of a dynamic learning community. To do this, our teachers implement a coherent set of evidence-based instructional practices in whole-class, small-group and individual contexts. We work as a team to take collective responsibility for the high achievement of all of our scholars.

Our literacy instruction is guided by the Fountas & Pinnell Literacy Continuum (the “Continuum”)¹, a tool that describes characteristics of texts and the observable behaviors and understanding of proficient readers, writers, and language users. Based on the Continuum, scholars participate in a variety of literacy instruction, including:

- Interactive Read Alouds and Literature Discussions;
- Shared Reading;
- Reading Minilessons;
- Writing About Reading;
- Writing in different genres and for varying purposes and audiences;
- Oral and Visual Communication - presenting their ideas;
- Technological Communication - searching for information and thinking critically about sources;
- Phonics, Spelling, and Word Study; and
- Guided Reading in small groups with increasingly challenging texts.

Fluency

Fluency is the rate and accuracy with which scholars are able to read. In order to ensure all our readers are fluent, scholars are read aloud, in Shared Reading, read independently, and are read to by teachers (and by parents as part of the nightly homework assignments). Read alouds, direct reading instruction, and independent reading all work to increase student fluency. We assess all students’ fluency at regular intervals in the primary years to ensure students are progressing. Fluency is taught through adult modeling and student practice. In kindergarten, as children are learning to decode, an important aspect to becoming strong readers is having access to engaging read alouds. Interactive Read Alouds are a core component of the Cornerstone Academy literacy program, in particular during the literacy blocks, Science, and Social Studies. The critical report *Becoming a Nation of Readers*, published by a nationally recognized group of experts studying how children develop and learn language, supports this practice. The report states “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” The commission also found

¹ Irene C. Fountas & Gay Su Pinnell, *The Literacy Quick Guide*. Portsmouth, NH: Heinemann. 2018.

conclusive evidence to support reading aloud not only in the home but also in the classroom. It is a practice that should continue throughout the grades.²

Vocabulary

Embedded in the Fountas and Pinnell (“F&P”) Classroom curriculum are strong vocabulary strands, and Cornerstone Academy teachers use this system to build the vocabulary skills of our students through a strong complement of independent reading and explicit vocabulary instruction. Students have independent reading time during the day and are expected to read at least 20-40 minutes at home and are taught to choose texts that are motivating and will help them grow as readers. We use the F&P leveled library system to ensure teachers have appropriate, engaging texts for instruction. In the system, text analysis and language characteristics of a book are used to assign a letter or number to a set of books with similar characteristics. Teachers use this system to choose books for Guided Reading and other literacy lessons.

Comprehension

The purpose of reading is making meaning, and teaching scholars to understand what they read begins in kindergarten. Cornerstone Academy teachers teach comprehension through direct instruction and modeling, discussion, small group guided reading, and writing. The Continuum includes detailed strategic actions at all grade levels that teachers teach scholars so that they will be able to use them to construct meaning. These strategic actions are aligned with the California Common Core State Standard. Our scholars learn to deeply analyze all types of texts - asking questions, finding answers in the text, citing evidence, and writing and engaging in rich discussions about what they read.

Writing

Alpha: Cornerstone Academy offers a rigorous writing curriculum designed to have students produce writing with excellent content, organization, elaboration, and flow, in multiple genres. The K-3 curriculum focuses on teaching writing strategies in the different writing genres. Writing workshop includes a minilesson and workshop time for scholars to practice the strategies they have learned in that unit and for teachers to confer with scholars about their writing. Scholars learn to draft, use author’s craft, organize and elaborate in their writing, revise and edit. Cornerstone Academy scholars produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. Cornerstone Academy’s writing program prepares students to think critically and communicate clearly with regards to their ideas - a fundamental skill for success in higher education and life.

² Anderson, Richard C. Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading. (23).

Literacy Program Structure

Students in all grades have approximately 165 minutes of daily reading and writing instruction or practice on a typical day. All classrooms begin their day with an ELA mini lesson and Interactive Read Aloud or Shared Reading, which sets the tone for the rest of literacy instruction. During the mini-lesson, the teacher teaches an important strategic action in one of these areas:

- Management - routines essential to smooth functioning of the classroom and student’s self-management and productivity (generally taught at the beginning of the year)
- Literary Analysis - exploring the characteristics of various genres and the elements of fiction and nonfiction texts;
- Strategies and Skills - processing texts; or
- Writing About Reading - reflecting on and documenting reading.

, After the mini-lesson, the class moves into Reading Power Hour, a workshop rotational model supported by structures from the Daily 5 program. The objective for all classrooms is to have scholars working independently or in pairs or small groups on activities to practice and improve their literacy skills. The teacher meets with small groups or individuals during this time for Guided Reading lessons and conferring.. In addition to the time devoted to literacy, the class also has a writing block to ensure students become clear, competent writers.

Table 8: Primary Literacy Blocks	
Literacy Blocks	Focus
ELA Mini Lesson and Interactive Read Aloud (30 Minutes)	Learning a strategic action that scholars can use when reading and writing,
Reading Power Hour (60 Minutes)	Practicing literacy strategies in reading and writing independently, with peers, and in small groups, including Guided Reading groups
Phonics/ELA Block (30 Minutes)	Phonics/Word Study,,,
Writing (30 - 45 Minutes)	Writing narrative, persuasive, and expository texts using the writing process in a workshop model

Mathematics

In addition to literacy, Cornerstone Academy focuses deeply on mathematics instruction. All students receive 90-105 minutes of math instruction daily. Cornerstone recognizes that students need basic fact knowledge and “automaticity” with procedural computation, as well as a deep conceptual understanding of important math principles and the ability to solve complex mathematical problems. Therefore, students use the Eureka Math curriculum, a complete PreK through 12 curriculum that carefully sequences the mathematical progressions into highly effective modules that give students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. Eureka Math is the first cohesive math curriculum for grades PK-12 completely aligned to the new State Standards. Top classroom teachers and mathematicians from around the country wrote the curriculum during a two-year collaboration with New York state (EngageNY). EdReports.org, an independent non-profit that reviews curricula, gives Eureka Math the highest ratings in all categories (focus/coherence, rigor, and usability in the classroom).

This curriculum is distinguished not only by its adherence to the State Standards; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of Eureka Math "A Story of Units." The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Eureka Math is to produce students who are not merely literate, but fluent, in mathematics. Cornerstone Academy students have an exciting year of discovering the story of mathematics ahead. See Appendix M for curriculum documents.

In addition, online adaptive programs such as ST Math and iXL may be used to supplement the curriculum and provide students with extra practice. Cornerstone Academy students are expected to know their addition and subtraction facts by the beginning of second grade and their times tables by the end of second grade. Teachers require students to apply this strong basic skills knowledge in challenging problem-solving situations.

Science

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. We use the hands-on STEMscopes curriculum to ensure students have access to an engaging and challenging curriculum. Science assessments include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to

synthesize and analyze data from laboratory experiments. Teachers also reinforce key mathematical concepts, especially graphing and measurement skills, during science.

Social Studies

Cornerstone Academy's social studies curriculum follows the comprehensive and challenging Common Core State Standards as well as the California State Standards. Students are expected to master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes are fast-paced and teachers work with students to hone their non-fiction reading skills, learn important content, and apply and retain it through written essays, projects, and oral presentations.

Curriculum and Instructional Design: Middle Grades 5-8

The middle grades academic program is a fully inclusive, site-based curriculum that puts all students on track for academic proficiency and eventual college and career success. The Charter School's curriculum framework is developed with the explicit purpose of helping all students become college and career ready by graduation. The Charter School model integrates curricular and instructional practices proven most effective with the target population. All teaching and learning is directed toward student mastery of Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.

Students move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Science, and Science at each grade level. Students also receive instruction in Visual/Performing Arts, and Physical Education. The extended daily schedule allows students to master both the academic skills and competencies of character needed to become lifelong learners and successful college students. With more time, teachers are able to delve into topics more deeply to ensure student engagement and mastery.

The following curriculum provides the foundation for meeting State Content Standards:

a) English: structured around the Fountas and Pinnell Classroom for grades 5 and 6 and StudySync in grades 7 and 8. Teachers:

- * teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.
- * teach the fundamentals of spelling and grammar.

- * teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.
- * teach oral communication skills through group discussions and classroom presentations.
- * teach the mechanics of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.

b) Mathematics: structured around Eureka Math, and the State Standards for each level, utilizing state-approved curriculum. Teachers:

- * cover the grade level curricular content specified in the state Standards.
- * teach content and learning experiences in mathematics through modeling, scaffolded practice, and reflection to ensure that students develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and problem solving outlined in the Standards of Mathematical Practice. .
- * teach fluency, procedural, and conceptual mathematical skills using grade level curriculum.
- * facilitate student discussions about the process for solving complex mathematical problems..

c) Science: structured around [The Next Generation Science Standards](#) for each grade level utilizing state-approved curriculum. Teachers:

- * facilitate classroom learning experiences via interactive labs and demonstrations, analysis of scientific texts, and assessment of student learning using assessments aligned to the Next Generation Science Standards. teach content in science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on [page 20](#).
- * provide a science program where students have the opportunity to study the core sciences of biology, physics, and chemistry.
- * teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.

d) History and Social Studies: aligned to the History and Social Studies Standards identified in Common Core State Standards and the History and Social Science Standards for California Public Schools. Teachers:

- *

- * teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics listed on page 20.
- * teach students a global perspective of history and social science by studying other nations, societies, and cultures.
- * teach historical thinking skills through the analysis of primary and secondary sources and other historical readings.

e) Visual and Performing Arts: structured around the State Standards for each grade level. Teachers:

- * provide an effective visual and performing arts curriculum using grade-level considerations, instructional strategies, and assessment guidelines outlined in the State Framework
- * teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- * teach content by embedding curriculum in other core classes, promoting project based learning that encourages visual or performing arts component which may include music, painting/drawing, dance, and drama.

g) Physical Education and Health: structured around the State Standards for each grade level. Teachers:

- * teach the grade level curricular content specified in the State Standards and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).
- * teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- * provide a physical education program that offers both individual and team sports, during physical education class, which may include basketball, cross country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities.

Revisions to the list of courses offered by the Charter School are made based on a continuous improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School.

a.

Key Instructional Strategies

Cornerstone Academy's Middle Grades Academic Program emphasizes Close Reading, Accountable Talk, and Socratic Seminar as instructional strategies throughout all classrooms.

1. Close Reading: is a central focus of the Common Core State Standards. It requires students to get truly involved with the text they are reading by teaching them to notice features and language used by the author. Students are required to think thoroughly and methodically about the details in the text. While this strategy is initially modeled and then guided by a teacher, over time the teacher releases the responsibility of close reading to the student. Teachers help students determine how a text is organized, and understand the effect of the author's word choice in a certain passage. Close Reading goes deeper than the text to mine what is under the surface of the words. Students then evaluate or critique what is written to gain that deeper understanding. Close Reading also provides ELLs with an opportunity to reread information and decipher the meaning of words in context and provides opportunities for discussion of all types of questions at all levels.
2. Accountable Talk: is an instructional method that structures the discourse between students in classroom discussions. It enables students the opportunity to organize their thinking, hear how their thinking sounds out loud, listen to how others respond, and hear others add to or expand on their thinking. *Accountable Talk* creates classrooms that respond to and further develop what students are thinking and saying, demand knowledge that is accurate and relevant to the issue under discussion, and use evidence to support claims with established norms of good reasoning. *Accountable Talk* also incorporates speaking and listening skills essential to the success of mastering the State Standards. Students synthesize several sources of information, construct explanations, formulate conjectures and hypotheses, test their own understanding of concepts, and challenge the quality of each student's evidence and reasoning. Focusing on these skills also gives ELL students the structure to practice language skills with their entire classroom.
3. Practice and Feedback: is an instructional strategy that provides students the opportunity to practice a skill independently with a quick feedback loop from the teacher. Research shows that students learn new skills by "doing" and improve

their execution with multiple ‘at bats’ that are paired with targeted feedback. Independent practice is a key component in building student capacity and a high leverage area of focus that will drive student results. Long term, our students must be able to work and perform independently, whether that is taking exams, writing papers, or applying to college. We cannot hand-hold them in life, so building their capacity to be independent starts in the classroom.

Materials and Technology

The materials used by Alpha: Cornerstone Academy teachers are selected in accordance with the guidelines and recommendations provided by the California Department of Education. All subjects at Cornerstone Academy are supported with ample technology. Every classroom has a Chromebooks cart with a device for every student. Students are able to access the literacy curriculum online and also have access to aligned adaptive learning programs. Technology is also used to support research and will be used as the Charter School begins project-based learning in the future.

The materials necessary to support the college-preparatory program include:

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Materials
- Test Preparation Guides
- Internet Connectivity
- Research and Reading Library Materials
- Math Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- California Physical Fitness Test Equipment

Student Supports

For Cornerstone Academy students to meet the goals stated in our mission and our accountability plan, there must be support services in place throughout the Charter School to assist struggling learners. Content mastery is crucial to academic success; therefore intentional supports are organized to ensure all students meet academic expectations. Student supports are designed to meet individual students’ needs and to address the needs of students who qualify for special education and related services, English Learners, socio-economically disadvantaged students, high achieving students,

and students achieving below grade level. Student supports are also designed as a means for prevention, intervention, and acceleration of learning. In order to best allocate resources, we are working to fully integrate Multi-Tiered System of Supports (“MTSS”) systems and structures, including data teaming structures to review student data to determine which supports are best for specific students. We will be including data such as attendance, behavioral data, grades, test scores, and more, with a focus on supporting students’ academic needs, as we know that increasing academic supports decreases the need for behavioral supports. Within our educational model, students are further supported through the following key elements:

Tier I Supports

Tier 1 supports reflect the core components of instruction, aligned to the State Standards. The programs implemented through Tier 1 are evidenced-based and well-researched, resulting in a high degree of efficacy. They are designed to meet the needs of 75-80% of students to achieve benchmarks of proficiency.

Differentiated Instruction and Flexible Ability Reading Groups

Flexible ability reading groups allow for focused instruction at the appropriate skill level to best meet the needs of different learners. In order to differentiate instruction for students at different academic levels, reading groups present the same content but the instruction varies according to the ability levels of the group. In elementary grades, students are placed into a flexible ability reading group based on the baseline data generated from testing during the student orientation period. As students’ reading ability develops, they transfer to different ability level reading groups.

Highly-Structured Learning Environment Focused on Student Independence

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating a structured environment allows teachers to focus on teaching and allows students to focus on learning. This is essential to the Cornerstone Academy mission. Teachers utilize common school-wide language and behavior systems to ensure learning is the primary focus in each classroom. However, students must learn how to be independent. Through the use of the Daily 5 structures, teachers help students build habits of independence that will be crucial for them as they progress through high school, college and life.

Technology

Cornerstone Academy’s 1 to 1 Chromebooks implementation and use of adaptive learning programs ensures that every student receives personalized learning throughout the day and has access to the technology he or she will need to be successful.

Tier II Supports:

More Time to Learn

Research by Betty Hart and Todd Risley reveals that even on the first day of kindergarten, children from the poorest families start school with a language deficit. These students come from homes where they have been exposed to 30 million fewer words than children who come from affluent homes. This leads to poor children having only half the vocabulary of their peers when they start school.³ Cornerstone Academy offers a longer school day to give our students more time in a language-rich environment. The extended school day is a particular benefit to our students learning English. Extended exposure to English that our schedule allows for enhancing students' vocabulary acquisition as well as their facility with English grammar conventions.

Common School-Wide Procedures

Emphasis on our daily, weekly, and annual rituals, in addition to uniformity in practice across classrooms allows students to understand and rise to our Charter School's high expectations. Students know at all times what is expected of them in the classroom and around the Charter School. We provide professional development time before the school year begins to ensure all teachers use similar behavioral systems (e.g., school wide systems for distribution of papers, materials, behavioral systems, and homework distribution/ collection).

Homework Systems

Homework at Cornerstone Academy consists of a review of concepts taught in class and is designed to help students master skills and content. Homework helps students develop study skills and good habits necessary for academic success. Students read for 20-40 minutes each night (depending on grade level) and are required to complete an appropriate amount of homework. Homework assignments for the entire week are sent home at the beginning of the week in the same folder. Parents are asked to monitor their child's homework folder daily and sign off on the reading log. Families have access to their teachers' phone numbers if students have additional questions about how to successfully complete their homework.

Parent Communication

Communication is integral to parent participation and student success. We inform parents of their child's progress through multiple means of communication including immediate phone calls, regular monthly correspondence, report cards, formal parent-teacher conferences, additional school meetings as needed, and annual family meetings. Behavior reports, homework logs, and monthly newsletters also keep parents informed

³ Hart, Betty and Risely, Todd, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator*, (Spring, 2003).

about their child's progress at school. Parents may also access teachers by phone and email to get immediate concerns addressed. All communications are accessible to families who speak a language other than English.

Parents are informed of their child's academic performance through a written progress report at the end of the grading period. Parents receive progress reports to inform them of their child's grades, academic strengths and weaknesses, and any concerns about promotion to the next grade.

LCFF Compliance: Annual Goals

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d)(2-8), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

The current LCAP is on file with the District and is also available in Appendix A and on our website at <https://www.alphapublicschools.org/school/cornerstone-academy/>.

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

Plan For Students Who Are Academically Low Achieving

Tier 2 Supports: Cornerstone Academy expects all students to meet grade level standards. However, we recognize that some students need additional time to master particular concepts and skills. Our academic program is structured to meet the needs of at risk students. We provide several tiered academic supports within our school day that help our students performing below grade level. These supports include an extended academic time, homogeneous reading groups, remediation during the school day, and an after-school program if necessary. We frequently assess our students and communicate among the staff to determine which students need additional supports, using our MTSS data teaming structures. We also communicate frequently with parents to share progress and develop strategies to further student achievement in the home. For those students whose data shows that the Tier 2 supports are inadequate, we move to create a Student Success Team for the individual student.

REACH Intervention and Remediation Block

REACH is an hour long block dedicated to supporting our lowest performing students in both math and ELA. During this time, we prioritize a lower teacher to student ratio by having additional staff push in to core content classes to support small group instruction. The teacher does a mini-lesson focused on remedial standards and all students are given independent assignments that reflect the lesson. During independent work time, both teachers in the classroom pull consistent small groups to focus on additional standards in need of intervention, as identified through NWEA MAP and Alpha interim benchmark assessments.

Plan For Students Who Are Academically High Achieving

For students working above grade level, Cornerstone Academy provides accelerated opportunities. During the academic day, high achieving scholars are in homogenous groups during Reading Power Hour and Math Power Hour and receive instruction from the teacher at their level. Additionally, their independent work is tailored to meet their needs and allows them to maintain an accelerated pace. Every student in grades K-8 has access to a Chromebook on which he or she can work on adaptive learning programs at their specific level. For grades 5-8, this personalized learning takes place during the REACH block after the student has shown mastery of the remediated mini-lesson standard. Additionally, Cornerstone Academy provides enrichment opportunities

through our Specials offerings, which includes classes such as art, personalized leadership training, music, and dance.

Plan For English Learners

A large number of our students are English Learners. Cornerstone Academy follows all applicable federal and state laws in serving its ELs.

Our process for identifying ELs begins with the administration of the Home Language Survey to parents and guardians upon enrollment. The network operations team then compares this information to what is listed in CALPADS. Students from families indicating a home language other than English, who also are new to the country or state, or do not have a Statewide Student Identifier (“SSID”) are assessed using the Initial English Language Proficiency Assessment of California within thirty days of enrollment. Cornerstone Academy notifies all parents of testing results within thirty days of receiving the results from the publisher. Based on these results, students are designated as either an English Learner or as Initial Fluent English Proficient (“IFEP”). Students continue to be assessed annually until they are re-designated English Proficient (“RFEP”). ELs are immersed in all core classes along with IFEP students, but receive appropriate academic supports. Teachers of ELs hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (“CLAD”) Certificate.

We offer designated English language development (ELD) for students in need of language instruction beyond the scope of the regular English language arts instruction. ELD instruction is offered during pull-out sessions and during the regular school day. Teachers submit lesson plans identifying the objective, agenda, and independent practice (if applicable) to ensure that the time is spent productively. These lessons come from curriculum specifically designed to instruction on the ELD Standards. See Appendix E for the Charter School’s ELD Services Playbook.

In addition to the designated ELD offered throughout the learning day, there are a number of integrated ELD strategies provided during our regular academic program that serve the needs of our ELs. The ELA/ELD Framework established by the California Department of Education lists five specific themes proven to be highly effective for supporting ELs, and our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Meaning Making
2. Language Development
3. Effective Expression

4. Content Knowledge
5. Foundational Skills

1. Meaning Making

California’s recommendation is that an effective program for ELs includes making meaning of texts using literal comprehension, inference making, and critical reading. It should be the “central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.” . This corresponds with Cornerstone Academy’s philosophy of identifying a purpose for reading before reading a new text in any subject area.

2. Language Development

One of the most important components in language acquisition is vocabulary development, especially academic language. For ELs to experience academic success, it is essential that they develop cognitive academic language proficiency (“CALP”), and not simply the basic interpersonal communication skills (“BICS”) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Cornerstone Academy, vocabulary development is part of all subjects—not only English language arts—and includes explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELs five years or longer to become truly proficient in CALP⁴, the extended school day at Cornerstone Academy accelerates this process through increased daily exposure to academic English.

3. Effective Expression

According to California’s ELA/ELD framework, “Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts.” We regularly implement the practice of “turn and talk” in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice. In all subject areas, students are asked to write in response to reading as well with formal and informal audiences.

4. Content Knowledge

It is essential that English Learners be provided robust, coherent programs based on content standards. Whether students encounter content texts with in their language

⁴ Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

arts, designated ELD, or within a designated period for the subject, content texts should be consistent with the content standards for the grade and reinforce content learning. All English Learners are enrolled in core content classes, allowing for them to gain a deep knowledge of the State Standards. We also ensure students are provided appropriate reading interventions.

5. Foundational Skills

It is essential for English Learners to have foundational literacy skills in order to better interact with texts. At Cornerstone Academy, we implement literacy interventions and designated ELD to ensure students are given opportunities to fill these gaps. In order to identify these gaps, we use STEP testing to determine all students' reading levels and then place them appropriately in guided reading groups, literacy intervention groups, and/or designated ELD small groups.

Reclassification Guidelines

Students identified as ELs who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes are reclassified to fluent English proficient according to the following board-approved guidelines:

- English proficiency demonstrated by receiving an overall score of a 4 on the Summative ELPAC
- Academic performance demonstrated by passing grades (C+) in the four core subjects of English language arts, mathematics, science, and social studies or teacher recommendation if grade is not passing
- Parent opinion confirmed through a consultation meeting and letter
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the Smarter Balanced Assessment Consortium or showing typical or tiered growth on the NWEA Measures of Academic Progress assessment.

Students who are reclassified to RFEP continue to be monitored for four years after their reclassification. During this monitoring period, ELPAC testing will not be required.

English Learner Teaching Strategies

Teachers at Cornerstone Academy incorporate Specifically Designed Academic Instruction in English ("SDAIE") strategies into the instruction to assist ELs in their acquisition of the English language. SDAIE strategies work well for ELs and for all learners requiring additional supports.

SDAIE Strategies

- | | |
|--|---|
| <ul style="list-style-type: none">● Use of visuals and manipulatives● Activating prior knowledge● Focus on meaning● Cooperative learning● Graphic organizers● Gestures and facial responses | <ul style="list-style-type: none">● Repetition● Limited use of idioms● Limited use of teacher-centered lectures● Use of media● Multicultural Activities● TPR (Total Physical Response) |
|--|---|

Plan For Special Education

Cornerstone Academy 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 Act (“IDEA”). Cornerstone Academy recognizes its responsibility to enroll and support students with disabilities, and pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. (See K-12 SPED Vision in Appendix L)

Structure

Cornerstone Academy is its own local educational agency (“LEA”) for the purpose of special education. Cornerstone is currently an LEA member in the El Dorado County SELPA. (See SELPA documents in [Appendix L](#))

Overview of Services

Cornerstone Academy 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. All students with disabilities will be fully integrated into Cornerstone Academy’s programs, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending Cornerstone Academy is properly identified, assessed, and provided with necessary services and supports. Cornerstone Academy will meet all the requirements mandated within a student’s Individualized Education Plan (“IEP”).

Cornerstone Academy will provide related services as required by the student's IEP. Speech and Counseling services will be provided by credentialed or licensed providers employed by the Charter School. Occupational Therapy, Adapted P.E., Nursing, Transportation, and other required services will be provided by credentialed or licensed providers through independent contractors or certified Non-Public School or Agency ("NPS/NPAs") that are contracted by Alpha Public Schools on behalf of Cornerstone Academy.

Cornerstone Academy shall be solely responsible for its compliance with Section 504 and the ADA. In accordance with the Americans with Disabilities Act, the facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

Cornerstone Academy provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Cornerstone Academy provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Cornerstone Academy. The Charter School encourages open communication between the parents and the authorizer and/or the SELPA for any items related to the special education services. Students at Cornerstone Academy who have IEPs will continue to attend the Charter School, unless the IEP recommends otherwise.

Cornerstone Academy agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives.

IDEA Staffing

All special education services at Cornerstone Academy are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff participates in SELPA in-service training relating to special education. Cornerstone Academy is committed to assuring all IEPs are properly implemented and all students supported.

Cornerstone Academy will be responsible for the hiring, training and employment of site staff necessary to provide special education services to its students, including, without limitation, paraprofessionals, counselors, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meets all legal requirements.

Cornerstone Academy's Principal and Alpha's Senior Director of Special Education shall be responsible for the hiring, training and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavior therapists, and psychologists.

IDEA Notification and Coordination

Cornerstone Academy follows SELPA procedures as they apply to all SELPA schools for responding to the implementation of special education services. The Charter School adopts and implements policies relating to all special education issues and referrals.

IDEA Search and Serve

Cornerstone Academy has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. No assessment or evaluation will be used for admission purposes: Cornerstone Academy will not begin the identification and referral process until after a student has fully enrolled. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School follows 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 students in question. Through collaboration between the staff and Principal, Cornerstone Academy works to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty then convene the Student Study Team for that student.

Furthermore, the Charter School seeks out information from parents regarding identified students or students who may need services. Cornerstone Academy uses various tools to gather this information, including enrollment paperwork, brochures, school newsletters, website, annual school mailings, teacher conferences and working

with the sending district. Child-find activities examine what pre-referral options have been tried, or may apply. Additionally, Cornerstone Academy works with a sending or receiving school or district in order to ensure continuity when enrolling a student with an IEP or when a student with an IEP leaves Cornerstone Academy. Processes include outreach to the child's previous teachers, efforts to secure special education files and other documentation, and any other steps that help maintain uninterrupted services for the student.

Parents are invited to a Student Study Team meeting to discuss their student's strengths, needs and program options or possibly a referral to special education for evaluation. At a minimum, the Student Study Team consists of the student's teacher and the SPED coordinator. Once a referral is initiated by a parent (in writing) or the team, referral timelines start and are honored. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they recommend that student for a formal special education assessment. Cornerstone Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

Referral Process

- . All referrals will be responded to in writing by Cornerstone Academy within 15 days
- . The parent/guardian will receive a written Assessment Plan within 15 days of the decision to assess
- . The parent/guardian will be given at least 15 days to provide written consent.
- . The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment

IDEA Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School determines what assessments, if any, are necessary and arranges for such assessments for referral or eligible students in accordance with applicable law. The Charter School obtains written parent/guardian consent to assess students. If assessments conflict with authorizer or the SELPA policies and procedures, then authorizer or SELPA policies and procedures will govern. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- . Individual testing;

- . Teacher observations;
- . Interviews;
- . Review of school records, reports, and work samples; and
- . Parent input.

IDEA IEP Meetings

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

IEP meeting notices are sent to the parent (in their native language) with enough time to allow them to plan to attend. Meetings are held in a mutually agreed upon time and place. Parents are provided with a copy of their procedural safeguards. Parents are essential members of an IEP team. IEP meeting will take place:

- Yearly, to review the student's progress.
- Every three years, to review the results of mandatory comprehensive reevaluation
- After the student has received a formal assessment or reassessment
- Within 30 days of a parent's request
- When an Individual Transition Plan (ITP) is required at the appropriate age
- If a manifestation hearing is required

IDEA IEP Development

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

Cornerstone Academy, in collaboration with the SELPA, ensures that all aspects of the IEP and school site implementation are maintained. Cornerstone provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE").

IDEA IEP Implementation

Cornerstone Academy shall be responsible for all school site implementation of the IEP. Cornerstone Academy shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least quarterly or as frequently as progress reports are provided to all of Cornerstone Academy's students, whichever is more frequent. For more a more detailed overview of Cornerstone Academy IEP meeting schedule, see the section above, "IDEIA IEP Meetings." It is the intent of Cornerstone Academy to offer special education services in the least restrictive environment whenever possible. Education specialist and special education staff will provide an inclusive model for students in general education classrooms. Additional supports and services will be made available and Cornerstone Academy's curriculum design allows for additional tutorials for all students needing additional instructional assistance.

Consistent with IDEA, Cornerstone Academy intends to implement the IEP as soon as possible following the development of the Program. Special education and related services will be made available to the student in accordance with the IEP. Cornerstone Academy will ensure that each general education teacher, special education teacher, appropriate related service provided and other identified providers shall have access to the student's IEP, that each staff member will be informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for students and that progress is monitored.

Staff use proven scientifically based research based curriculum with fidelity and intensity to ensure that the student has the opportunity to access the core curriculum and that programs are reasonably calculated to result in educational benefit.

IDEA Interim and Initial Placements of New Cornerstone Students

Cornerstone Academy complies 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 with the State, but outside of the SELPA and with a current IEP within the same academic year, the 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 previous

IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. Cornerstone Academy is currently an LEA member in the El Dorado County Charter SELPA. Students coming from other SELPAs will require Interim IEPs.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district or charter LEA operated program under the same SELPA of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. This code will apply to any student with an IEP who enrolls at Cornerstone from another LEA Charter school who is a member of the El Dorado County Charter SELPA.

For students transferring to the school with an IEP from outside California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the school, and develop a new IEP, if appropriate, that is consistent with federal and state law.

IDEA Non-Public Placements/Non-Public Agencies

As an LEA, Cornerstone Academy shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

IDEA Non-Discrimination

It is understood and agreed that all students will have access to Cornerstone Academy and no student shall be denied admission to, nor counseled out of, Cornerstone Academy due to the nature, extent, or severity of his/her disability or do to the student's request for, or actual need for, special education services.

IDEA Parent/Guardian Concerns and Complaints

Cornerstone Academy will use Alpha Public Schools' existing policies for responding to parental concerns or complaints related to special education services. Cornerstone Academy shall receive any concerns raised by parents/guardians regarding related services and rights. However, Cornerstone recognizes that all parents/guardians maintain the right to file a complaint with the California Department of Education.

Alpha's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

IDEA Due Process Hearings

Cornerstone Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in Cornerstone Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Cornerstone Academy shall defend the case.

IDEA SELPA Representation

As an LEA member, Cornerstone Academy is represented at all SELPA meetings by Alpha Public Schools' SELPA designee.

IDEA Funding

Cornerstone Academy understands that it will be subject to the allocation plan to which it is a SELPA member.

Reporting

Cornerstone Academy will collect/maintain information required by IDEIA including: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Cornerstone Academy Principal.

Procedural Safeguards

Cornerstone Academy will obtain parental written consent and participation, and respect parents' right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the Charter School within five days, followed by a resolution meeting.

Special Education Strategies for Instruction and Services

Cornerstone Academy will educate students with special needs in the least restrictive environment. Using the processes outlined above, Cornerstone Academy will understand both the special needs of its SPED students and the strengths and weaknesses of all of its students. With this understanding, Cornerstone Academy will be able to effectively deploy a variety of interventions – adaptive computer-based interventions, reading intervention, and push-in – to ensure that both the special needs of its SPED students and the academic needs of all of its students are met.

Professional Development Plan to Support Needs of Special Education Students

The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or the SELPA.

During the professional development, data days, and weekly professional development sessions, Cornerstone Academy will focus on developing its teachers' expertise in the areas, including, but not limited to:

- IEP development and monitoring
- Modifications for students with special needs
- Differentiation best practices for students with special needs Depending on the needs identified, Cornerstone Academy will provide professional development focused on supporting specific disabilities.

Cornerstone Academy operates as an LEA for special education services. As such, Cornerstone Academy's state and federal special education revenue flows directly from the SELPA to the Charter School. No encroachment payment will be made from the school. Cornerstone Academy reserves the right to modify this option in subsequent years.

Section 504/ADA

Cornerstone Academy is solely responsible for its compliance with Section 504 and the ADA. All facilities of the school will be accessible for all students with disabilities in accordance with the ADA.

Cornerstone Academy's approach does not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. **[Ed. Code § 60044]**

Cornerstone Academy 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 school. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by Cornerstone Academy and shall be accommodated accordingly:

- A 504 team shall be assembled by the site administrator. This team will include the parent or guardian, teacher(s), school leader, and other qualified individuals

knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment.

- The 504 team will review the student's existing records, including academic, social, and behavioral records and will make a determination as to whether an evaluation for 504 services is appropriate.
- The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. If the student has already been evaluated under IDEA (and found to be ineligible), those evaluations may be used to help determine eligibility under Section 504. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.
- The 504 team will consider all applicable student information in its evaluation including but not limited to the following information:
 - 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 that are designed to provide a single general intelligence quotient.
 - Tests that are selected and administered to ensure that when the 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 sent in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If a 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 are needed to ensure that the student receives a 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 Cornerstone Academy staff. The parent or guardian shall be invited to participate in 504

team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of Cornerstone Academy along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with long-term substitutes. 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, continued eligibility, or readiness to discontinue the 504 Plan.

Additional information

Academic Calendar

The academic calendar at Cornerstone Academy consists of a minimum of 180 days of school for students. Our calendar demonstrates the importance Cornerstone Academy places on teacher professional development by including at least 20-24 working days for the staff to meet without students and to focus on the development of culture, curriculum, and outstanding student achievement at each grade level. Grades will be communicated regularly with parents and conferences will be held formally and on an as needed basis with families. Please see the Appendix C for the 2019-20 academic calendar.

Daily Schedule

The typical school day at Cornerstone Academy is from 7:15 A.M until 4:00 P.M for all students. There will be one minimum day each week, when dismissal will be at 1:00 P.M for all students to allow the staff time for collaborative planning and professional development. A draft schedule is included in Appendix D, and a revised schedule is in development. Cornerstone Academy students benefit from significantly more instructional time than what is required by Education Code Section 47612.5. On a regular academic day, students are in school for 495 minutes and on minimum days, 315 minutes.

Grading Policy

Formal grades are issued at Cornerstone Academy at the end of the grading period. Conferences to discuss student progress are held at the end of each quarter, and upon request at the end of the school year. Progress reports are issued regularly to keep parents informed and involved in their children's academic progress.

The purpose of grades at Cornerstone Academy is two-fold, first, to measure student mastery of core content, and second, to assess student preparedness for the next grade level. As such, student grades are comprised of a mastery and habits grade that provide a more holistic picture of student academic progress and provides a more realistic assessment of student abilities.

Mastery grades are worth 50% of student's grade. These grades assess what a student does or does not know about the content at the time of the assessment and indicate if a student has mastered grade level content. Any grades in this category should be an individual representation of what a student knows about the content, and as such, all tasks assessing mastery should be completing in class.

Habits grades are worth 50% of a student's grade. These grades assess whether a student has the skills that often lead to mastery over time - participating in class, engaging in additional practice at home with homework or classwork, asking and answering questions or making revisions or test connections.

Grading policies are consistent across K-4 and 5-8. (i.e. all classrooms in grades 5-8 share a common grading policy and breakdown that may differ from the grading policy for grades K-4). Grading policies and practices are approved by Alpha and are shared with students and their families at the beginning of each academic year.

Students must earn promotion by demonstrating mastery of the essential knowledge and skills. Students may not be promoted if they are performing significantly below grade level standards and lack the habits necessary to make significant growth. Any student who earns an overall grade of C or better in all core classes, meets annual MAP goal targets, and has less than 15 absences will automatically be promoted to the next grade level.

Promotion decisions are based on a student's grades, standardized test scores, an assessment of habits, and school attendance. Final promotion decisions are made by the Principal with input from classroom teachers and families and different considerations in various grade levels.

The purpose of Cornerstone Academy's grading policy is to effectively track student progress and to communicate it to parents and all Cornerstone Academy employees involved in the education of the child. In the event that we discover a more efficient

and effective grading system, we may adjust our grading policy. Any changes in the grading policy are communicated to the parents and guardians through the Family Handbook and class syllabus and shall not constitute a material revision to this charter.

Teacher Professional Development Plan

As evidenced through our school calendar and daily schedule, Cornerstone Academy places a high value on teacher professional development. Our calendar has numerous professional development days during which teachers work without students. One day every week, all students are dismissed at 1:00 P.M. to allow our teachers to meet for professional development and to discuss student achievement.

Professional development on-site is led by the Leadership Team and Alpha Network Team. Sessions by highly effective teachers and external experts are included in our professional development program as appropriate and needed. As a member of the BES Network, Cornerstone Academy also has access to their professional development opportunities, which include teacher leadership and school leadership development opportunities.

We believe that for professional development to be most effective, it should consider the needs of teachers and students; therefore, the Charter School's Leadership Team works together to identify topics most relevant to the needs of the Charter School based on assessment data, teacher evaluations, and teacher observations. In addition to professional development that occurs on minimum Thursdays and staff work days, professional development also includes a weekly cycle of observation and feedback, instructional planning, and data analysis by the Leadership Team.

Grade level teams confer daily to help each other maximize their effectiveness. Cornerstone Academy's leadership team encourages peer observations and provides classroom coverage as necessary to facilitate collaboration between teachers. See Appendix E for Professional Development documents.

Elements B & C: Measurable Pupil Outcomes and the Methods to Measure Progress Towards Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both 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 paragraphs (2) to (8), inclusive of subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Education Code Section 47605(b)(5)(B and C)

Cornerstone Academy will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to the State Standards and reflect proficiency measures required by SBAC, Standard Test of English Proficiency ("STEP"), California Science ("CAST"), ELPAC, and PFT as well as applicable state priorities detailed in Education Code Section 52060(d)(2)-(8) that apply for the grade levels served by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 30 pupils each of whom has a valid test score.
- (ii) For a subgroup of pupils who are foster youth or homeless youth, the subgroup constitutes at least 15 pupils. Education Code Section 52052(a)(3)(B)

LCFF Compliance: Annual Goals, Actions and Measurable Outcomes

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Cornerstone Academy has established annual goals, actions, and measurable outcomes for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, which address and align with each of the applicable state priorities identified in Education Code Section 52060(d)(2)-(8).

In accordance with Education Code Section 47606.5, Cornerstone Academy will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments through the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
TEACHERS	
GOAL	Recruit, develop, and retain highly qualified staff
ACTIONS TO ACHIEVE GOAL	<p>The school and network will use a variety of strategies to hire a diverse, highly qualified, and appropriately credentialed teaching staff, including:</p> <ul style="list-style-type: none"> • The Charter School will implement a rigorous, team oriented hiring process which will include multiple steps to ensure we are getting highly qualified, dedicated teachers • Utilize an experienced network recruitment team • Include families & students within the interview process. <p>The school & network will develop and retain high quality staff through:</p> <ul style="list-style-type: none"> • The Charter School will ensure each teacher receives coaching and feedback weekly from administrators who have been trained in instructional coaching, data analysis, and student culture. • The Charter School will review its salary schedule and benefits program every year to ensure teacher salaries and benefits are competitive with surrounding districts • All teachers will be provided with certification/credential support with bi-annual review around assignment and credentialing status • School will provide professional development training every Thursday, with a range of topics from ELD support strategies, curriculum delivery, behavior management, and other instructional strategies.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of teachers at the school will have and appropriate credential or permit to teach. • 100% of teachers will receive CCSS-aligned professional development, with a focus on literacy, ELD, and math • 100% of core teachers will be observed for effective priority implementation (bi- annually) • 100% of teachers will receive ELD PD
METHODS OF MEASUREMENT	Review of personnel files, CALPADS reports to ensure goal has been met, internal accountability around evaluation
INSTRUCTIONAL MATERIALS	
GOAL	Maintain infrastructure, access, and usage of technology learning tools
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will purchase devices to ensure equitable access to technology across all grade levels. • The Charter School will also make improvements to its wireless network and hire staff to support the implementation of blended learning and technology in the classroom.
MEASURABLE OUTCOME	100% of classrooms will have devices at least a 1 to 2 (device to student) ratio
METHODS OF MEASUREMENT	Review of classrooms by school staff to ensure technology is available
FACILITIES	
GOAL	School facilities will be maintained and in good repair
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The school will maintain and improve school operations and facilities accountability measures, through the continued development of: <ul style="list-style-type: none"> ○ Leadership of a school-based operations manager ○ Scope and sequence for PD for office and operations team staff ○ Monthly facilities walkthroughs by school staff to ensure facilities are in good condition ○ Scope and sequence for PD for office and operations team staff ○ Regular communication with district facilities staff regarding repairs and maintenance

	<ul style="list-style-type: none"> ○ Quarterly network operations/facilities walkthrough ○ Update and review of operations dashboard that tracks key operational and facilities health indicators each month
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● On end of year family survey, 85% of families strongly agree or agree that the school’s facilities are clean and welcoming
METHODS OF MEASUREMENT	Annual Family Survey results
<p>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</p> <p><i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	
<p>CCSS IMPLEMENTATION</p>	
GOAL	Fully implement through planning, instruction, and assessment, the State Standards in all classrooms through focused adoption of state approved curriculum
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will continue to purchase of aligned state-approved curriculum ● The Charter School will develop scope and sequence for each grade level and each subject ● The Charter School will coach teachers on strategies and techniques to support curriculum implementation and instruction ● Teachers and staff will receive differentiated PD during the summer and during the school year each Thursday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing the CCSS through the state adopted curriculum. ● The Charter School will engage in on-going data analysis of student assessment data and work
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 100% of pupils will have access to a high-quality standards-aligned math and literacy curriculum and materials.
METHODS OF MEASUREMENT	Review of internal and external assessment results, review of curriculum

SUBPRIORITY B - EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will provide teachers with professional development on integrated and designated ELD strategies ● The Charter School will increase opportunities for academic discourse in all classrooms through specific instructional strategies ● The Charter School will provide regular ELD pull-outs for lower ELPAC levels ● The Charter School will establish, monitor and analyze benchmark proficiency and growth goals ● The Charter School will train teachers to analyze benchmark data and tailor instruction to meet student needs ● The Charter School will hire an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. ● The Charter School will purchase, pilot, and begin integration of initial designated ELD curriculum
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 25% of ELs will grow at least 1 level on the ELPAC assessment each year. ● 50% of ELs will meet their NWEA MAP growth goals. ● Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics on the SBAC
METHODS OF MEASUREMENT	NWEA MAP, SBAC, ELPAC assessments
SUBPRIORITY C - EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will provide teachers with professional development on integrated and designated ELD strategies ● The Charter School will increase opportunities for academic discourse in all classrooms through specific instructional strategies ● The Charter School will provide regular ELD pull-outs for lower ELPAC levels

	<ul style="list-style-type: none"> • The Charter School will establish, monitor and analyze benchmark proficiency and growth goals • The Charter School will train teachers to analyze benchmark data and tailor instruction to meet student needs • The Charter School will hire an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • The Charter School will purchase, pilot, and begin integration of initial designated ELD curriculum •
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 25% of ELs will grow at least 1 level on the ELPAC assessment each year. • 50% of ELs will meet their NWEA MAP growth goals. <p>Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics on the SBAC</p>
METHODS OF MEASUREMENT	SBAC, NWEA MAP, ELPAC assessments
<p>STATE PRIORITY #3— PARENTAL INVOLVEMENT</p> <p><i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs</i></p>	
<p>SUBPRIORITY A - MAINTAINING PARENTAL INVOLVEMENT</p>	
GOAL	Increase opportunities for parents to volunteer at the school and for parent/student engagement with academic content outside the school
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will encourage all parents to join the Parents’ Association and to participate meaningfully in school and classroom activities. • The Charter School will create and implement a parent education program to ensure parents have the tools they need to support student learning • The Charter School will create a homeroom parent program to improve communication about parent involvement opportunities • Create and distribute family calendar • Maintain Alpha Parent mobile app to ensure all families have access to

	school and student information
MEASURABLE OUTCOME	<p>On the End of Year Family survey, 85% of families will strongly agree or agree that:</p> <ul style="list-style-type: none"> ● School environment is safe and supportive ● Families feel welcome on campus ● School does a good job of parent engagement ● Families have authentic voice and input into school decision-making, through School Site Council and other structures. <p>In addition, average attendance at key family events will increase by 15% during the course of the year.</p>
METHODS OF MEASUREMENT	Annual Family Survey, sign-in logs
SUBPRIORITY B - PROMOTING PARENT PARTICIPATION	
GOAL	Increase parent participation in school decision-making
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will create a campaign around the Annual Family Survey to ensure high participation rates and collect feedback from many parents ● The Charter School will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media regarding opportunities to provide feedback to school staff and participate in decision-making ● The Charter School will assign staff members to act as liaisons between the school and the parent community ● The Charter School will provide childcare to enable parents to actively participate in key parent meetings
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● 75% of families will participate in the Annual Family Survey ● The number of families attending parent meetings will increase by 15% over the course of the year, annually.
METHODS OF MEASUREMENT	Annual Family Survey, sign-in logs
<p>STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i></p>	

- A. *California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- C. *Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)*
- D. *EL reclassification rate*
- E. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- F. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A - SBAC: ELA/LITERACY AND MATHEMATICS

GOAL	All students, and significant subgroups of students will reach high standards in English and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will administer NWEA benchmarks exams ● The Charter School will establish, monitor and analyze benchmark proficiency and growth goals ● The Charter School will train teachers to analyze benchmark data and tailor instruction to meet student needs ● The Charter School will frequently monitor and provide appropriate interventions to struggling students ● The Charter School will utilize support faculty, including associate teachers, teacher residents, and learning coaches to support our REACH intervention block to provide differentiated instruction. ● The Charter School will hire an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. ● The Charter School will ensure that there are more structured protocols for GE/SPED collaboration, especially for struggling SWDs in their core classes; This may include additional focused reading intervention groups; co-teaching in key classes; implementing common phonics curriculum for struggling readers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> ● Students will exceed the average performance levels of students in schools with similar demographics when compared to comparison schools, in the areas of English language arts and mathematics ● 45% of all students will meet or master SBAC standards in math and reading ● 45% of all* students will meet their NWEA MAP growth goal in math and reading.

	<ul style="list-style-type: none"> ● 45% of students with disabilities will meet their NWEA MAP growth goal in math and reading. ● 50% of English Learners will meet their NWEA MAP growth goal in math and reading. <p>*As CAPS is considered a School-Wide Program (SWP) given its high SED population, our goals, actions, and outcomes for “all students” align with those considered “socio-economically disadvantaged” (SED).</p>
METHODS OF MEASUREMENT	NWEA Map for Primary Grades (“MPG”)/MAP, SBAC/CAASPP results
SUBPRIORITY B -UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY C - EL PROFICIENCY RATES	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● The Charter School will establish ELPAC performance expectations for ELs annually ● The Charter School will provide teachers with professional development on integrated and designated ELD strategies ● The Charter School will administer NWEA benchmarks exams ● The Charter School will establish, monitor and analyze benchmark proficiency and growth goals ● The Charter School will train teachers to analyze benchmark data and tailor instruction to meet student needs ● The Charter School will frequently monitor and provide appropriate interventions to struggling students

	<ul style="list-style-type: none"> • The Charter School will hire an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • The Charter School will purchase, pilot, and begin integration of initial designated ELD curriculum •
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 25% of ELs will grow at least 1 level on the ELPAC assessment each year. • 50% of ELs will meet their NWEA MAP growth goals. • Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics on the SBAC
METHODS OF MEASUREMENT	SBAC/CAASPP, NWEA MPG/MAP
SUBPRIORITY D - EL RECLASSIFICATION RATES	
GOAL	Increase the number of ELLs being reclassified
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will establish ELPAC performance expectations for ELs annually • The Charter School will provide designated and integrated ELD instruction • The Charter School will provide teachers with professional development on integrated and designated ELD strategies
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 25% of ELs will grow at least 1 level on the ELPAC assessment each year.
METHODS OF MEASUREMENT	ELPAC results
SUBPRIORITY E - AP EXAM PASSAGE RATE	
GOAL	Not Applicable – Charter School does not serve high school students

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY F - COLLEGE PREPAREDNESS/EAP	
GOAL	Not Applicable – Charter School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
STUDENT ATTENDANCE RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will closely track attendance and conduct follow up meetings with families showing attendance concerns • The Charter School will provide resources and support to families struggling with attendance issues • The Charter School will incentivize and reward strong attendance

MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%
METHODS OF MEASUREMENT	Attendance rate, number of tardies
STUDENT ABSENTEEISM RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will closely track attendance and conduct follow up meetings with families showing attendance concerns • The Charter School will provide resources and support to families struggling with attendance issues • The Charter School will incentivize and reward strong attendance
MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%
METHODS OF MEASUREMENT	Attendance rate, number of tardies
MIDDLE SCHOOL DROPOUT RATES	
GOAL	Dropout rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will implement a daily advising program that helps students build a close relationship with a trusted adult, who will monitor their academic standing and other factors related to middle school persistence, and intervene when appropriate.
MEASURABLE OUTCOME	Cornerstone will maintain an annual dropout rate of less than 3%.
METHODS OF MEASUREMENT	Dropout rate
HIGH SCHOOL DROPOUT RATES	
GOAL	Not Applicable – Charter School does not serve high school students

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
HIGH SCHOOL GRADUATION RATES	
GOAL	Not Applicable – Charter School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
<p>STATE PRIORITY #6— SCHOOL CLIMATE</p> <p><i>School climate, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
PUPIL SUSPENSION RATES	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The Charter School will utilize its leadership team and other staff to provide intervention and follow up services to students having behavior challenges ▪ The Charter School will ensure alternatives to suspension are thoroughly explored before suspending any students ▪ Use Dean’s List to effectively track and analyze student behavior data ▪ Maintain & Improve student culture goals through a variety of other strategies, including intensive school-wide classroom culture

	walkthroughs in the first 8 weeks of school (then monthly), culture PD for staff during summer and on Thursdays, tiered classroom management training for new and struggling teachers
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Less than 10% yearly suspension rate. • The average score on the quarterly student survey is above 3.0 (out of 4) • On the EOY family survey, 85% of families agree that the school is physically and emotionally safe • On the teacher staff insight survey, the learning environment score is above a 5.0 (out of 10)
METHODS OF MEASUREMENT	Suspension rate, quarterly student culture survey, family survey, staff insight survey
PUPIL EXPULSION RATES	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will utilize its leadership team and other staff to provide intervention and follow up services to students having behavior challenges • The Charter School will create foundational culture documents as a reference for all staff and parents to ensure that school-wide expectations are clear and communicated • The Charter School will ensure alternatives to suspension/expulsion are thoroughly explored before suspending any students
MEASURABLE OUTCOME	Less than 2% yearly expulsion rate.
METHODS OF MEASUREMENT	Expulsion rate
OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (E.G. SURVEYS)	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will administer an annual student and staff insight survey to gather feedback on school climate

MEASURABLE OUTCOME	95% of students will take the school survey and at least 80% will indicate satisfaction with school climate Teachers believe that there is a strong learning environment, indicated by a score of at least 7 on the Learning Environment measure of the TNTP Insight Survey
METHODS OF MEASUREMENT	Student survey data, TNTP Insight Survey
<p>STATE PRIORITY #7— COURSE ACCESS</p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL	Ensure all students have access to a broad course of study
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will review curriculum offerings and instructional minutes annually to ensure every student has access to a broad course of study • The Charter School will review support services for unduplicated pupils and ensure they do not interfere with the student’s access to a broad course of study
MEASURABLE OUTCOME	100% of students will have a comprehensive selection of core courses, PE, and special enrichment courses in the arts.
METHODS OF MEASUREMENT	Student schedule
<p>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
ENGLISH	

GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the CAASPP in all tested subject areas.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will use a high quality, state approved, State Standard aligned curriculum • The Charter School will provide professional development to teachers on the State Standard and the applicable instructional shifts in ELA • The Charter School will administer ELA benchmark exams (NWEA MPG/MAP) and monitor progress • The Charter School will provide intervention to students falling below expected levels of performance • The Charter School will ensure all students have regular access to technology
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to comparison schools, in the areas of mathematics. • 45% of all students will meet or master SBAC standards in math and reading • 45% of all* students will meet their NWEA MAP growth goal in math and reading. • 45% of students with disabilities will meet their NWEA MAP growth goal in math and reading. • 50% of English Learners will meet their NWEA MAP growth goal in math and reading.
METHODS OF MEASUREMENT	SBAC, NWEA MAP
MATHEMATICS	
GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the CAASPP in all tested subject areas.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will use a high quality, state approved, State Standard aligned curriculum • The Charter School will provide professional development to teachers on the C State Standards and the applicable instructional shifts in Math • The Charter School will administer Math benchmark exams (NWEA MPG/MAP) and monitor progress

	<ul style="list-style-type: none"> • The Charter School will provide intervention to students falling below expected levels of performance • The Charter School will ensure all students have regular access to technology
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to comparison schools, in the areas of mathematics. • 45% of all students will meet or master SBAC standards in math and reading • 45% of all* students will meet their NWEA MAP growth goal in math and reading. • 45% of students with disabilities will meet their NWEA MAP growth goal in math and reading. • 50% of English Learners will meet their NWEA MAP growth goal in math and reading.
METHODS OF MEASUREMENT	SBAC, NWEA MAP
SOCIAL SCIENCES	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in social science practice, content, and thinking
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will introduce and train teachers on project-based learning • The Charter School will require each grade level to complete specific projects each year
MEASURABLE OUTCOME	100% of students will complete a project each year
METHODS OF MEASUREMENT	Curriculum
SCIENCE	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in science practice, content and thinking.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will introduce and train teachers on project-based learning • The Charter School will require each grade level to complete specific projects each year • The Charter School will train teachers on the NGSS and develop aligned curriculum
MEASURABLE OUTCOME	<p>Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to comparison schools, in the areas of Science.</p> <p>100% of students will complete a project each year</p>
METHODS OF MEASUREMENT	Curriculum
VISUAL AND PERFORMING ARTS	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to visual and performing arts opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will develop a visual and performing arts curriculum using the State Standards • The Charter School will partner with community organizations to offer additional visual and performing arts opportunities to students
MEASURABLE OUTCOME	100% of students will have access to dance, music, theater, and visual arts opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events
PHYSICAL EDUCATION	
GOAL	Cornerstone Academy students, including all significant subgroups, will meet State physical fitness goals.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will offer PE classes to all students based on the State Standards

	<ul style="list-style-type: none"> The Charter School will promote health and wellness
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools with similar demographics on the PFT
METHODS OF MEASUREMENT	PFT
HEALTH (GRADES 1-8)	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to health education opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The Charter School will develop a health education curriculum using the State Standard and integrate it into the science curriculum The Charter School will partner with community organizations to offer additional health education opportunities to students
MEASURABLE OUTCOME	100% of students will have access to health education opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events
FOREIGN LANGUAGE (GRADES 7-12)	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access the opportunity to learn a foreign language.
ACTIONS TO ACHIEVE GOAL	1. The Charter School will develop a foreign language curriculum for grades 7 and 8.
MEASURABLE OUTCOME	100% of students will have access to foreign language opportunities.
METHODS OF MEASUREMENT	School schedule

Cornerstone Academy administers all state mandated assessments as required. The SBAC in ELA and Mathematics is administered to students in grades three through eight in the spring of each year to measure annual progress. The Charter School also uses a nationally normed assessment to measure of our students' learning growth and assess preparedness for the SBAC. Each student takes the NWEA MAP or MPG three times per year, which enables the Charter School to measure academic gains. This testing system allows us to conduct an individual and cohort analysis of longitudinal growth, to determine a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among Cornerstone Academy students.

In addition to state assessments and nationally norm-referenced tests, Cornerstone Academy conducts frequent internal assessments to monitor student learning and to catch learning gaps early. At the beginning of each school year, we conduct a diagnostic assessment of each student using grade level appropriate assessment tools. The results from such diagnostics inform ongoing lesson planning and individual student action plans, and they are repeated throughout the year to assess learning gains. In addition, teachers administer internally created assessments, as well as assessments accompanying our curriculum programs, to frequently assess student mastery.

Assessment Timeline			
Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
Internally-Created Exit Tickets and Quizzes	Measure standards mastery	K-8	Daily and/or weekly
Internally-created Interim Assessments	Measure standards mastery and writing skills	5-8 3-4	End of quarter in 5-8 Given midyear for 3-4
Writing	Measure standards mastery	K-4	Every quarter
STEP Assessments	Assess reading level, decoding, and comprehension	K-4	Four times per year
NWEA MPG/MAP	Interim assessment used to measure student growth and mastery of CCSS ELA standards	K-8	Three times during the year (Fall, Winter, Spring)
SBAC	State assessment used to measure mastery of CCSS ELA standards	3-8	Annually for ELA
Mathematics			
Internally Created Exit Tickets and Quizzes	Measure standards mastery	K-8	Daily and/or weekly
Internally-created Interim Assessments	Measure standards mastery	5-8 3-4	End of quarter in 5-8r Given midyear for 3-4
NWEA MPG/MAP	Interim assessment used to measure student growth and mastery of CCSS Math standards	K-8	Three times during the year (Fall, Winter, Spring)
SBAC	State assessment used to measure mastery of CCSS Math standards	3-8	Annually for Math

Science			
Internally Created Assessments	Measure standards mastery	K-8	Daily and/or weekly
CAST	State assessment used to measure mastery of NGSS standards	5, 8	Annually until state updates assessment to align with NGSS
Social Studies			
Internally Created Assessments	Measure standards mastery	K-8	Daily and/or weekly
English Language Development			
ELPAC	Measure language acquisition	K-8	Once a year for students who are not yet fully English proficient. New students are tested as they enroll.
NWEA MPG/MAP	Interim assessment used to measure student growth, to ensure that language acquisition is progressing	K-8	Three times during the year (Fall, Winter, Spring)

Use and Reporting of Data

Cornerstone Academy disaggregates assessment and performance data into relevant subgroups and categories, including but not limited to, gender, language proficiency, ethnicity, grade level, socio-economic status, and length of enrollment in the Charter School. Using these data, Cornerstone Academy’s instructional staff target identified needs in our educational program, professional development, and instructional delivery.

We use Illuminate, a student information system (“SIS”) to assist with data collection and disaggregation. Illuminate is a web-based SIS that enables a school to manage a wealth of information such as assessment data, grades, report cards, and attendance. Illuminate also generates various reports required by the District and other reporting agencies.

Assessment results are communicated to parents in a timely manner so that the Charter School and the family can work together in the best interests of the child. Parent/Teacher conferences are held at the end of the semester, giving teachers and families the opportunity to plan for how they can work together to best meet the academic needs of

the child. At all times, good faith efforts are taken to provide information in the primary language of families speaking languages other than English and Cornerstone Academy ensures compliance of all state and federal requirements regarding communication with parents in the parents' primary language.

SBAC and NWEA MAP/MPG results are presented to the Alpha Public Schools Governing Board. SBAC results are also conveyed to the larger community through the School Accountability Report Card ("SARC") and the California School Dashboard as required by the State Department of Education.

Cornerstone also develops an annual performance report for the Franklin-McKinley School District per district guidelines. This comprehensive report includes:

- Summary data showing student progress towards stated goals and outcomes from assessments such as the SBAC and NWEA MAP/MPG.
- An analysis of whether student performance is meeting the outcomes specified in this section. These data will be displayed on both a school-wide basis and disaggregated by subgroups to the extent feasible without compromising student confidentiality.
- Summary data from our family satisfaction survey.
- Data on Cornerstone Academy staff and their qualifications.

Element D: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed to ensure parental involvement.

Education Code Section 47605(b)(5)(D)

Cornerstone Academy is operated by the non-profit Alpha Public Schools in accordance with Education Code Section 47604(a). Cornerstone Academy shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha Public Schools' Articles of Incorporation, approved bylaws, and other related documents are included in Appendix B.

Cornerstone Academy shall operate autonomously from the Franklin-McKinley School District with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Alpha Public Schools or Cornerstone, Academy operated as a California non-profit, public benefit corporation or for claims arising out of 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.

Cornerstone Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against persons based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Board of Directors

Alpha Public Schools is governed by a Board of Directors (hereinafter "the Board"). The Board shall be ultimately responsible for the operation and activities of the Charter

School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization that shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the Chief Executive Officer (“CEO”).

In accordance with the Alpha Public Schools bylaws, the Board consists of at least five members and should not exceed thirteen members. Each Board member will serve a three-year term. All members of the Board will participate in annual training, which will cover – at a minimum – conflicts of interest and the Brown Act (Conflict of Interest policy in Appendix K). In addition, new Board members will be partnered with experienced ones in order to further the new Board members’ effectiveness. Board members may not serve more than two consecutive terms.

Board members’ terms will expire according to the Board of Directors with Term Expiration Dates chart, included above. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Responsibilities

The Board will meet on a regular basis. The responsibilities of the Board include but are not limited to:

- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the School’s fiscal practices
- Approve contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School’s facility arrangements and plans
- Oversee and evaluate the CEO
- Hire the Principal upon recommendation of the CEO
- Hire employees upon recommendation of the CEO
- Employee action upon recommendation of the CEO
- Approve Board policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Public Records Act, the Ralph M. Brown Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and the Political Reform Act. Alpha will retain its own

legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

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 of Alpha Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the Charter School. The Principal may delegate his or her responsibilities further to other Charter School site staff such as the Assistant Principal, office manager, and/or teachers.

The Principal is the senior authority at the Charter School site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the Board of Directors, as indicated above. This is separate from the oversight responsibilities of the District pursuant to the Charter Schools Act.

Officer roles and responsibilities are listed in Alpha's bylaws, Appendix B.

Board Advisory Committees

The Board will appoint one or more advisory committees, comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of an advisory committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The Board of Directors will select the advisory committees. Parental Involvement in Governance

While parents of current Cornerstone Academy students are not required to serve as members of the Board, it is critical that they are invested in the success of the Charter School and have a voice in matters critical to the Charter School's success.

Strategies to ensure that parents are involved at this level are in place and include:

- Creation of Cornerstone Parents Association and election of officers
- Involvement of parents on Board advisory committees
- Involvement of parents on English Learner Advisory Committee ("ELAC") and School Site Council ("SSC")
- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the Charter School's main office and website
- Posting of Board meeting minutes in the Charter School's main office and website
- Annual Family Survey: This survey is given in October and May and asks families for input and feedback on a variety of academic, cultural, and family engagement indicators. (Results in Appendix J)

Cornerstone Academy believes that parental involvement is important to a student's success. We recognize that every parent is able to be involved at different levels due to family, work, cultural, and even health issues and we regularly share those opportunities. We also welcome parents who wish to take a more active role in helping the Charter School. We encourage parents to assist through the following means:

- Cornerstone Parents Association
- Hiring of new school staff
- Classroom Volunteer
- Translation support
- Student Enrollment
- Parent Information and Education Workshops

We will work with parents to finalize a comprehensive parent involvement plan, and may revise this plan annually in an effort to continually strengthen the role of parents as supporters of the Charter School's mission.

Leadership Team

For a school to be successful, effective leadership must be present. The most effective charter schools have learned that there must be a dedicated leadership team responsible for both the organizational and the academic success of the school.

Cornerstone Academy's organizational structure is included as Appendix P.

Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school.

Education Code Section 47605(b)(5)E

Cornerstone Academy hires committed professionals prepared to provide all children an excellent educational program. Cornerstone Academy's hiring process will not discriminate upon against persons based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.. Cornerstone Academy is a school of choice and no employee will be required to work at the Charter School.

All staff members are committed to the mission and vision of Cornerstone Academy and work diligently to assure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the Charter School. See Appendix F for Evaluations Tools.

Cornerstone Academy staff possesses a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and is as reflective of the San Jose community and the student body as possible. It is equally important that staff members are committed to the mission of the Charter School and will contribute positively. Key job descriptions are included in Appendix G. General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth

- Exemplification and embodiment of the Charter School’s core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

Administrators

The Principal at Cornerstone Academy shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School’s mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers, and, where possible, business experience.

Cornerstone Academy administrators should have demonstrated at least three years of successful teaching or school leadership experience. Cornerstone Academy will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

The **Principal** is responsible for supervising teachers, overseeing implementation of curriculum, supporting high quality instruction and assessment, and working with special education providers. The minimum criteria for the Principal candidate include:

- Bachelor’s Degree
- California teaching credential or out of state equivalent
- 2-5 years urban teaching experience with a proven track record of outstanding quantifiable results
- Experience in curriculum and assessment development highly preferred
- Demonstrated knowledge of literacy and numeracy strategies for elementary grades
- Experience effectively managing adults
- Highly qualified under NCLB
- Advanced degree (MA, MBA) highly preferred
- Background Clearance from Federal Bureau of Investigations (“FBI”)/California Department of Justice (“DOJ”)
- Tuberculosis (“TB”) clearance

The **Assistant Principal** is responsible for ensuring the Charter School’s culture remains strong, positive, and focused on students and their academic achievement. The Assistant Principal supports teachers through coaching and professional development. The minimum criteria for the Assistant Principal candidate include:

- Bachelor's Degree
- California teaching credential or out of state equivalent
- 2-5 years urban teaching experience with a proven track record of outstanding quantifiable results
- Excellent classroom management skills and deep knowledge of techniques to effectively support challenging students
- Demonstrated knowledge of literacy and numeracy strategies for elementary grades
- Experience effectively communicating with families
- Experience effectively managing adults
- Background Clearance from FBI/DOJ
- TB clearance

The **Office Manager** will be responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The minimum criteria for the Office Manager candidate include:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team
- Fluency in Spanish/Vietnamese is highly desirable
- Background Clearance from FBI/DOJ
- TB clearance

Teacher Qualifications

Pursuant to **Education Code Section 47605(I)**, all teachers of core, college-prep courses at Cornerstone Academy are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted for teachers in non-core courses. A teacher of core academic subjects must have:

- Bachelor's degree
- 2-4 years urban teaching experience highly preferred
- Multiple Subject teaching credential or have a Preliminary or Intern Certificate/Credential for no more than three years while actively working toward completion of CA credential, or applicable single subject authorizations, highly qualified according to NCLB, and demonstrated expertise

- Possess CLAD certification or be in the process of working toward completion of California credential with CLAD embedded
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

Instructional Support Qualifications

Instructional Support Specialists support teachers with general instruction and supervision of students, relieve teachers of administrative tasks, implementing a variety of instructional programs and perform other duties as assigned.

- AA degree or 48 semester units or passage of county competency exam
- First aid and CPR certified by first day of employment
- Background Clearance from FBI/DOJ
- TB clearance
- Computer skills- proficiency in Word, Excel and others as necessary

Back Office Support

Cornerstone Academy currently contracts with EdTec, a back office support provider to provide Business and Operations Management services. These services include payroll, accounting, budgeting, fiscal management reporting and human resources. The Alpha Director of Finance and the Office Manager coordinate with EdTec to manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. The Director of Finance is a liaison to the Principal. This system, including the use of EdTec and the Director of Finance, allows staff to focus energies in areas of expertise, allowing sufficient time for reflection on instructional and curricular issues.

Staff Recruitment and Selection Process

To ensure selection of the highest quality staff, we implement the following selection process:

- The Board of Directors will hire the Chief Executive Officer.
- The Chief Executive Officer hires the Chief Schools Officer, who hires and manages Principals.
- The Principals hire and manage all other school-level staff.
- Alpha Public Schools staff includes a Director of Recruiting and Talent, a Human Resources manager, and a recruiting associate.

- Posting of job openings (online, newspaper, referrals, and email)
- Use of teacher recruitment programs (e.g. Teach For America, EdJoin, and graduate school career fairs)
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (by phone)
- In-person interview
- Sample teaching lesson followed by debrief with Principal
- Extensive interviews with multiple members of the Charter School's existing staff
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- An employment offer will be made to the strongest candidates

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization and a (TB) risk assessment and examination, if necessary, test prior to commencing employment.

Compensation and Benefits

Cornerstone Academy recognizes the importance of having strong, qualified teachers working with our students. We believe that teachers must be compensated for their hard work and dedication to their students. Cornerstone Academy offers base salaries that are competitive with the District's wages.

In addition to salary, teachers are offered a competitive benefits package including medical and dental insurance. The Employee Handbook can be found in Appendix H.

Element F: Health and Safety Procedures

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 with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School has adopted and will maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's family and staff handbook and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. 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 employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

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

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne

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 bloodborne viruses, including human immunodeficiency virus and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including

cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Element G: Means to Achieve Racial and Ethnic Balance

The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Education Code Section 47605(b)(5)(G)

Cornerstone Academy strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves. Cornerstone Academy takes the following steps to ensure that students who are representative of the Charter School's respective communities are recruited and feel welcome:

- Bring diverse staff on recruiting visits, including relevant foreign language-speaking teachers
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in the community
- Develop marketing materials in multiple languages, in particular Spanish and Vietnamese
- Visit and speak about the Charter School with local community based organizations, such as libraries and churches
- Conduct parent information sessions to elaborate on the educational program of Cornerstone Academy
- Visit with prospective students and families to discuss Cornerstone Academy's program
- Canvass neighborhoods to reach interested families
- Place advertisements in local newspapers and community organizations' newsletters
- Encourage referrals from community leaders and others seeking educational alternatives for their children

Cornerstone Academy will provide translation services for all promotional materials and any person-to-person interaction requiring translation services.

Cornerstone Academy will keep on file documentation of the efforts the Charter School made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School.

Element H: Admission Policies and Procedures

Admission policies and procedures, consistent with Education Code Section 47605 subdivision (d).

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 or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Cornerstone Academy will 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, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Cornerstone Academy is open to all students in California who wish to attend the Charter School, but focuses its student recruitment in the immediate and surrounding neighborhoods of the Charter School in the Franklin-McKinley School District. We make a strong effort to ensure recruitment of low-achieving and economically disadvantaged students and are open to working with the District to identify these students.

Applications are made available in English, Spanish, and Vietnamese. Open enrollment periods are advertised to all families through various means. School tours and information nights are held during the day and in the evening. If by the close of enrollment the number of applications is less than the number of seats available, all applicants are accepted and enrolled in the school. Subsequent applications will be admitted immediately until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be held in abeyance to be entered into a future lottery if spaces become available.

Should the number of students who wish to attend Cornerstone Academy exceed the enrollment limit by the close of enrollment, a public random lottery will take place to determine admission. The lottery will take place following the close of the enrollment period. Students currently enrolled at the Charter School are exempt from the lottery, and preferences, in order, are below:

1. Siblings of students admitted to or attending the Charter School.
2. Children of staff or board members, not to exceed 10 percent of total enrollment.
3. Students residing within the Franklin-McKinley School District and eligible for FRPM.
4. Students residing within the Franklin-McKinley School District and not eligible for FRPM.
5. Students residing outside the Franklin-McKinley School District and eligible for FRPM.
6. All other applicants.

Pursuant to the stated lottery preferences above, families will self-report the applicant's qualification for FRPM on the application and no other demographic or socio-economic information will be required on the application.

Public notice will be posted in public location and the Charter School website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted by a non-interested party who will draw the pupil names and verify that lottery procedures are fairly executed. The lottery will be conducted in the evening so interested parties will be able to attend. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. Sibling names will be color coded, so when and if their name is pulled, the announcer knows a sibling is called and sibling priority is applied. During the course of the lottery, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are mailed to all applicants and follow up phone calls are made.

Admission to the Charter school is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the Charter School and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

Element I: Financial Audits

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.

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 Charter School Board 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 Principal, along with the audit committee, if any, 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.

Audit Results

2010-2011	Unqualified
2011-2012	Unqualified
2012-2013	Unqualified
2013-2014	Unqualified
2014-2015	Unqualified
2015-2016	Unqualified
2016-2017	Unqualified
2017-2018	Unqualified

Element J: Suspension and Expulsion

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

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

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

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

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

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

Education Code Section 47605(b)(5)(J)

Cornerstone Academy creates a school culture where students are able to focus on learning. The discipline system is designed to create and maintain a productive place of learning and our methods are intended to be preventative. Teachers are trained to use effective classroom management strategies to maximize instruction and minimize

student misbehavior, and there are school-wide systems for assigning both positive incentives and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences are fair, gradual, and developmentally appropriate. Consequences include, but are not limited to:

- Warnings, verbal and/or written
- Loss of privileges (structured choice time)
- Notice to parents by telephone or letter
- Parent conference
- Suspension
- Expulsion

Expectations for school behavior are developmentally appropriate and clearly articulated to students and families during orientation and will be provided as written policy in our Family Handbook. (Appendix I) Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with special needs. The comprehensive set of suspension and expulsion policies are attached in Appendix O.

In the case of students with an IEP or 504 Plan, the Charter School ensures that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or a student with an IEP, for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEIA, the Principal convenes a manifestation hearing, which includes the IEP team, to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the Charter School’s failure to implement the 504 Plan or IEP. If it is determined that the student’s misconduct was not caused by or had a direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be recommended for expulsion.

Element K: Employee Retirement Systems

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Education Code Section 47605(b)(5)(K)

To attract and retain teachers and staff of the highest quality, Cornerstone Academy offers competitive retirement programs to its employees. In compliance with **Education Code Section 47611**, Cornerstone Academy informs all applicants about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. Based on organization and staff need, changes to the employee retirement system may occur from time to time.

Teachers, administrators, and other staff who hold valid California credentials and meet all eligibility requirements will be part of the California State Teachers Retirement system (STRS). Cornerstone implements all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Certificated personnel who participate in STRS are exempted from participating in federal social security. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

For non-certificated, full-time employees, Cornerstone Academy will contribute to Social Security and employees have the option to contribute voluntarily from their salary to a 403(b) retirement account. The Charter School reserves the right to change the retirement program for non-certificated personnel if the school administration becomes aware of a more efficient retirement program for which it qualifies.

Cornerstone Academy will make all legally required contributions required of employers in California such as workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Element L: Public School Attendance

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Education Code Section 47605(b)(5)(L)

No student may be required to attend the Cornerstone Academy. Students residing in the Franklin-McKinley School District who opt not to attend Cornerstone Academy may attend other District schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms and that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Rights of District Employees

A description of the rights of an employee of the school district, upon leaving the employment of the school district, to be employed by the charter school, and a description of any rights of return to the school district that an employee may have upon leaving the employ of the charter school.

Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Alpha: Cornerstone Academy. Employees of the District who choose to leave the employment of the District to work at Cornerstone Academy will have no automatic rights of return to the District after employment by Cornerstone Academy 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 at Cornerstone Academy that the District may specify, any rights of return to employment in a school district after employment at Cornerstone Academy that the District may specify, and any other rights upon leaving employment to work in Cornerstone Academy that the District determines to be reasonable and not in conflict with any law.

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

Element N: Mandatory Dispute Resolution

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

Education Code Section 47605(b)(5)(N)

The following provisions are intended to define a mechanism for: a) the resolution of any disputes within Cornerstone Academy pursuant to their policies; and b) ensuring the high operational standards of Cornerstone Academy while minimizing the oversight burdens on the Franklin-McKinley School District. With respect to each of these procedures, it is Cornerstone Academy's intention that all public commentary be withheld pending full resolution.

The District agrees to promptly refer all complaints regarding Cornerstone Academy operations to the Principal and Chief Executive Officer or Board for resolution in accordance with Cornerstone Academy's adopted policies. The District shall not intervene in any such internal disputes without the consent of the Alpha Public Schools Governing Board. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Cornerstone Academy will be provided with a copy of Cornerstone Academy's policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook, which outlines both a formal and informal process for complaint resolution. The Board, has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Cornerstone Academy and the Franklin-McKinley School District will attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. Cornerstone Academy acknowledges the District's ongoing right to inspect or observe the charter school under **Education Code Section 47607**, and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between Cornerstone Academy and the District, the staff, employees, and Board members of Alpha Public Schools agree first to frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the CEO of Alpha Public Schools. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with **Education Code Section 47607**, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this

section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with **Education Code 47607**.

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

The District may revoke the charter of Cornerstone Academy if Cornerstone Academy commits a breach of any terms of its charter. Further, the District may revoke the charter if Cornerstone Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the District and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Cornerstone Academy on any of the following grounds:

- Cornerstone Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Cornerstone Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- Cornerstone Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Cornerstone Academy violated any provisions of law.

Prior to revocation, and in accordance with **Education Code Section 47607(d)** and its implementing regulations, the District will notify the Cornerstone Academy in writing of the specific violation, and give the Cornerstone Academy a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Element O: Closure Procedures

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Education Code Section 47605(b)(5)(O)

The decision to close Cornerstone Academy either by the Alpha Public Schools Governing Board or by the authorizing agency will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the authorizing agency; Alpha Public Schools Governing Board votes to close the Charter School; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Cornerstone Academy will be issued by Cornerstone Academy within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with district procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to the District of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action. Written notification will include the date of the closure, the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' district(s) of residence, and how pupil records may be obtained.

3. Transfer of student records to the receiving schools, within seven business days from the request of a receiving school. Records will include grade reports, state assessment results, special education records, and English language learner files.
4. Written notification to the California Department of Education and the District of the Closure Action shall be made by Cornerstone Academy by registered mail within 72 hours of the decision to Closure Action. Written notification will include the date of the closure, the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' district(s) of residence, and how pupil records may be obtained.
5. Cornerstone Academy shall allow the authorizing agency access, inspection and copying of all school records, including financial and attendance records, upon written request by the authorizing agency.
6. A financial closeout audit of the Charter School will be paid for by Cornerstone Academy to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Cornerstone Academy will be the responsibility of Cornerstone Academy and not the District. Cornerstone Academy understands and acknowledges that Cornerstone Academy will cover the outstanding debts or liabilities of Cornerstone Academy. Any unused monies at the time of the audit remain the property of Alpha Public Schools. Cornerstone Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
6. For six calendar months from the Closure Action or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the Alpha Public Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.
8. The Alpha Public Schools Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, Cornerstone Academy will also submit any required year-end financial reports to the California Department of Education and the District, in the form and time frame required.

10. If the Charter School is a nonprofit corporation, the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to the District prior to approval of this Petition.

11. Written notification to the State Teachers Retirement System and all contracted service providers, to be made within one week of the determination of the Closure Action.

Miscellaneous Charter Provisions

Financial Planning, Reporting, and Accountability

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

Education Code Section 47605(g)

Budget

The budget and cash flow are included in this petition as Appendix N. Appendix T contains a complete set of Financial Policies and Procedures.

Cornerstone Academy is a fiscally independent, direct funded charter school. The Alpha Public Schools Board of Directors takes seriously its fiduciary responsibility to oversee the management of public money. As such, a system of internal fiscal controls has been

instituted, including policies for cash handling and check writing, sound bookkeeping and accounting practices, and conservative financial planning and budget forecasting. We maintain a minimum cash reserve of five percent of expenditures to protect against cash flow challenges.

On-site management of Cornerstone Academy’s finances is the responsibility of the Principal, aided by the Director of Finance. Cornerstone Academy also currently utilizes the services of EdTec. We will follow financial best practices in establishing investment strategies for cash balances and deposit procedures for all school funds.

The following assumptions are conservative wherever possible. School leadership feels that being conservative ensures the long-term financial stability of the organization. Because of that, revenue rates are not projected to increase at the same rate as expenses, and operating income decreases in each of the last three years. However, if all of the conservative assumptions in these projections were to be fully realized and the Charter School was in danger of not meeting its reserve requirements, it would alter its budget in order to maintain a positive operating income and reasonable fund balance.

Enrollment

Cornerstone Academy Preparatory School (CAPS) opened in 2010-11 with grades K-1 and 103 students. It has grown to serve 543 students in grades K-8 in 2018-19. These conservative projections assume the following enrollment and ADA figures:

Enrollment Breakdown	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
K	59	59	59	59	59	59
1	59	59	59	59	59	59
2	59	59	59	59	59	59
3	59	59	59	59	59	59
4	59	59	59	59	59	59
5	67	63	63	63	63	63

6	69	63	59	59	59	59
7	56	67	61	57	57	57
8	51	54	65	59	55	55
Enrollment Summary	2019/20	2020/21	2021/22	2022/23	2023/24	2023/24
K-3	236	236	236	236	236	236
4-6	195	185	181	181	181	181
7-8	107	121	126	116	112	112
Total Enrolled	538	542	543	533	529	529
ADA %	2019/20	2020/21	2021/22	2022/23	2023/24	2023/24
K-3	96%	96%	96%	96%	96%	96%
4-6	96%	96%	96%	96%	96%	96%
7-8	96%	96%	96%	96%	96%	96%
Average	96%	96%	96%	96%	96%	96%
ADA	2019/20	2020/21	2021/22	2022/23	2023/24	2023/24
K-3	226.61	226.64	226.64	226.57	226.55	226.55
4-6	186.95	175.68	171.95	171.90	171.88	171.88
7-8	102.92	114.94	119.62	110.24	106.49	106.49
Total ADA	516.48	517.26	518.21	508.71	504.91	504.91

Demographics

These projections are based on Cornerstone Academy's 2018-19 demographic breakdown. In line with the Charter School's historical experience, we believe it is reasonable to continue using these figures:

Free and Reduced Price Meal: 69.5%

English Learners: 42.3% Unduplicated: 77.5%

Revenue

Local Control Funding Formula

The majority of the Charter School's funding comes from the Local Control Funding Formula. Using the Charter School's projected 2019-20 funding levels as a base, and the FCMAT LCFF calculator (Version 20.1b) to calculate the target rates and transition funding, the Charter School will receive the following LCFF

Revenues:

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
8011 - State Aid	2,956,014	3,088,283	3,201,964	3,175,902	3,205,947	3,277,199
8012 - Education Protection Account	753,678	754,817	756,203	742,339	736,809	732,840
8096 - In Lieu of Property Taxes	1,622,297	1,670,966	1,717,753	1,747,127	1,777,003	1,807,389
Total LCFF Entitlement	5,331,989	5,514,066	5,675,920	5,665,368	5,719,759	5,817,428

The FCMAT LCFF calculator does contain COLA projections beyond 2021-22. . These projections use an a COLA projection of 1.73% as this is equal to average annual COLA for the past 5 years.

These calculations are also dependent on the percentage of unduplicated students for the District in which the Charter School is located. Since it is located in more than one

district, the school is able to choose which district to claim for its concentration grant cap. In line with the FMSD 2018-19 P-2 apportionment calculations, the Concentration Grant includes a cap of 82.44% for all years in these projections.

Title Funding

The Local Education Agency (LEA) Plan for Cornerstone Academy was approved in its first year of operation and the Charter School has received Title I and II funding since then. In order to project these revenues, the Charter School is assuming that the proportion of free-and-reduced price meal students remains steady and that 2019-20 projections grow with a 3% inflation rate for the duration of the five-year projections. The projections assume that Cornerstone Academy will only utilize Title III funds in 2019-20 and conservatively do not assume that this funding source will continue to be available. Because enrollment will not increase by more than 25% in any future year, these projections assume that each year's funding rates will be based on prior year enrollment/demographics.

Child Nutrition

Cornerstone Academy ensures that all students are provided with a nutritious breakfast and lunch every day. Charter School contracts with FMSD as part of its food service program. As a result, all food preparation and meal accounting is processed by FMSD staff, and Cornerstone does not assume receipt of either Federal or State child nutrition revenues.

Special Education

Cornerstone Academy belongs to the El Dorado County Charter SELPA for Special Education purposes. The Charter School began receiving funding in 2012-13 and is projected to continue for these projections. Rates are based on the El Dorado County Charter SELPA's projections for 2019-20, \$545 per current year ADA for state funding and \$125 per prior-year ADA for federal funding. These rates grow each year with inflation of 3%. Additionally, rates are offset by a 4% administrative fee and a 3% set-aside fee each year. The fees are likely to decrease, but are kept constant to remain conservative.

Other State Revenues

Revenues are based on School Services of California's projections for 2019-20. In order to remain conservative, rates are assumed to stay flat for the duration of the five-year projections.

- State Lottery: \$204 per ADA
- Mandate Block Grant: \$16.33 per PY ADA*

Local Revenues

Cornerstone Academy is projecting direct sales for paid meals and uniforms. Charter School also projects to generate revenue through fundraising and family contributions toward Walden West. Both revenue projections are based on historical revenue generated. None of these revenues are mandatory for families to pay, but are still included in the projections based on prior year experience.

Accounting

Like most charter schools, Cornerstone Academy will use accrual based accounting. This means that the Charter School will recognize revenues when they are earned, not when they are received.

Expenses

Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and Benefits

Base compensation will increase annually by an amount equal to the COLA projections described in the Local Control Funding Formula section above. There is a decrease in staffing costs in 2020-21 in anticipation of voluntary attrition of 2 non-core instructional FTEs, one food service staff member and a decrease in the number of teacher residents hired from 5 to 3. Staffing size remains constant in all other years of the projections and staffing costs rise accordingly.

Cornerstone Academy currently pays up to \$8,700 per employee per year for healthcare costs through a group healthcare plan. With so much uncertainty in increasing healthcare costs, the school is forecasting that rates will increase 10% each year to maintain conservative estimates. It's highly unlikely that these increases will be realized in full

The school participates in STRS but not PERS. STRS rates are in line with the CalSTRS 2014 Funding Plan:

Effective Date	Employer Contribution
----------------	-----------------------

July 1, 2015	10.73%
July 1, 2016	12.58%
July 1, 2017	14.43%
July 1, 2018	16.28%
July 1, 2019	16.7%
July 1, 2020	19.1%
July 1, 2021	18.3%
July 1, 2022	18.3%
July 1, 2023	18.3%
July 1, 2024	18.3%

Employer contribution rates are set in statute through fiscal year 2020-21. These rates do not reflect the supplemental pension payments proposed by the Governor’s 2019-20 budget. Rates beyond fiscal year 2020-21 are projections and may change based on actual experience.

Books and Supplies

Cornerstone is budgeted to make a large one-time curriculum purchase during the 2019-20 school year. After accounting for the one-time purchase, expenses for curriculum, software, computers, furniture and other books are projected to increase at a rate of 3% per year.

CMO Management and Facilities Fees

Cornerstone Academy is a member of the Alpha Public Schools network, Charter Management Organization (CMO) based in San Jose, Alpha Public Schools. Alpha currently manages four schools, including Cornerstone.. The CMO provides wide-ranging support including management and coaching of school leaders, professional development, staff recruitment, fundraising and more. This way, the organization’s schools can focus on teaching and learning.

In consideration for the services, Alpha (CMO) receives a monthly CMO Management Fee equal to 17% of local and state revenues of CAPS (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, and Special Education) determined in accordance with United States generally accepted accounting principles which are consistently applied. The Services Fee shall be payable by CAPS to the CMO on or before the 30th day after the end of each fiscal quarter.

The Manager shall receive a quarterly "Facilities Fee" equal to 13% of local and state, revenues of CAPS (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, PCSGP and Special Education), determined in accordance with United States generally accepted accounting principles which are consistently applied..

The Services Fee and Facilities Fee are the only compensation or other payments to which the CMO will be entitled hereunder; CAPS shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including, but not limited to, compensation and other benefits payable to any employees and any travel expenses.

Services and Other Operating Expenses

The remaining Services and Other Operating Expenses are broken down in the attached projections. If dependent on variables like enrollment/ADA, or staffing levels, assumptions were changed accordingly. Rates are also grown with 3% inflation each year.

This section of the budget also includes an entry for "CMO SPED Reserve." The CMO acts as a district for Special Education purposes and wants to protect the individual sites against the possibility of high-need, high-cost IEPs that exceed the funding received. If the school were to experience such a circumstance, it would then have these reserves to help alleviate the effect of this encroachment. This reserve comes out of the general fund, not Special Education revenues as those are spent entirely in the year received.

Insurance

Cornerstone Academy has acquired standard insurance policies including Directors and Officers Insurance, workers compensation insurance, property insurance, student accident insurance, and general liability insurance.

Administrative Services

Administrative services are managed by the CMO and/or contracted with appropriately qualified and/or credentialed outside providers as necessary. We fairly evaluate any offer from the District for services against offers from third party vendors.

Reporting

Cornerstone Academy submits the following reports to the appropriate authorities:

- Final Budget - July 1 of the budget fiscal year
- First Interim Projections - December 15 of Operating Fiscal Year
- Second Interim Projections - March 15 of Operating Fiscal Year
- Unaudited Actual - September 15 following the end of the Fiscal Year
- Audited Financial Statements- December 15 (also to State Controller, State Department of Education and County Superintendent of Schools)
- Other reports requested by the District

Cornerstone Academy will promptly respond to all reasonable inquiries from the Franklin-McKinley School District, including but not limited to, inquiries regarding financial records, and will consult with the Franklin-McKinley School District regarding any inquiries.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of Cornerstone Academy’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% of revenue if the Charter School is able to obtain substantially rent free facilities from the District.

Facilities

Pursuant to Proposition 39, Cornerstone Academy will seek district facilities from the Franklin-McKinley School District. **Under Education Code Section 47614** and related regulations, certain charter schools that are serving at least 80 students can seek to be housed for one year on Franklin-McKinley School District school facilities. The school district, in turn, may charge a pro rata share for these facilities. In occupying district facilities, Cornerstone Academy will adhere to all District regulations regarding facility safety.

Cornerstone Academy seeks the support of the Franklin-McKinley School District in securing facilities and requests to stay at the current site, a co-location with Kennedy Elementary School. We anticipate our facilities needs are as follows:

Facilities	
	Year 6 (Full Capacity)

Grades served	K-8
Anticipated enrollment	580 students
Number of classrooms	Approx. 18 classrooms
Additional Needs	<ul style="list-style-type: none"> ❖ Administration Office Space ❖ Conference Room ❖ Access to cafeteria ❖ Access to gym/outdoor play space ❖ Intervention/Pull Out Room ❖ Teachers' Resource Room

Transportation

Cornerstone Academy does not provide transportation for students from home to school or school to home except in order to comply with the ADA and the IDEIA. Transportation for field trips will be contracted with either the district or a licensed contractor.

Traffic

Cornerstone Academy remains committed to ensuring its morning and afternoon and arrival procedures are structured and efficient in order to maximize the safe flow of traffic around its campus. The arrival and dismissal procedures (Appendices R and S, respectively) are trained to staff and communicated to families. Additional measures will be considered to ensure the ongoing safety and flow of traffic around the school.

Impact on the Charter Authorizer

This statement is intended to fulfill the terms of **Education Code Section 47605(g)** and provides information regarding the potential effects of Cornerstone Academy on the Franklin-McKinley School District.

Cornerstone Academy, a 501(c)(3) nonprofit corporation, is responsible for matters of civil and financial liability resulting from the operation of the charter school. The Franklin-McKinley School District will not be liable for the debts or obligations of Cornerstone Academy. Cornerstone Academy assumes these responsibilities and will purchase and maintain general liability, directors and officers, property, workers' compensation, and unemployment insurance policies.

Financial Benefits

An oversight fee of up to 3% of public funds, excluding funds secured by Cornerstone Academy on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight, provided that Cornerstone Academy is housed in a District building pursuant to Proposition 39. In the event that the District does not provide facilities and the school is not located on District property, the District may collect only 1% oversight fees.

Civil Liability

Franklin-McKinley School District will not be liable for the debts or obligations of the charter school pursuant to **Education Code Section 47604**.

Amendments

Any material amendments to this charter shall be made by the mutual agreement of the governing board of Cornerstone Academy and the Franklin-McKinley School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in **Education Code Section 47605**.

Severability

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

Notices

Should this charter be granted, Cornerstone Academy will provide written notice of approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education.

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by U.S. mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally

delivered, on the date set forth on the receipt of the facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Cornerstone Academy Preparatory School at:

Cornerstone Academy Preparatory School

Attn: John Glover

2110 Story Road, Suite 250

San Jose, CA 95122

john@alphapublicschools.org

To the District at:

Franklin-McKinley School District

Attn: Juan Cruz, Superintendent

645 Wool Creek Drive

San Jose, CA 95112

Resolution No. 2019-37
RESOLUTION OF THE GOVERNING BOARD
OF THE FRANKLIN-McKINLEY SCHOOL DISTRICT
DENYING RENEWAL OF
CORNERSTONE ACADEMY PREPARATORY SCHOOL

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, under Ed. Code §47607(a)(2), a school district evaluates a renewal under the same standards and criteria used to evaluate an initial petition to establish a charter school, and a renewal “shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed”; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(b)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, a governing board may deny a petition to form a charter school or renew a charter if it makes written findings to support any of the following under Education Code § 47605(b): “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures [not applicable for renewals]; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605] (d); (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(O).]; or (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code,” and

WHEREAS, under Ed. Code § 47607(b)(4)(A), a charter school is eligible for renewal if “[t]he entity that granted the charter determines that the academic performance of the charter

school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school”; and

WHEREAS, Education Code § 47607(a)(3)(A) requires that “[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal”; and

WHEREAS, 5 C.C.R. 11966.4(b)(1) also states that, “[w]hen considering a petition for renewal, the district governing board shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any”; and

WHEREAS, under Education Code § 47607(a)(1), if the Board grants a renewal, “[e]ach renewal shall be for a period of five years;” and

WHEREAS, the Governing Board of the Franklin-McKinley School District granted a charter for the formation of the Cornerstone Academy Preparatory School, a charter school serving grades Kindergarten through Six, starting operation in August 2010; and the Charter School is in the midst of a five-year renewal term starting July 1, 2015 and ending June 30, 2020; and

WHEREAS, on or about April 24, 2016, the Board approved a request to make a material revision to the current charter of the Cornerstone Academy Preparatory School, with a term of July 1, 2015 through June 30, 2020 to add the Seventh and Eighth Grade, and to transfer governance of the Charter School to Alpha Public Schools; and

WHEREAS, on or about August 13, 2019, the District received a request to renew the charter of the Cornerstone Academy Preparatory School; and

WHEREAS, the Board of Education, under Education Code §47605(b), is obligated to take action to grant or deny the renewal within 60 days of its submission; and

WHEREAS, on or about September 3, 2019, the parties mutually executed an agreement under which the DISTRICT Board could make a determination as to whether to grant or deny the renewal on October 22, 2019, without invoking the automatic renewal set forth in California Code of Regulations, Title 5, § 11966.4(c); and

WHEREAS, in compliance with Education Code §47605(b), the Board held a public hearing on September 10, 2019, to determine the level of support for the renewal; and

WHEREAS, District staff, in fulfillment of its oversight duties, visited the Charter School and provided feedback on the instructional techniques observed during the classroom visits.

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Board of Education of the Franklin-McKinley School District that:

1. The Board has evaluated the Petition to renew the Charter of the Cornerstone Academy Preparatory School under the criteria set forth in Education Code § 47605(b)(5)(A)-(O).

2. The Board finds that Cornerstone Academy Preparatory School meets the threshold eligibility requirements to be considered for renewal under Ed. Code § 47607(b)(4)(A). (See, Exhibit 1.)

3. The Board, under, Education Code § 47607(a)(3)(A), considered “increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal” based on the Charter School’s performance on the California Assessment of Student Performance and Progress (CAASPP) test, and has determined that, with limited exceptions, the Charter School has seen increases in pupil academic achievement in the two largest subgroups, Asian students and Hispanic/Latino students. (See, Exhibit 2.)

4. The Board finds that Cornerstone Academy Preparatory School does not meet the requirements for renewal under Education Code §§ 47605(b)(5)(A)-(O), 47607(a) (3)(A) and 47607(b)(4)(A).

5. The request to renew the Charter of Cornerstone Academy Preparatory School be denied, and the following adopted as findings in support of denial: [Underlined text added verbally at October 22, 2019 Board meeting.]

a. Cornerstone Academy does not enroll a commensurate percentage of Hispanic/Latino students in comparison with the Franklin-McKinley School District, in contravention of Education Code section 47605(b)(5)(G), which requires a charter to contain a reasonably comprehensive description of “[t]he means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (See, also, Exhibit. 3.)

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Cornerstone	543	0.7%	0.2%	53.8%	5.7%	31.5%	0.2%	4.1%	3.5%	0.4%
FMSD	10,275	1.7%	0.1%	30.9%	3.6%	59.5%	0.4%	1.9%	1.5%	0.4%
Santa Clara County	267,224	1.8%	0.3%	30.2%	4.0%	38.2%	0.5%	19.2%	5.1%	0.7%

b. Cornerstone Academy, in contravention of Education Code section 47605(d)(2)(B)(iii), which provides that admissions “[p]references shall not result in limiting enrollment access for pupils with disabilities ...” and Education Code section 47601(b), which states that it is the intent of the Charter Schools Act to “[i]ncrease learning opportunities for all

pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving,” acknowledges that it does not currently, and has never, enrolled a student with moderate/severe disabilities.

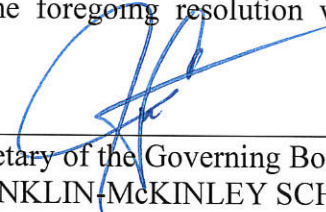
c. The SBAC scores in Mathematics for Students with Disabilities at Cornerstone show that the percentage of those students not meeting grade level standards has increased in the past three years, even though the number and percentage of such students who have met or exceeded grade level standards has increased, creating an academic achievement gap for Students with Disabilities. (See, Exhibit 4.)

d. Therefore, even considering increases in pupil performance in all subgroups of pupils as the most important factor, the Board finds that Cornerstone Academy’s failure to enroll a population in these two important demographic groups that is commensurate to that enrolled by the District outweighs the increases in pupil performance set forth above.

PASSED AND ADOPTED on October 22, 2019, by the Board of Education of the Franklin-McKinley School District by the following vote:

AYES:	<u>2</u>
NOES:	<u>3</u>
ABSTENTIONS:	<u>0</u>
ABSENCES:	<u>0</u>

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.



Secretary of the Governing Board for the
FRANKLIN-McKINLEY SCHOOL DISTRICT

EXHIBIT 1

Percentage of Students Meeting/Exceeding Standards 2015-2018

	2018-19*					English Language Arts					Mathematics				
	# Tested	EL	SED	Hispanic	Asian	SWD	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	
K-6 Resident Schools															
Kennedy (Gr. 3-5)	227	56%	79%	66%	24%	7%	46	35	36	40	16	38	29	50	
Meadows (Gr. 3-6)	259	43%	76%	64%	20%	9%	52	51	54	58	45	45	45	45	
7-8 Resident Schools															
Bridges (Gr. 7-8)	330	45%	88%	68%	24%	9%	37	40	36	25	12	12	28	22	
CCA (Gr. 7-8)	204	10%	41%	31%	53%	1%	78	79	79	78	64	58	62	65	
Cornerstone (Gr. 3-8)															
Resident Schools	359	39%	69%	52%	54%	7%	66	66	70	74	62	64	69	78	
Combined (Gr. 3-8)**	1020	37%	65%	62%	34%	12%	N/A	45	49	50	N/A	37	40	58	

*DataQuest

**DataZone

EXHIBIT 2

Grade 8

ELA

Asian

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2583.5	2626.4	2683.6
Standard Exceeded: Level 4 ^{UP}	33.33 %	33.33 %	64.29 %
Standard Met: Level 3 ^{UP}	50.00 %	60.00 %	35.71 %
Standard Nearly Met: Level 2 ^{UP}	8.33 %	6.67 %	0.00 %
Standard Not Met: Level 1 ^{UP}	8.33 %	0.00 %	0.00 %
% Exceeded/Met	83.33%	93.33%	100%

Hispanic/Latino

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2508.3	2527.2	2603.3
Standard Exceeded: Level 4 ^{UP}	8.57 %	6.45 %	28.57 %
Standard Met: Level 3 ^{UP}	40.00 %	38.71 %	28.57 %
Standard Nearly Met: Level 2 ^{UP}	20.00 %	19.35 %	32.14 %
Standard Not Met: Level 1 ^{UP}	31.43 %	35.48 %	10.71 %
% Exceeded/Met	48.57%	45.16%	57.14%

Mathematics

Asian

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2597.2	2668.6	2739.5
Standard Exceeded: Level 4 ^{UP}	41.67 %	66.67 %	78.57 %
Standard Met: Level 3 ^{UP}	25.00 %	33.33 %	21.43 %
Standard Nearly Met: Level 2 ^{UP}	29.17 %	0.00 %	0.00 %
Standard Not Met: Level 1 ^{UP}	4.17 %	0.00 %	0.00 %
% Exceeded/Met	66.67%	100%	100%

Hispanic/Latino

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2483.6	2532.6	2610.8
Standard Exceeded: Level 4 ^{UP}	8.57 %	12.90 %	46.43 %
Standard Met: Level 3 ^{UP}	17.14 %	29.03 %	14.29 %
Standard Nearly Met: Level 2 ^{UP}	31.43 %	25.81 %	17.86 %
Standard Not Met: Level 1 ^{UP}	42.86 %	32.26 %	21.43 %
% Exceeded/Met	25.71	41.93%	60.72

Grade 7

ELA

Asian

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2580.0	2624.5	2656.9
Standard Exceeded: Level 4 ^(U)	52.17 %	52.17 %	55.00 %
Standard Met: Level 3 ^(U)	30.43 %	43.48 %	35.00 %
Standard Nearly Met: Level 2 ^(U)	8.70 %	4.35 %	10.00 %
Standard Not Met: Level 1 ^(U)	8.70 %	0.00 %	0.00 %
% Exceeded/Met	82.60%	95.65%	90%

Hispanic/Latino

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2483.0	2535.0	2591.0
Standard Exceeded: Level 4 ^(U)	5.88 %	18.92 %	26.67 %
Standard Met: Level 3 ^(U)	38.24 %	32.43 %	46.67 %
Standard Nearly Met: Level 2 ^(U)	26.47 %	35.14 %	20.00 %
Standard Not Met: Level 1 ^(U)	29.41 %	13.51 %	6.67 %
% Exceeded/Met	44.12%	51.35%	73.34%

Mathematics

Asian

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2602.0	2624.7	2711.8
Standard Exceeded: Level 4 ^(U)	69.57 %	60.87 %	85.00 %
Standard Met: Level 3 ^(U)	13.04 %	13.04 %	15.00 %
Standard Nearly Met: Level 2 ^(U)	17.39 %	21.74 %	0.00 %
Standard Not Met: Level 1 ^(U)	0.00 %	4.35 %	0.00 %
% Exceeded/Met	82.61%	73.91	100%

Hispanic/Latino

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2495.9	2525.1	2628.1
Standard Exceeded: Level 4 ^(U)	17.65 %	8.11 %	60.00 %
Standard Met: Level 3 ^(U)	8.82 %	32.43 %	23.33 %
Standard Nearly Met: Level 2 ^(U)	44.12 %	40.54 %	10.00 %
Standard Not Met: Level 1 ^(U)	29.41 %	18.92 %	6.67 %
% Exceeded/Met	26.47%	40.54%	83.33

Sixth Grade

ELA

Asian

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2548.7	2552.9	2594.6
Standard Exceeded: Level 4 ^u	64.52 %	45.45 %	46.67 %
Standard Met: Level 3 ^u	22.58 %	30.30 %	36.67 %
Standard Nearly Met: Level 2 ^u	3.23 %	9.09 %	6.67 %
Standard Not Met: Level 1 ^u	9.68 %	15.15 %	10.00 %
% Exceeded/Met	87.10%	75.75%	83.34%

Hispanic/Latino

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2516.4	2477.2	2540.3
Standard Exceeded: Level 4 ^u	52.63 %	8.33 %	19.23 %
Standard Met: Level 3 ^u	10.53 %	29.17 %	26.92 %
Standard Nearly Met: Level 2 ^u	26.32 %	33.33 %	42.31 %
Standard Not Met: Level 1 ^u	10.53 %	29.17 %	11.54 %
% Exceeded/Met	63.16%	37.50%	46.15

Mathematics

Asians

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2550.0	2582.5	2626.8
Standard Exceeded: Level 4 ^u	48.39 %	54.55 %	66.67 %
Standard Met: Level 3 ^u	38.71 %	30.30 %	16.67 %
Standard Nearly Met: Level 2 ^u	12.90 %	6.06 %	10.00 %
Standard Not Met: Level 1 ^u	0.00 %	9.09 %	6.67 %
% Exceeded/Met	87.1%	84.85%	83.34%

Hispanic/Latino

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2514.5	2532.9	2573.2
Standard Exceeded: Level 4 ^u	26.32 %	33.33 %	34.62 %
Standard Met: Level 3 ^u	42.11 %	20.83 %	26.92 %
Standard Nearly Met: Level 2 ^u	26.32 %	33.33 %	30.77 %
Standard Not Met: Level 1 ^u	5.26 %	12.50 %	7.69 %
% Exceeded/Met	68.43%	54.16%	61.54%

Grade 5

ELA

Asian

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2516.3	2577.6	2577.6
Standard Exceeded: Level 4 ^(U)	65.57 %	75.81 %	54.17 %
Standard Met: Level 3 ^(U)	16.39 %	14.52 %	27.08 %
Standard Nearly Met: Level 2 ^(U)	13.11 %	6.45 %	12.50 %
Standard Not Met: Level 1 ^(U)	4.92 %	3.23 %	6.25 %
% Exceeded/Met	81.96%	90.33%	81.25%

Hispanic/Latino

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2414.8	2491.2	2459.0
Standard Exceeded: Level 4 ^(U)	23.81 %	43.48 %	10.00 %
Standard Met: Level 3 ^(U)	19.05 %	21.74 %	10.00 %
Standard Nearly Met: Level 2 ^(U)	23.81 %	17.39 %	35.00 %
Standard Not Met: Level 1 ^(U)	33.33 %	17.39 %	45.00 %
% Exceeded/Met	42.86%	65.22%	20.00%

Mathematics

Asian

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2537.6	2574.2	2606.7
Standard Exceeded: Level 4 ^(U)	68.85 %	66.13 %	64.58 %
Standard Met: Level 3 ^(U)	22.95 %	20.97 %	25.00 %
Standard Nearly Met: Level 2 ^(U)	8.20 %	12.90 %	8.33 %
Standard Not Met: Level 1 ^(U)	0.00 %	0.00 %	2.08 %
% Exceeded/Met	91.80%	87.10%	89.58%

Hispanic/Latino

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2446.6	2495.5	2496.1
Standard Exceeded: Level 4 ^(U)	19.05 %	21.74 %	9.52 %
Standard Met: Level 3 ^(U)	38.10 %	30.43 %	33.33 %
Standard Nearly Met: Level 2 ^(U)	33.33 %	43.48 %	23.81 %
Standard Not Met: Level 1 ^(U)	9.52 %	4.35 %	33.33 %
% Exceeded/Met	57.15%	52.17%	42.85%

4th Grade

ELA

Asian

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2524.7	2590.1
Standard Exceeded: Level 4 ^(U)	78.95 %	89.74 %
Standard Met: Level 3 ^(U)	7.89 %	5.13 %
Standard Nearly Met: Level 2 ^(U)	13.16 %	5.13 %
Standard Not Met: Level 1 ^(U)	0.00 %	0.00 %
% Exceeded/Met	86.84%	94.87%

Hispanic/Latino

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2430.4	2494.3
Standard Exceeded: Level 4 ^(U)	25.00 %	40.00 %
Standard Met: Level 3 ^(U)	31.25 %	13.33 %
Standard Nearly Met: Level 2 ^(U)	12.50 %	26.67 %
Standard Not Met: Level 1 ^(U)	31.25 %	20.00 %
% Exceeded/Met	56.25%	53.33%

Mathematics

Asian

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2533.9	2579.0
Standard Exceeded: Level 4 ^(U)	71.05 %	79.49 %
Standard Met: Level 3 ^(U)	21.05 %	10.26 %
Standard Nearly Met: Level 2 ^(U)	7.89 %	10.26 %
Standard Not Met: Level 1 ^(U)	0.00 %	0.00 %
% Exceeded/Met	92.10%	89.75%

Hispanic/Latino

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2439.0	2493.8
Standard Exceeded: Level 4 ^(U)	31.25 %	33.33 %
Standard Met: Level 3 ^(U)	25.00 %	13.33 %
Standard Nearly Met: Level 2 ^(U)	12.50 %	33.33 %
Standard Not Met: Level 1 ^(U)	31.25 %	20.00 %
% Exceeded/Met	56.25%	46.66%



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for: School: Alpha: Cornerstone Academy Preparatory

CDS Code: 43-69450-0121483 | County: Santa Clara | District: Alpha: Cornerstone Academy Preparatory

SUMMARY REPORT

Select a grade to view historical data

Selecting an end year and grade will bring up the data for that year and grade, as well as data for up to two preceding grades from the previous administrations, in a side-by-side view. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year. Note that in years prior to 2016-17, overall performance level percentages and area performance levels percentages are rounded to the nearest whole number.

Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level.

This page will only display data for preceding grades from previous administrations if "All Schools" is selected as the school type on the Summary Report page.

Report Options

End Year:

Grade:

Student Group:

2018-19



Grade 4



Ethnicity



[Apply Performance](#)

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

Grade 4 Detailed Test Results Over Time

Results by Ethnicity

Grade 4 Detailed Test Results Over Time

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2524.7	2590.1
Standard Exceeded: Level 4	78.95 %	89.74 %

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Standard Met: Level 3 ⁱ	7.89 %	5.13 %
Standard Nearly Met: Level 2 ⁱ	13.16 %	5.13 %
Standard Not Met: Level 1 ⁱ	0.00 %	0.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard ⁱ	60.53 %	76.92 %
Near Standard ⁱ	34.21 %	20.51 %
Below Standard ⁱ	5.26 %	2.56 %

WRITING: How well do students communicate in writing?




Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard ⁱ	76.32 %	76.92 %
Near Standard ⁱ	21.05 %	23.08 %
Below Standard ⁱ	2.63 %	0.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard ⁱ	42.11 %	64.10 %
Near Standard ⁱ	57.89 %	35.90 %
Below Standard ⁱ	0.00 %	0.00 %

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





Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
------------------------	----------------------	----------------------

Above Standard 	65.79 %	64.10 %
Near Standard 	34.21 %	35.90 %
Below Standard 	0.00 %	0.00 %

Filipino

Hispanic or Latino

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2430.4	2494.3
Standard Exceeded: Level 4 	25.00 %	40.00 %
Standard Met: Level 3 	31.25 %	13.33 %
Standard Nearly Met: Level 2 	12.50 %	26.67 %
Standard Not Met: Level 1 	31.25 %	20.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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




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

Areas



Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	18.75 %	40.00 %
Near Standard 	56.25 %	33.33 %
Below Standard 	25.00 %	26.67 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	31.25 %	26.67 %
Near Standard 		

	37.50 %	53.33 %
Below Standard ⁱ	31.25 %	20.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard ⁱ	12.50 %	33.33 %
Near Standard ⁱ	75.00 %	46.67 %
Below Standard ⁱ	12.50 %	20.00 %

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

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard ⁱ	43.75 %	33.33 %
Near Standard ⁱ	31.25 %	46.67 %
Below Standard ⁱ	25.00 %	20.00 %

Two or more races

Mathematics

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2533.9	2579.0
Standard Exceeded: Level 4 ⁱ	71.05 %	79.49 %
Standard Met: Level 3 ⁱ	21.05 %	10.26 %
Standard Nearly Met: Level 2 ⁱ	7.89 %	10.26 %
Standard Not Met: Level 1 ⁱ	0.00 %	0.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)




[Mathematics Scale Score Ranges](#)

Areas




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	84.21 %	84.62 %
Near Standard 	10.53 %	12.82 %
Below Standard 	5.26 %	2.56 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	71.05 %	64.10 %
Near Standard 	28.95 %	33.33 %
Below Standard 	0.00 %	2.56 %




COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?


Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	78.95 %	74.36 %
Near Standard 	15.79 %	20.51 %
Below Standard 	5.26 %	5.13 %

Filipino

Hispanic or Latino

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Mean Scale Score	2439.0	2493.8
Standard Exceeded: Level 4 	31.25 %	33.33 %
Standard Met: Level 3 	25.00 %	13.33 %
Standard Nearly Met: Level 2 	12.50 %	33.33 %

Achievement Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Standard Not Met: Level 1 	31.25 %	20.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)




[Mathematics Scale Score Ranges](#)

Areas




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[Mathematics Area Achievement Level Descriptors](#)




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	31.25 %	33.33 %
Near Standard 	31.25 %	33.33 %
Below Standard 	37.50 %	33.33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	37.50 %	26.67 %
Near Standard 	50.00 %	46.67 %
Below Standard 	12.50 %	26.67 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3 (2017-18)	Grade 4 (2018-19)
Above Standard 	31.25 %	33.33 %
Near Standard 	50.00 %	60.00 %
Below Standard 	18.75 %	6.67 %

Two or more races



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for: School: Alpha: Cornerstone Academy Preparatory

CDS Code: 43-69450-0121483 | County: Santa Clara | District: Alpha: Cornerstone Academy Preparatory

SUMMARY REPORT

Select a grade to view historical data

Selecting an end year and grade will bring up the data for that year and grade, as well as data for up to two preceding grades from the previous administrations, in a side-by-side view. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year. Note that in years prior to 2016–17, overall performance level percentages and area performance levels percentages are rounded to the nearest whole number.

Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level.

This page will only display data for preceding grades from previous administrations if "All Schools" is selected as the school type on the Summary Report page.

Report Options

End Year:

Grade:

Student Group:

2018–19 ▾

Grade 5 ▾

Ethnicity ▾

[Apply Selections](#)

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

Grade 5 Detailed Test Results Over Time

Results by Ethnicity

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2516.3	2577.6	2577.6

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Standard Exceeded: Level 4 ⁽ⁱ⁾	65.57 %	75.81 %	54.17 %
Standard Met: Level 3 ⁽ⁱ⁾	16.39 %	14.52 %	27.08 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	13.11 %	6.45 %	12.50 %
Standard Not Met: Level 1 ⁽ⁱ⁾	4.92 %	3.23 %	6.25 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁽ⁱ⁾	55.74 %	70.97 %	58.33 %
Near Standard ⁽ⁱ⁾	39.34 %	25.81 %	29.17 %
Below Standard ⁽ⁱ⁾	4.92 %	3.23 %	12.50 %

WRITING: How well do students communicate in writing?




Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁽ⁱ⁾	65.57 %	66.13 %	66.67 %
Near Standard ⁽ⁱ⁾	26.23 %	32.26 %	27.08 %
Below Standard ⁽ⁱ⁾	8.20 %	1.61 %	6.25 %

LISTENING: How well do students understand spoken information?





Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁽ⁱ⁾	42.62 %	56.45 %	35.42 %
Near Standard ⁽ⁱ⁾	52.46 %	40.32 %	56.25 %
Below Standard ⁽ⁱ⁾	4.92 %	3.23 %	8.33 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5
------------------------	---------	---------	---------

	(2016-17)	(2017-18)	(2018-19)
Above Standard 	67.21 %	67.74 %	54.17 %
Near Standard 	27.87 %	27.42 %	37.50 %
Below Standard 	4.92 %	4.84 %	8.33 %

Filipino**Hispanic or Latino****Achievement Level Distribution Over Time**

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2414.8	2491.2	2459.0
Standard Exceeded: Level 4 	23.81 %	43.48 %	10.00 %
Standard Met: Level 3 	19.05 %	21.74 %	10.00 %
Standard Nearly Met: Level 2 	23.81 %	17.39 %	35.00 %
Standard Not Met: Level 1 	33.33 %	17.39 %	45.00 %




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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)**READING: How well do students understand stories and information that they read?**

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard 	23.81 %	21.74 %	10.00 %
Near Standard 	47.62 %	52.17 %	60.00 %
Below Standard 	28.57 %	26.09 %	30.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard 	28.57 %	43.48 %	10.00 %

Near Standard ⁱ	42.86 %	39.13 %	45.00 %
Below Standard ⁱ	28.57 %	17.39 %	45.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	14.29 %	13.04 %	5.00 %
Near Standard ⁱ	57.14 %	82.61 %	45.00 %
Below Standard ⁱ	28.57 %	4.35 %	50.00 %

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

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	23.81 %	43.48 %	10.00 %
Near Standard ⁱ	42.86 %	47.83 %	55.00 %
Below Standard ⁱ	33.33 %	8.70 %	35.00 %

White

Two or more races

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2537.6	2574.2	2606.7
Standard Exceeded: Level 4 ⁱ	68.85 %	66.13 %	64.58 %
Standard Met: Level 3 ⁱ	22.95 %	20.97 %	25.00 %
Standard Nearly Met: Level 2 ⁱ	8.20 %	12.90 %	8.33 %
Standard Not Met: Level 1 ⁱ	0.00 %	0.00 %	2.08 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level DescriptorsMathematics Scale Score Ranges**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	78.69 %	79.03 %	81.25 %
Near Standard ⁱ	19.67 %	17.74 %	14.58 %
Below Standard ⁱ	1.64 %	3.23 %	4.17 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	68.85 %	67.74 %	52.08 %
Near Standard ⁱ	29.51 %	32.26 %	43.75 %
Below Standard ⁱ	1.64 %	0.00 %	4.17 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	75.41 %	67.74 %	54.17 %
Near Standard ⁱ	22.95 %	25.81 %	41.67 %
Below Standard ⁱ	1.64 %	6.45 %	4.17 %

FilipinoHispanic or Latino**Achievement Level Distribution Over Time**

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2446.6	2495.5	2496.1
Standard Exceeded: Level 4 ⁱ	19.05 %	21.74 %	9.52 %
Standard Met: Level 3 ⁱ	38.10 %	30.43 %	33.33 %

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Standard Nearly Met: Level 2 ⁱ	33.33 %	43.48 %	23.81 %
Standard Not Met: Level 1 ⁱ	9.52 %	4.35 %	33.33 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	33.33 %	34.78 %	28.57 %
Near Standard ⁱ	52.38 %	43.48 %	38.10 %
Below Standard ⁱ	14.29 %	21.74 %	33.33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	33.33 %	21.74 %	9.52 %
Near Standard ⁱ	52.38 %	60.87 %	61.90 %
Below Standard ⁱ	14.29 %	17.39 %	28.57 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Above Standard ⁱ	38.10 %	34.78 %	4.76 %
Near Standard ⁱ	47.62 %	60.87 %	61.90 %
Below Standard ⁱ	14.29 %	4.35 %	33.33 %

White

Two or more races



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for:

School: Alpha: Cornerstone Academy Preparatory

CDS Code: 43-69450-0121483 | County: Santa Clara | District: Alpha: Cornerstone Academy Preparatory

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Select a grade to view historical data

Selecting an end year and grade will bring up the data for that year and grade, as well as data for up to two preceding grades from the previous administrations, in a side-by-side view. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year. Note that in years prior to 2016–17, overall performance level percentages and area performance levels percentages are rounded to the nearest whole number.

Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level.

This page will only display data for preceding grades from previous administrations if "All Schools" is selected as the school type on the Summary Report page.

Report Options

End Year:

Grade:

Student Group:

2018–19

Grade 6

Ethnicity

[Apply Selections](#)

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

Grade 6 Detailed Test Results Over Time

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2548.7	2552.9	2594.6

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Standard Exceeded: Level 4	64.52 %	45.45 %	46.67 %
Standard Met: Level 3	22.58 %	30.30 %	36.67 %
Standard Nearly Met: Level 2	3.23 %	9.09 %	6.67 %
Standard Not Met: Level 1	9.68 %	15.15 %	10.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard	51.61 %	39.39 %	50.00 %
Near Standard	35.48 %	39.39 %	36.67 %
Below Standard	12.90 %	21.21 %	13.33 %

WRITING: How well do students communicate in writing?




Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard	58.06 %	48.48 %	50.00 %
Near Standard	35.48 %	42.42 %	43.33 %
Below Standard	6.45 %	9.09 %	6.67 %

LISTENING: How well do students understand spoken information?





Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard	54.84 %	33.33 %	43.33 %
Near Standard	35.48 %	57.58 %	46.67 %
Below Standard	9.68 %	9.09 %	10.00 %

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

Area Performance Level	Grade 4	Grade 5	Grade 6
------------------------	---------	---------	---------

	(2016-17)	(2017-18)	(2018-19)
Above Standard 	64.52 %	51.52 %	60.00 %
Near Standard 	25.81 %	36.36 %	26.67 %
Below Standard 	9.68 %	12.12 %	13.33 %

Filipino**Hispanic or Latino****Achievement Level Distribution Over Time**

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2516.4	2477.2	2540.3
Standard Exceeded: Level 4 	52.63 %	8.33 %	19.23 %
Standard Met: Level 3 	10.53 %	29.17 %	26.92 %
Standard Nearly Met: Level 2 	26.32 %	33.33 %	42.31 %
Standard Not Met: Level 1 	10.53 %	29.17 %	11.54 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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




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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard 	47.37 %	12.50 %	19.23 %
Near Standard 	42.11 %	50.00 %	50.00 %
Below Standard 	10.53 %	37.50 %	30.77 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard 	52.63 %	16.67 %	7.69 %

Near Standard ⁱ	31.58 %	62.50 %	80.77 %
Below Standard ⁱ	15.79 %	20.83 %	11.54 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard ⁱ	42.11 %	4.17 %	26.92 %
Near Standard ⁱ	42.11 %	70.83 %	73.08 %
Below Standard ⁱ	15.79 %	25.00 %	0.00 %

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

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard ⁱ	47.37 %	16.67 %	23.08 %
Near Standard ⁱ	47.37 %	62.50 %	61.54 %
Below Standard ⁱ	5.26 %	20.83 %	15.38 %

White

Two or more races

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2550.0	2582.5	2626.8
Standard Exceeded: Level 4 ⁱ	48.39 %	54.55 %	66.67 %
Standard Met: Level 3 ⁱ	38.71 %	30.30 %	16.67 %
Standard Nearly Met: Level 2 ⁱ	12.90 %	6.06 %	10.00 %
Standard Not Met: Level 1 ⁱ	0.00 %	9.09 %	6.67 %




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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.




Mathematics Achievement Level DescriptorsMathematics Scale Score Ranges**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Mathematics Area Achievement Level Descriptors**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard 	77.42 %	78.79 %	70.00 %
Near Standard 	22.58 %	15.15 %	16.67 %
Below Standard 	0.00 %	6.06 %	13.33 %



PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard 	64.52 %	48.48 %	60.00 %
Near Standard 	32.26 %	39.39 %	33.33 %
Below Standard 	3.23 %	12.12 %	6.67 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard 	54.84 %	39.39 %	66.67 %
Near Standard 	38.71 %	51.52 %	23.33 %
Below Standard 	6.45 %	9.09 %	10.00 %

Filipino**Hispanic or Latino****Achievement Level Distribution Over Time**

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Mean Scale Score	2514.5	2532.9	2573.2
Standard Exceeded: Level 4 	26.32 %	33.33 %	34.62 %
Standard Met: Level 3 	42.11 %	20.83 %	26.92 %

Achievement Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Standard Nearly Met: Level 2 ⁱ	26.32 %	33.33 %	30.77 %
Standard Not Met: Level 1 ⁱ	5.26 %	12.50 %	7.69 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard ⁱ	63.16 %	45.83 %	46.15 %
Near Standard ⁱ	15.79 %	29.17 %	26.92 %
Below Standard ⁱ	21.05 %	25.00 %	26.92 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard ⁱ	36.84 %	33.33 %	26.92 %
Near Standard ⁱ	63.16 %	50.00 %	69.23 %
Below Standard ⁱ	0.00 %	16.67 %	3.85 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 4 (2016-17)	Grade 5 (2017-18)	Grade 6 (2018-19)
Above Standard ⁱ	31.58 %	12.50 %	30.77 %
Near Standard ⁱ	63.16 %	54.17 %	50.00 %
Below Standard ⁱ	5.26 %	33.33 %	19.23 %

White

Two or more races



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for: School: Alpha: Cornerstone Academy Preparatory

CDS Code: 43-69450-0121483 | County: Santa Clara | District: Alpha: Cornerstone Academy Preparatory

SUMMARY REPORT

CHANGE OVER TIME

Select a grade to view historical data

Selecting an end year and grade will bring up the data for that year and grade, as well as data for up to two preceding grades from the previous administrations, in a side-by-side view. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year. Note that in years prior to 2016-17, overall performance level percentages and area performance levels percentages are rounded to the nearest whole number.

Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level.

This page will only display data for preceding grades from previous administrations if "All Schools" is selected as the school type on the Summary Report page.

Report Options

End Year:

Grade:

Student Group:

2018-19 ▾

Grade 7 ▾

Ethnicity ▾

[Apply Subgroups](#)

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

Grade 7 Detailed Test Results Over Time

Results by Ethnicity

End Year: 2018-19 | Grade: 7 | Student Group: Ethnicity

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2580.0	2624.5	2656.9
Standard Exceeded: Level 4	52.17 %	52.17 %	55.00 %

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Standard Met: Level 3 ⁱ	30.43 %	43.48 %	35.00 %
Standard Nearly Met: Level 2 ⁱ	8.70 %	4.35 %	10.00 %
Standard Not Met: Level 1 ⁱ	8.70 %	0.00 %	0.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	52.17 %	47.83 %	65.00 %
Near Standard ⁱ	43.48 %	52.17 %	30.00 %
Below Standard ⁱ	4.35 %	0.00 %	5.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	69.57 %	65.22 %	75.00 %
Near Standard ⁱ	26.09 %	34.78 %	25.00 %
Below Standard ⁱ	4.35 %	0.00 %	0.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	43.48 %	34.78 %	30.00 %
Near Standard ⁱ	56.52 %	65.22 %	70.00 %
Below Standard ⁱ	0.00 %	0.00 %	0.00 %





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

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
------------------------	----------------------	----------------------	----------------------

Above Standard 	65.22 %	73.91 %	70.00 %
Near Standard 	30.43 %	26.09 %	30.00 %
Below Standard 	4.35 %	0.00 %	0.00 %

Hispanic or Latino

Achievement Level Distribution Over Time

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2483.0	2535.0	2591.0
Standard Exceeded: Level 4 	5.88 %	18.92 %	26.67 %
Standard Met: Level 3 	38.24 %	32.43 %	46.67 %
Standard Nearly Met: Level 2 	26.47 %	35.14 %	20.00 %
Standard Not Met: Level 1 	29.41 %	13.51 %	6.67 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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




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

Areas




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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




READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	17.65 %	16.22 %	26.67 %
Near Standard 	58.82 %	54.05 %	56.67 %
Below Standard 	23.53 %	29.73 %	16.67 %



WRITING: How well do students communicate in writing?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	26.47 %	29.73 %	33.33 %
Near Standard 	41.18 %	51.35 %	63.33 %
Below Standard 	32.35 %	18.92 %	3.33 %





LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	11.76 %	24.32 %	16.67 %
Near Standard 	58.82 %	64.86 %	70.00 %
Below Standard 	29.41 %	10.81 %	13.33 %

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

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	11.76 %	40.54 %	43.33 %
Near Standard 	61.76 %	56.76 %	43.33 %
Below Standard 	26.47 %	2.70 %	13.33 %

White**Two or more races****Asian****Asian****Achievement Level Distribution Over Time**

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2602.0	2624.7	2711.8
Standard Exceeded: Level 4 	69.57 %	60.87 %	85.00 %
Standard Met: Level 3 	13.04 %	13.04 %	15.00 %
Standard Nearly Met: Level 2 	17.39 %	21.74 %	0.00 %
Standard Not Met: Level 1 	0.00 %	4.35 %	0.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of

the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	73.91 %	65.22 %	100.00 %
Near Standard ⁱ	26.09 %	26.09 %	0.00 %
Below Standard ⁱ	0.00 %	8.70 %	0.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	56.52 %	56.52 %	85.00 %
Near Standard ⁱ	39.13 %	30.43 %	15.00 %
Below Standard ⁱ	4.35 %	13.04 %	0.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard ⁱ	39.13 %	47.83 %	85.00 %
Near Standard ⁱ	56.52 %	39.13 %	15.00 %
Below Standard ⁱ	4.35 %	13.04 %	0.00 %

Hispanic or Latino

Achievement Level Distribution Over Time

Achievement Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Mean Scale Score	2495.9	2525.1	2628.1
Standard Exceeded: Level 4 ⁱ	17.65 %	8.11 %	60.00 %
Standard Met: Level 3 ⁱ	8.82 %	32.43 %	23.33 %
Standard Nearly Met: Level 2 ⁱ	44.12 %	40.54 %	10.00 %
Standard Not Met: Level 1 ⁱ	29.41 %	18.92 %	6.67 %




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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.




[Mathematics Achievement Level Descriptors](#)[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




[Mathematics Area Achievement Level Descriptors](#)**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	20.59 %	21.62 %	80.00 %
Near Standard 	38.24 %	37.84 %	10.00 %
Below Standard 	41.18 %	40.54 %	10.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	14.71 %	10.81 %	46.67 %
Near Standard 	50.00 %	67.57 %	46.67 %
Below Standard 	35.29 %	21.62 %	6.67 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 5 (2016-17)	Grade 6 (2017-18)	Grade 7 (2018-19)
Above Standard 	14.71 %	16.22 %	53.33 %
Near Standard 	44.12 %	45.95 %	36.67 %
Below Standard 	41.18 %	37.84 %	10.00 %

White**Two or more races**



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for:

School: Alpha: Cornerstone Academy Preparatory

CDS Code: 43-69450-0121483 | County: Santa Clara | District: Alpha: Cornerstone Academy Preparatory

SUMMARY REPORT

Page 1 of 20

Select a grade to view historical data

Selecting an end year and grade will bring up the data for that year and grade, as well as data for up to two preceding grades from the previous administrations, in a side-by-side view. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year. Note that in years prior to 2016-17, overall performance level percentages and area performance levels percentages are rounded to the nearest whole number.

Score ranges for each level are different for each grade, and the standards for the next grade are higher than those of the previous grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year. To understand overall performance, consider both the score and the achievement level.

This page will only display data for preceding grades from previous administrations if "All Schools" is selected as the school type on the Summary Report page.

Report Options

End Year:

Grade:

Student Group:

2018-19



Grade 8



Ethnicity



Apply Selections

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

Grade 8 Detailed Test Results Over Time





Results by Ethnicity

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2583.5	2626.4	2683.6

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Standard Exceeded: Level 4 	33.33 %	33.33 %	64.29 %
Standard Met: Level 3 	50.00 %	60.00 %	35.71 %
Standard Nearly Met: Level 2 	8.33 %	6.67 %	0.00 %
Standard Not Met: Level 1 	8.33 %	0.00 %	0.00 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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




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

Areas




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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




READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	33.33 %	73.33 %	78.57 %
Near Standard 	45.83 %	20.00 %	21.43 %
Below Standard 	20.83 %	6.67 %	0.00 %

WRITING: How well do students communicate in writing?




Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	50.00 %	66.67 %	78.57 %
Near Standard 	41.67 %	33.33 %	21.43 %
Below Standard 	8.33 %	0.00 %	0.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	20.83 %	26.67 %	50.00 %
Near Standard 	75.00 %	66.67 %	50.00 %
Below Standard 	4.17 %	6.67 %	0.00 %

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





Area Performance Level	Grade 6	Grade 7	Grade 8
------------------------	---------	---------	---------

	(2016-17)	(2017-18)	(2018-19)
Above Standard 	66.67 %	66.67 %	78.57 %
Near Standard 	20.83 %	33.33 %	21.43 %
Below Standard 	12.50 %	0.00 %	0.00 %

Filipino

Hispanic or Latino

Achievement Level Distribution Over Time

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2508.3	2527.2	2603.3
Standard Exceeded: Level 4 	8.57 %	6.45 %	28.57 %
Standard Met: Level 3 	40.00 %	38.71 %	28.57 %
Standard Nearly Met: Level 2 	20.00 %	19.35 %	32.14 %
Standard Not Met: Level 1 	31.43 %	35.48 %	10.71 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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




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

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

READING: How well do students understand stories and information that they read?




Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	20.00 %	19.35 %	28.57 %
Near Standard 	40.00 %	32.26 %	60.71 %
Below Standard 	40.00 %	48.39 %	10.71 %

WRITING: How well do students communicate in writing?




Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	17.14 %	12.90 %	32.14 %

Near Standard 	48.57 %	61.29 %	50.00 %
Below Standard 	34.29 %	25.81 %	17.86 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	11.43 %	19.35 %	28.57 %
Near Standard 	68.57 %	51.61 %	64.29 %
Below Standard 	20.00 %	29.03 %	7.14 %

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

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	37.14 %	19.35 %	42.86 %
Near Standard 	34.29 %	61.29 %	46.43 %
Below Standard 	28.57 %	19.35 %	10.71 %





White

Two or more races

Black or African American

Asian

Achievement Level Distribution Over Time

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2597.2	2668.6	2739.5
Standard Exceeded: Level 4 	41.67 %	66.67 %	78.57 %
Standard Met: Level 3 	25.00 %	33.33 %	21.43 %
Standard Nearly Met: Level 2 	29.17 %	0.00 %	0.00 %
Standard Not Met: Level 1 	4.17 %	0.00 %	0.00 %




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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.




Mathematics Achievement Level DescriptorsMathematics Scale Score Ranges**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Mathematics Area Achievement Level Descriptors**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	45.83 %	80.00 %	100.00 %
Near Standard 	37.50 %	20.00 %	0.00 %
Below Standard 	16.67 %	0.00 %	0.00 %



PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	45.83 %	80.00 %	85.71 %
Near Standard 	45.83 %	20.00 %	14.29 %
Below Standard 	8.33 %	0.00 %	0.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	50.00 %	66.67 %	85.71 %
Near Standard 	37.50 %	33.33 %	7.14 %
Below Standard 	12.50 %	0.00 %	7.14 %

FilipinoHispanic or Latino**Achievement Level Distribution Over Time**

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Mean Scale Score	2483.6	2532.6	2610.8
Standard Exceeded: Level 4 	8.57 %	12.90 %	46.43 %
Standard Met: Level 3 	17.14 %	29.03 %	14.29 %

Achievement Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Standard Nearly Met: Level 2 	31.43 %	25.81 %	17.86 %
Standard Not Met: Level 1 	42.86 %	32.26 %	21.43 %

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

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors




Mathematics Scale Score Ranges

Areas




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Mathematics Area Achievement Level Descriptors




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	20.00 %	25.81 %	50.00 %
Near Standard 	22.86 %	35.48 %	25.00 %
Below Standard 	57.14 %	38.71 %	25.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	11.43 %	19.35 %	46.43 %
Near Standard 	45.71 %	45.16 %	28.57 %
Below Standard 	42.86 %	35.48 %	25.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 6 (2016-17)	Grade 7 (2017-18)	Grade 8 (2018-19)
Above Standard 	8.57 %	16.13 %	39.29 %
Near Standard 	45.71 %	67.74 %	39.29 %
Below Standard 	45.71 %	16.13 %	21.43 %

White

Two or more races

EXHIBIT 3

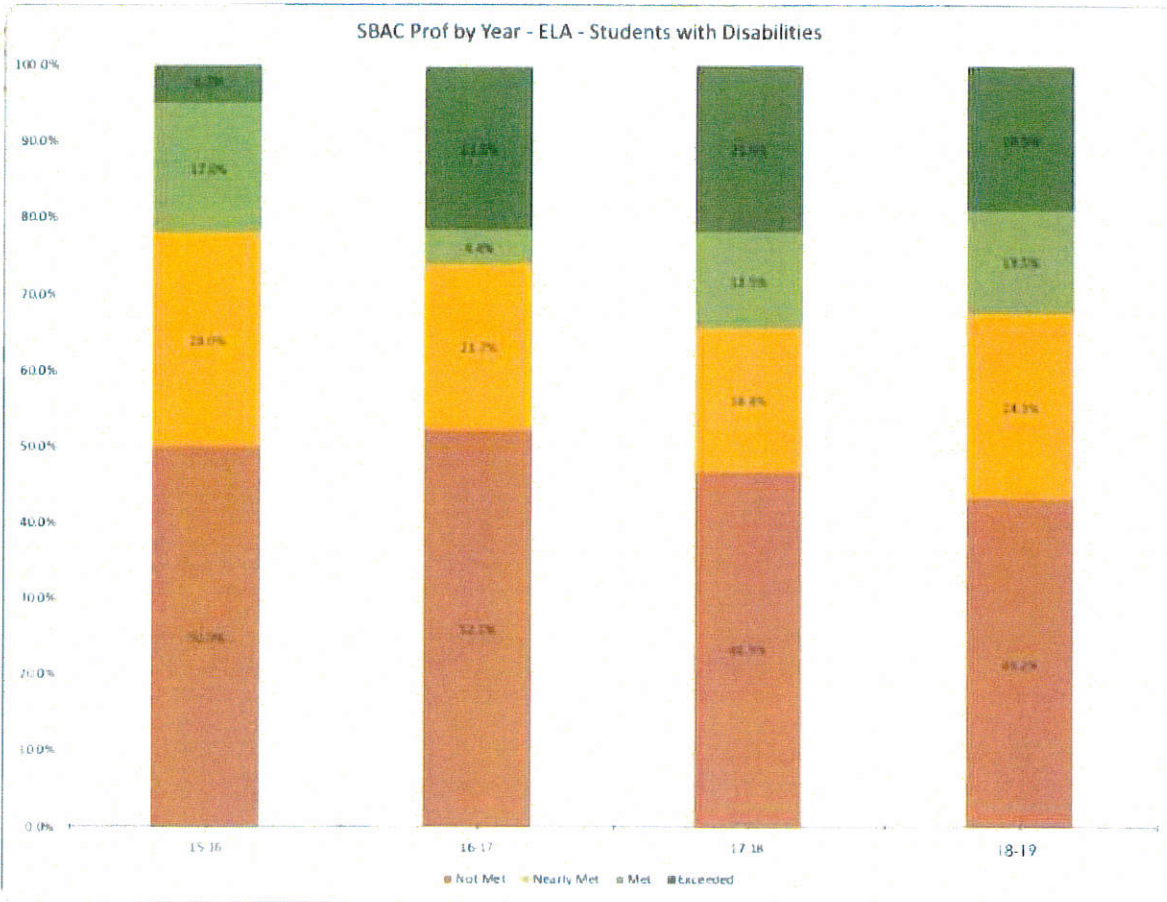
**Cornerstone and FMSD Comparison Schools and
FMSD Total Enrollment Data 2017-2019**

	K-8 Cornerstone	K-6 Kennedy/ Meadows	7-8 Bridges/ CCA	Total Resident Schools Bridges/ CCA/ Kennedy/ Meadows	FMSD (Non Charter)
2017-2018					
Low SES	67.80%	78.30%	65.30%	73.39%	76.30%
Hispanic/Latino	36.80%	64.90%	54.10%	60.85%	59.40%
EL	37.00%	49.90%	29.90%	42.37%	45.70%
SWD	8.70%	8.90%	8.36%	8.71%	9.70%

	K-8 Cornerstone	K-6 Kennedy/ Meadows	7-8 Bridges/ CCA	Total Resident Schools Bridges/ CCA/ Kennedy/ Meadows	FMSD (Non Charter)
2018-2019					
Low SES	69.40%	78.20%	70.00%	75.10%	76.90%
Hispanic/Latino	31.00%	64.90%	53.50%	60.58%	59.80%
EL	39.00%	48.30%	31.50%	41.90%	45.30%
SWD	7.40%	7.90%	5.50%	7.05%	8.20%

Source: CDE Dataquest

EXHIBIT 4



Math CAASPP performance for Hispanic Students (16-19).

Q - Page 13- The percentage of students with disabilities met standard in math decreased by 20% from 16-17 to 17-18. What does the 18-19 data indicate? How is Cornerstone addressing this area of need? What specific changes have been made to reflect the changing student needs?

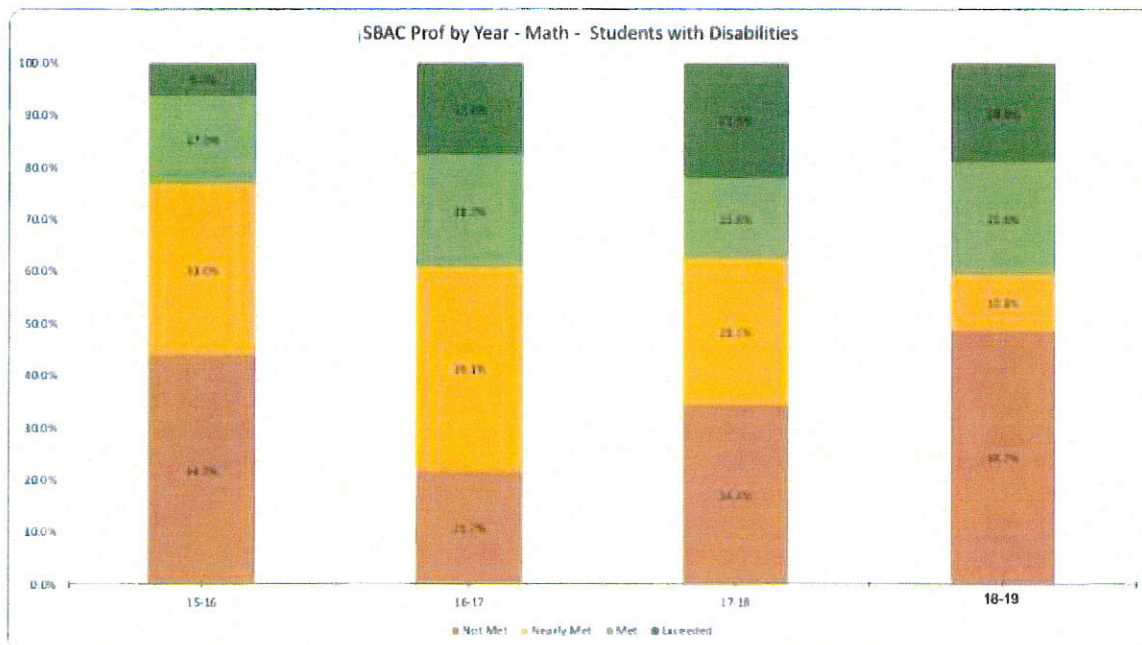


Figure. Math CAASPP performance for students with Disabilities (2016-2019) - Corrected

Response - We had a malfunction with our internal data program regarding data for our Students with Disabilities, and provided data that is different from the state's data in the original petition. The above graph shows Math CAASPP performance for students with disabilities from 2016-2019, per the CAASPP website. In 2016-2017, 39% of Cornerstone students with disabilities (n=23) met or exceeded standards in math. In 2017-2018, 37.5% of Cornerstone students with disabilities (n=32) met or exceeded standards in math. Last spring (2019), 40.5 % of Cornerstone students with disabilities (n=37) met or exceeded standards in math. That all being said, we have made changes this year to address students with disabilities who did not meet or nearly met the standard. Among these changes are recurring collaboration meetings between the education specialist and general education teachers, a grade tracking protocol that allows the special education team to monitor and respond to scholars who are doing

poorly in their general education classes, and SAI adjustments (including focused math intervention pull out groups and math push-ins for targeted cohorts).

Q - Page 13- The gap increases between students who are exceeded standard and students who did not meet standard in ELA during the 15-16 to 16-17 school year. Please share any data that is available for the 18-19 school year in this domain. How is this gap being addressed?

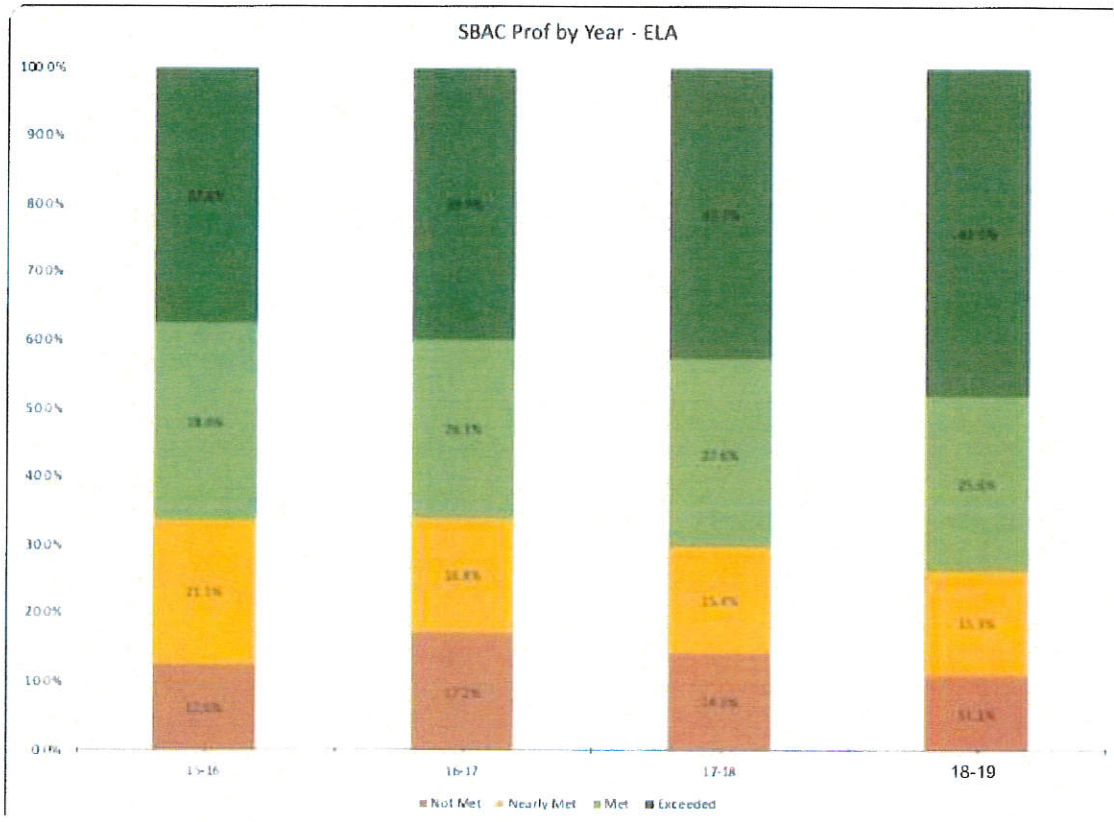


Figure . ELA CAASPP performance (2016-2019) - Updated.

Response - We have updated the chart above with our 2018-19 data. This gap has declined meaningfully from 2016-17 through 2018-19. We are continuing to focus on ELA instruction and meeting the needs of all scholars with the implementation of our ELA priority this year. Information on this priority and our ELD priority were shared in our previous memo in response to board questions.

Q - Page 15- The data fluctuates during the 16-17 school year for students with disabilities subgroup on the CAASPP ELA. Please share any data that is available for the 18-19 school year in this domain.

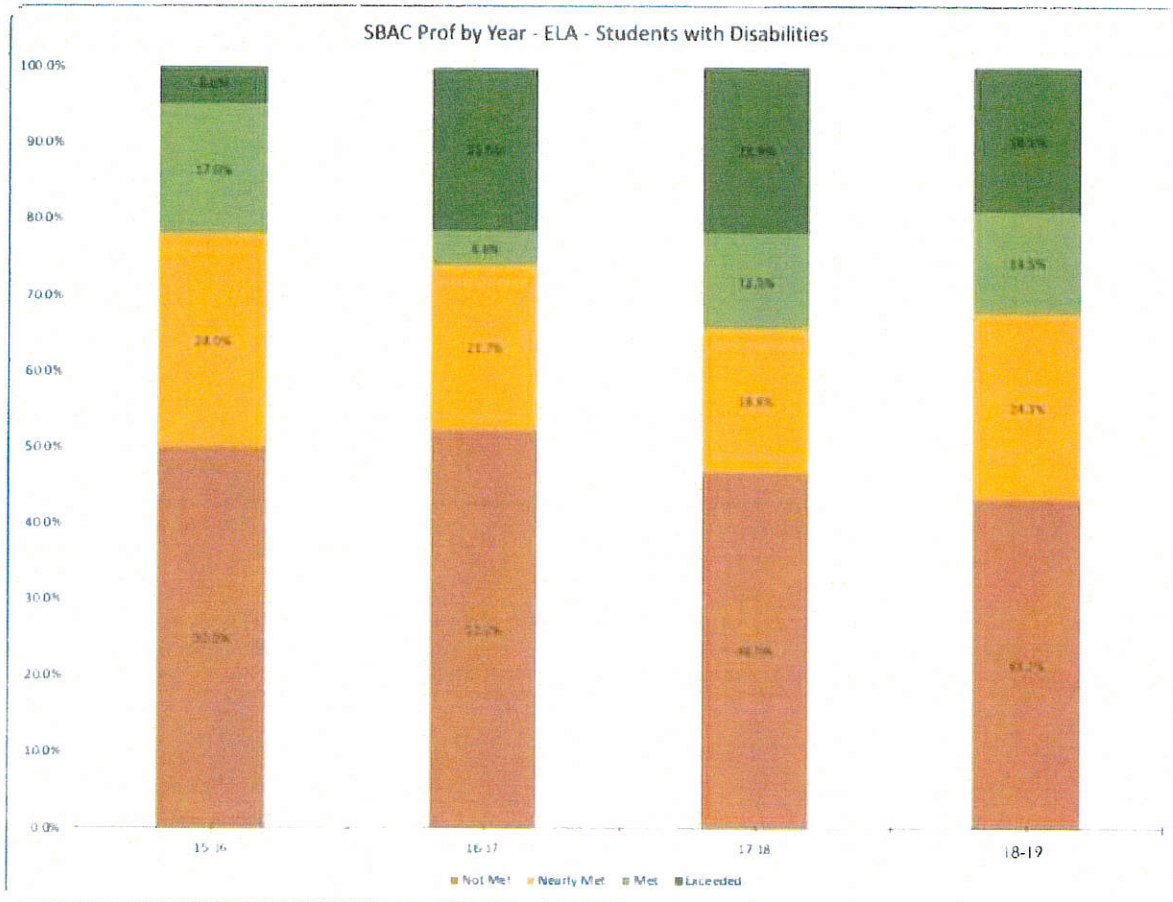


Figure . ELA CAASPP performance for students with disabilities (2016-2019) - Updated.

Response: This graph has been corrected with data from the CAASSP website. In 2016-2017, 26 % of Cornerstone students with disabilities (n=23) met or exceeded standards in ELA. In 2017-2018, 34 % of Cornerstone students with disabilities (n=32) met or exceeded standards in ELA. Last spring (2019), 32 % of Cornerstone students with disabilities (n=37) met or exceeded standards in ELA. As noted above, we have implemented a new ELA priority this year to make sure that we are meeting the needs of all of our scholars.

**Cornerstone Academy Preparatory Charter
and FMSD Comparison School SBAC Results for All Students and Subgroups 2016-
2019**

ELA	16-17 Cornerstone	17-18 Cornerstone	18-19 Cornerstone	16-17 FMSD Resident Schools	17-18 FMSD Resident Schools	18-19 FMSD Resident Schools
All	66%	70%	74%	49%	49%	50%
Low SES	61%	65%	69%	41%	37%	40%
Asian	83%	88%	89%	72%	71%	72%
Hispanic/Latino	49%	50%	54%	34%	35%	36%
EL	57%	48%	43%	3%	5%	10%
SWD	26%	34%	32%	7%	12%	8%

Math	16-17 Cornerstone	17-18 Cornerstone	18-19 Cornerstone	16-17 FMSD Resident Schools	17-18 FMSD Resident Schools	18-19 FMSD Resident Schools
All	64%	69%	78%	37%	40%	38%
Low SES	56%	63%	73%	30%	30%	27%
Asian	85%	87%	91%	62%	65%	64%
Hispanic/Latino	39%	47%	62%	21%	23%	22%
EL	54%	45%	51%	9%	10%	6%
SWD	39%	38%	41%	5%	10%	9%

Source: DataZone and CAASPP CDE website

**2016-2019 Comparison of SBAC Students Meeting or Exceeding Grade Level Standards
Cornerstone & Resident Schools
Students with Disabilities**

English Language Arts

	2015-16	2016-17	2017-18	2018-19
Cornerstone # of Students tested	18	23	32	37
%age Met/Exceeded	23	26.09	34.38	32.43
Meadows # of Students Tested	25	30	27	27
%age Met/Exceeded	16	6.67	14.81	18.51
Kennedy # of Students Tested	28	25	25	25
%age Met/Exceeded	11	8	0	8
Bridges # of Students Tested	57	44	26	46
%age Met/Exceeded	5	13.64	0	0
CCA # of Students Tested	NA	NA	NA	5
%age Met/Exceeded	NA	NA	NA	*

**FMSD # of students tested	494	507	510	545
%age Met/Exceeded	9	10.91	11.59	11.87

Math

	2015-16	2016-17	2017-18	2018-19
Cornerstone # of Students tested	18	23	32	37
%age Met/Exceeded	23	39.13	37.51	40.54
Meadows # of Students Tested	25	30	27	27
%age Met/Exceeded	16	16.66	22.22	22.22
Kennedy # of Students Tested	28	25	25	24
%age Met/Exceeded	8	12	4	12.5
Bridges # of Students Tested	57	44	26	46
%age Met/Exceeded	4	0	0	0
CCA # of Students Tested	NA	NA	NA	5
%age Met/Exceeded	NA	NA	NA	*

**FMSD # of students tested	494	507	510	484
%age Met/Exceeded	12	10.76	12.66	12.83

Source: CAASPP Website

* Student group is less than 10 students; not reported

**Please note: FMSD Data includes charter school data as reported in CAASPP website.



Certification of Compliance with Applicable Law
Per Title 5 California Code of Regulations §11967(b)(3)¹

Overview

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the state board of education (See Education Code §47605(j)(1)). As per Education Code §47605(j)(4), the State Board of Education has adopted regulations implementing the provisions of §47605(j)(1). (See Title 5 California Code of Regulations §11967).

Title 5 California Code of Regulations §11966.5 requires that a charter school petition that has been previously denied by the governing board of a school district must be received by the county office of education or state board of education not later than 30 calendar days after the denial. See 5 CCR §11967. In addition, subdivision (b)(3) of §11967 requires the charter petitioner to provide a "signed certification of compliance with applicable law" when submitting the denied petition to the county office of education or the state board of education.

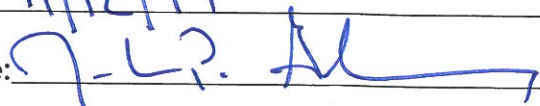
The following certification is submitted in compliance with 5 CCR §11967(b)(3):

Certification

By signing below, I certify as follows:

1. That I am the lead petitioner, and that I am competent and qualified to certify to the facts herein;
2. That as lead petitioner I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of §11967(b)(3) only; and
4. That charter petitioners and the charter itself are in compliance with applicable law.

Date: 11/12/19

Signature: 

Printed Name: John Glover

¹ Title 5, California Code of Regulations Section 11967 applies to establishment charter petition appeals, and not to charter renewal petition appeals. Alpha Public Schools submit the Certification only for the purposes of meeting Santa Clara County Office of Education published procedures.



November 12, 2019

VIA: HAND DELIVERY

Mary Ann Dewan, Superintendent
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

**Re: Alpha: Cornerstone Academy Preparatory School Charter Renewal Petition
Appeal to the Santa Clara County Board of Education**

Dear Dr. Dewan:

The Alpha: Cornerstone Academy Preparatory School ("Cornerstone" or the "Charter School") charter renewal petition was submitted to the Franklin McKinley School District (the "District") on August 13, 2019. The District Board voted to deny the petition on October 22, 2019.

The Charter School respectfully submits its charter renewal petition on appeal to the Santa Clara County Board of Education (the "County"). We have listed below the relevant and appropriate changes to the charter petition, which are necessary to reflect approval by the County.

1. Chartering Authority

Any text referring to the Franklin McKinley School District, FMSD, or the District as the chartering authority would be revised to read "Santa Clara County Board of Education," "Santa Clara County Department of Education," "SCCBOE," "SCCOE," or the "County."

2. Amendments Specific to the County

The Charter School agrees to carefully consider any County-requested revisions to its charter petition, in line with County Board policy or SCCOE practice. Such revisions may include those in area of dispute resolution, insurance or indemnification, requirements, or other provisions covered in a memorandum of understanding or addendum to a memorandum of understanding.

3. Legal Updates

The Charter School recognizes that substantial revisions have been enacted to the Charter Schools Act since the charter was initially submitted to FMSD. Cornerstone agrees to implement those changes into its charter petition, if requested SCCOE.

* * *

We look forward to working with the County Board and the Santa Clara County Office of Education during consideration of the charter petition. We will make every effort to submit any

Mary Ann Dewan, Superintendent

Re: Alpha: Cornerstone Academy Preparatory School Charter

Renewal Petition Appeal to the Santa Clara County Board of Education

November 12, 2019

Page 2 of 2

supplemental documentation that the County may request in a timely manner. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Glover". The signature is stylized and fluid, with a long horizontal stroke extending to the right.

John Glover
Founder & Chief Executive Officer
Alpha Public Schools



Via: Hand-Delivery
November 12, 2019

Superintendent Mary Ann Dewan
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Alpha: Cornerstone Academy Preparatory School Response to Franklin McKinley School District Board Findings for Denial of Charter Renewal Petition

Dear Superintendent Dewan,

At the October 22, 2019 board meeting, the Franklin McKinley School District (“FMSD” or the “District”) staff presented its *Review and Recommendation to the Board* (“Staff Recommendation”) regarding the Renewal Petition of Alpha: Cornerstone Academy Preparatory School (“Cornerstone” or the “Charter School”), included in Binder Tab 2. The Staff Recommendation, made after considering all of the factors required for renewal, was to “[a]pprove the renewal of the Alpha: Cornerstone Academy Prep Charter renewal petition for July 1, 2020 to June 30, 2025.”

Despite that Staff Recommendation, the District Board voted 3-2 to deny Cornerstone’s renewal petition. We feel it is important to note that Education Code 47605(b) provides the legal basis for the denial of a charter petition; any denial must include written factual findings, specific to the particular petition, in order for an authorizer to overcome the legal default for charter approval. The District Board’s findings cited in support of that denial do not meet the legal standard for denial of a charter petition. Further, the Board’s decision goes against the intent of the legislature that the establishment of charter schools shall be encouraged. Each of the Board’s findings is discussed in turn below.

We raise deep concerns about the District Board’s process in denying the Cornerstone charter. *The Resolution of the Governing Board of the Franklin-McKinley School District Denying Renewal of Cornerstone Academy Preparatory School* (“Denial Resolution”) is included in Binder Tab 2. Please note that this resolution includes language verbally added to the original resolution during the Board meeting. Neither the denial resolution,

nor this off-the-cuff supplemental language, were part of the meeting materials available to the public on the District's website or in the meeting room, prior to the Board meeting. Further, no public comments were allowed at the Board meeting regarding these additions. The documents made available publicly before the meeting included only: the Staff Recommendation, the renewal MOU, the resolution to approve, and the facilities agreement.

Denial Findings Are Legally Insufficient

In its denial resolution, the Board adopted three findings to support its decision. None of those findings is legally sufficient to deny Cornerstone's renewal petition.

1. The Board's finding regarding Cornerstone's enrollment of Hispanic/Latino students misapplies Education Code Section 47605(b)(5)(G).

The denial resolution stated:

Cornerstone Academy does not enroll a commensurate percentage of Hispanic/Latino students in comparison with the Franklin-McKinley School District, in contravention of Education Code section 47605(b)(5)(G), which requires a charter to contain a reasonably comprehensive description of "[t]he means by which the charter will achieve a 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."

This finding misapplies the plain meaning of the statute. Section 47605(b)(5)(G) simply requires that Cornerstone's charter contain a "**reasonably comprehensive description**" of how it will achieve a "racial and ethnic balance." The law does not require Cornerstone to actually achieve a racial and ethnic balance. Indeed, the law could not levy such a requirement because charter schools are legally prohibited from discriminating in admissions on the basis of race and ethnicity, including for purposes of "affirmative action." The Charter School is extremely active in its targeted recruitment efforts, and Cornerstone provided that detailed description: it is included as Element G of the Alpha: Cornerstone Academy Preparatory Renewal Charter Petition ("Renewal Petition") and is attached here as Appendix A.

District staff, in their Staff Recommendation, specifically noted that the Renewal Petition met this requirement.

Instead of analyzing Cornerstone’s description of its efforts to achieve “racial and ethnic balance,” - exactly the “means” required by law - the Board focused on actual enrollment numbers for one specific demographic category, Hispanic/Latino students.

Setting that misapplication of the law aside, Cornerstone takes its recruitment of Hispanic and Latino students very seriously and provided detailed information about its ongoing efforts to do so, in its Renewal Petition. During the review process and at the September 10, 2019 Public Hearing on the Renewal Petition, District Board president Rudy Rodriguez asked specifically about recruitment of Hispanic students. Cornerstone’s responses during that meeting and during the subsequent review period included the following:

1. As a public charter school with more applicants than available capacity, Cornerstone holds a public random lottery each year. District staff reviewed Cornerstone’s lottery procedures and found that they met renewal requirements. The procedures are listed in Element H of the Renewal Petition, which is attached here as Appendix B.
2. Cornerstone is not legally allowed to—and does not—prioritize admission based on race or ethnicity.
3. Cornerstone is located in the heart of the Little Saigon area of San Jose. It has an excellent reputation among the Vietnamese community of San Jose and many current families refer friends and neighbors to Cornerstone.
4. Cornerstone strongly believes that a diverse cross-section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves. Cornerstone takes steps to ensure that students who are representative of the Charter School’s respective communities are recruited and feel welcome. (See Appendix A - Element G for examples.)
5. Based on Board feedback during the review process, Cornerstone has already increased this year’s recruiting efforts at locations (e.g., preschool programs, libraries, etc.) with high numbers of Latino/Hispanic children, including: Kennedy - San Juan Bautista Child Development Center, Santee-Educare, Stonegate Headstart (near Stonegate), Wool Creek Headstart (in front of the District offices), McKinley Headstart (Near McKinley), Dahl State Preschool/Headstart, Christopher Preschool, Franklin House Headstart on Baltic Ave., Seven Trees Library and Seven Trees Preschool, and San Jose Recreation Preschool at Seven Trees Community Center (in the Library).

2. The Board’s finding regarding admission preferences and learning experiences also misapplies applicable law and ignores Cornerstone’s enrollment data.

The denial resolution stated:

Cornerstone Academy, in contravention of Education Code section 47605(d)(2)(B)(iii), which provides that admissions “[p]references shall not result in limiting enrollment access for pupils with disabilities . . .” and Education Code section 47601(b), which states that it is the intent of the Charter Schools Act to “[i]ncrease learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving,” acknowledges that it does not currently, and has never, enrolled a student with moderate/severe disabilities.

Cornerstone’s enrollment preferences do not result in limiting enrollment for any class of student listed in Education Code Section 47605(d)(2)(B)(iii), and the District Board has no evidence to support its allegation. The complete language of that subdivision is:

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Cornerstone is a public charter school and admission is open to all students. Each year, since 2012-2013, there have been more families who want their children to attend Cornerstone than the Charter School has capacity. This year, after filling all spaces, the Charter School had a waiting list of 282 students. For this reason, Cornerstone holds a yearly public random lottery. Cornerstone’s lottery includes the following admission preferences:

1. Siblings of students admitted to or attending the Charter School.
2. Children of staff or board members, not to exceed ten percent of total enrollment.
3. Students residing within the Franklin-McKinley School District

These preferences were approved by the District Board at the time of Cornerstone's establishment charter (2010) and first renewal (2015). In its renewal petition filed with Franklin-McKinley that was denied, the Charter School proposed adding an additional preference for students eligible for Free or Reduced Price Meals to help ensure that Cornerstone continues to meet the needs of students from underserved communities.

At the October 22, 2019 board meeting, when asked specifically about Cornerstone's enrollment policies, the District's attorney clarified for Board members that the law requires a review of the renewal petition to determine if it contains admission preferences or procedures that would serve as barriers to the admission of certain groups of students. He stated that District staff had conducted such a review, and they found nothing in either Cornerstone's preferences or procedures that would present any such barrier to admission. In addition, he highlighted the addition of language to the renewal petition that preferred students eligible for Free or Reduced Price Meals as an indication that Cornerstone was seeking to take an extra step to serve a broad range of students and families.

The specific claim that Cornerstone lacks students with "moderate/severe disabilities" is misleading. The Individuals with Disabilities Education Act, or IDEA, establishes the legal definition of a child with a disability. The IDEA divides disabilities into fourteen specific categories. Within each category, the range of disability expressed can be categorized from mild to severe. Students can also qualify for more than one category. When writing a student's Individualized Education Program ("IEP"), the IEP team must consider all of a student's needs and determine how they can best be met. This is the procedure followed at Cornerstone; the Charter School does not simply label a student's disability "mild," "moderate" or "severe."

The California Department of Education collects data on all students with disabilities and does not break that data down into subcategories of mild/moderate or moderate/severe. Cornerstone has, over its ten-year existence, served many students with a wide range of disabilities and its teachers are appropriately credentialed to serve these students. Additionally, Cornerstone has always committed to meeting the needs of any student who enrolls at the Charter School, including any students with more severe disabilities. The Charter School has the human capital and financial resources to do so, through the Alpha Public Schools network, which offers a wide range of options for serving students with disabilities.

This distinction between subgroups of disabilities has never been raised by the District Board or by District staff. Even if either of those terms had any legal significance, the law does not require that any public school maintain specific percentage of students with any type of disability—to say nothing of the further classifications of “moderate” or “severe.” Nevertheless, Cornerstone, in response to the District Board’s concerns, submitted a plan to the District for ways the school could do even more to reach out specifically to parents of students with all ranges of disabilities to let them know that their children are welcome at the school and their needs will be met. That plan is included in Appendix C below.

It is clear that Cornerstone is already serving the interests of students with disabilities. In 2018-19, forty of Cornerstone’s 543 students—more than seven percent of its students—have a disability. This rate is similar to those at District comparison schools. The unsupported allegation that the Charter School’s admission preferences “result in limiting enrollment access for pupils with disabilities” is misleading and demonstrably false based on a cursory review of students enrolled at the Charter School.

Cornerstone is proud that its students with disabilities are performing at significantly higher levels than their counterparts in comparable District schools. Cornerstone students in all subgroups are dramatically outperforming students `district-wide (non-charter) and at District comparison schools. Students who might end up being “academically low achieving” at another school are achieving at high levels at Cornerstone. (See Table 1.)

**Table 1: Smarter Balanced Summative Assessment Data (2018-19)
Percentage of Students Meeting or Exceeding Standards**

	Alpha: Cornerstone	FMSD District-wide (Non charter)	Kennedy	Meadows	Bridges	CCA
All Students - ELA	73.54	45.16	39.65	57.53	35.45	78.44
All Students - Math	78.05	37.46	30.26	46.18	21.74	65.2
Students with Disabilities - ELA	32.43	12.99	8	18.51	0	N/A**
Students with Disabilities - Math	40.54	14.05	12.5	22.22	0	N/A**
English Learner - ELA	43.48	11.92	10	12.06	8.03	17.65
English Learner - Math	50.73	13.10	6.86	14.52	1.98	17.64
Economically Disadvantaged - ELA	68.97	39.78	36.21	53.77	33.22	65.52
Economically Disadvantaged - Math	72.52	32.51	26.29	40.3	18.64	50
Hispanic or Latino - ELA	54.02	30.91	26.17	50	28.64	52.46

Hispanic or Latino - Math	61.60	20.24	13.42	35.26	14.05	31.15
Asian - ELA	88.59	68.07	63.94	73.77	58.33	89.23
Asian - Math	91.30	65.47	61.29	65.57	46.84	80.77
CA Dashboard Student Numbers (# enrolled)	543	6979	390	501	345	210
CA Dashboard Student Numbers (# enrolled with Disability)	40	572	28	43	30	1
% Students with Disability	7.37%	8.2%	7.18%	8.58%	8.70%	0.48%
* All data pulled from CAASPP/CDE Website from 2018-19. These are the percentages of students meeting or exceeding standard by subgroup, comparing students from Cornerstone vs. the District average for non-charter schools in FMSD and District comparison schools.						
** Subgroup too small for State to provide publicly available data (only 5 SWD in school)						

3. The percentage of students with disabilities who met or exceeded grade level standards in math has increased over the period of the current charter term.

The denial resolution stated:

The SBAC Scores in Mathematics for Students with Disabilities at Cornerstone show that the percentage of those students not meeting grade level standards has increased in the past three years, even though the number and percentage of such students who have met or exceeded grade level standards has increased, creating an academic achievement gap for Students with Disabilities.

This finding is not accurate. The data in Table 3 below was provided to the District in a memorandum dated October 18, 2019. An analysis of this data (see Table 2 below) shows that the District Board’s finding is inaccurate, as the percentage of students with disabilities who did not meet grade level standards (including both those in the Nearly Met and Did Not Meet categories) decreased from 77% in 2015-16 to 59.4% in 2018-19.

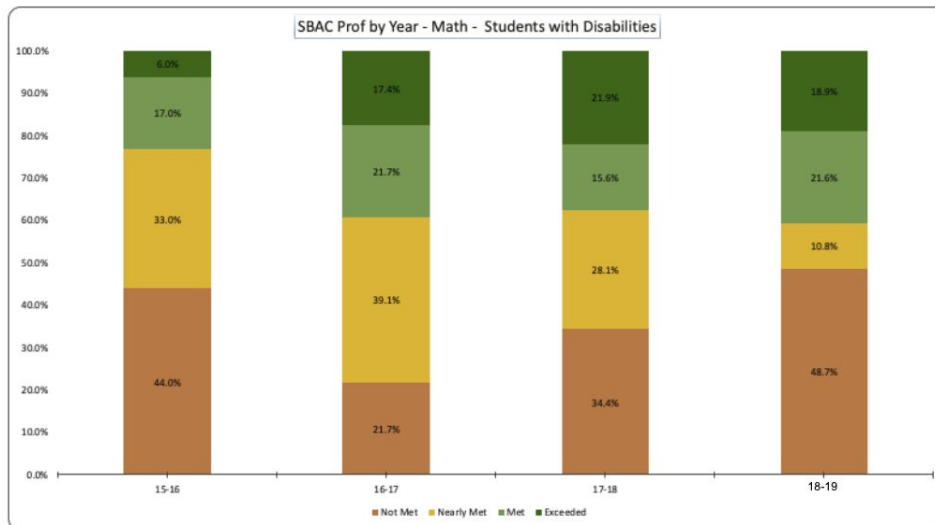
Also—as stated previously and evidenced in Table 1, above—Cornerstone’s students with disabilities are performing significantly higher in math than students with disabilities District-wide (non-charter) and students in District comparison schools. Nevertheless, Cornerstone is not satisfied that 59% of its students with disabilities did not meet standards in 2018-19. The Charter School’s October 18

memorandum to the District also reflected that the staff is continuously working to improve in this area and has made changes this year to address the needs of students with disabilities who did not meet or nearly met the standard. Among these changes are recurring collaboration meetings between the education specialist and general education teachers, a grade tracking protocol that allows the special education team to monitor and respond to scholars who are not succeeding in their general education classes, and Specialized Academic Instruction adjustments (including focused math intervention pull-out groups and math push-ins for targeted cohorts).

Table 2
Analysis of SBAC Math Data for Student with Disabilities

Year	Number of Students Tested	Percent Who Met or Exceeded Standards	Percent Who Nearly Met or Did Not Meet Standards
2015-16	18	23%	77%
2016-17	23	39.13%	60.87%
2017-18	32	37.5%	62.5%
2018-19	37	40.5%	59.46%

Table 3



Math CAASPP performance for students with Disabilities (2016-2019)

Conclusion

Education Code section 47607(a)(3)(A) states that the authority that granted the charter shall consider increases in pupil academic achievement for all groups of students served by the charter as **the most important factor** in determining whether to grant a charter renewal. But in its Denial Resolution, the FMSD Board dismissed the law and ignored its Staff Recommendation, stating without rationale or explanation that its findings outweighed “the increases in pupil performance.”

Cornerstone has shown increases in pupil academic achievement over the term of its charter for all groups of students, and its students are performing significantly higher than students in comparable District schools. Despite these facts, the Board chose to vote not to renew Cornerstone’s charter: it voted to close the District’s highest performing school, a two time California Distinguished School, based on findings that were shielded from the public, are plainly inaccurate, and do not meet the legal basis for denial. We ask the Santa Clara County Board of Education to vote to renew Cornerstone’s charter on appeal. This will allow Cornerstone to continue to provide an excellent educational option to the students of San Jose, and will allow a strong and close knit learning community to continue to thrive.

Appendix A: Element G: Means to Achieve Racial and Ethnic Balance

Element G: Means to Achieve Racial and Ethnic Balance

The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Education Code Section 47605(b)(5)(G)

Cornerstone Academy strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves. Cornerstone Academy takes the following steps to ensure that students who are representative of the Charter School's respective communities are recruited and feel welcome:

- Bring diverse staff on recruiting visits, including relevant foreign language-speaking teachers
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in the community
- Develop marketing materials in multiple languages, in particular Spanish and Vietnamese
- Visit and speak about the Charter School with local community based organizations, such as libraries and churches
- Conduct parent information sessions to elaborate on the educational program of Cornerstone Academy
- Visit with prospective students and families to discuss Cornerstone Academy's program
- Canvass neighborhoods to reach interested families
- Place advertisements in local newspapers and community organizations' newsletters
- Encourage referrals from community leaders and others seeking educational alternatives for their children

Cornerstone Academy will provide translation services for all promotional materials and any person-to-person interaction requiring translation services.

Cornerstone Academy will keep on file documentation of the efforts the Charter School made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School.

Appendix B: Element H: Admission Policies and Procedures

Element H: Admission Policies and Procedures

Admission policies and procedures, consistent with Education Code Section 47605 subdivision (d).

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 or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Cornerstone Academy will 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, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Cornerstone Academy is open to all students in California who wish to attend the Charter School, but focuses its student recruitment in the immediate and surrounding neighborhoods of the Charter School in the Franklin-McKinley School District. We make a strong effort to ensure recruitment of low-achieving and economically disadvantaged students and are open to working with the District to identify these students.

Applications are made available in English, Spanish, and Vietnamese. Open enrollment periods are advertised to all families through various means. School tours and information nights are held during the day and in the evening. If by the close of enrollment the number of applications is less than the number of seats available, all applicants are accepted and enrolled in the school. Subsequent applications will be admitted immediately until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be held in abeyance to be entered into a future lottery if spaces become available.

Should the number of students who wish to attend Cornerstone Academy exceed the enrollment limit by the close of enrollment, a public random lottery will take place to determine admission. The lottery will take place following the close of the enrollment period. Students currently enrolled at the Charter School are exempt from the lottery, and preferences, in order, are below:

1. Siblings of students admitted to or attending the Charter School.
2. Children of staff or board members, not to exceed 10 percent of total enrollment.
3. Students residing within the Franklin-McKinley School District and eligible for FRPM.
4. Students residing within the Franklin-McKinley School District and not eligible for FRPM.
5. Students residing outside the Franklin-McKinley School District and eligible for FRPM.
6. All other applicants.

Pursuant to the stated lottery preferences above, families will self-report the applicant's qualification for FRPM on the application and no other demographic or socio-economic information will be required on the application.

Public notice will be posted in public location and the Charter School website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted by a non-interested party who will draw the pupil names and verify that lottery procedures are fairly executed. The lottery will be conducted in the evening so interested parties will be able to attend. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. Sibling names will be color coded, so when and if their name is pulled, the announcer knows a sibling is called and sibling priority is applied. During the course of the lottery, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are mailed to all applicants and follow up phone calls are made.

Admission to the Charter school is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet

including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the Charter School and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

Appendix C: Plan for Accelerating our Progress to our Vision of Special Education

Alpha Public School's Mission + Vision

We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Special Education Department's Mission + Vision

At Alpha, we believe that all means all. This includes scholars with disabilities (SWDs) across the full spectrum of disabilities and levels of severity - we recognize that the neurodiversity of our scholars makes us a stronger and more just organization, and are committed to ensuring excellent support for every scholar in our community.

Measuring Progress Toward Our Vision

We propose monitoring our progress toward this vision in the following ways.

- The percentage of scholars with IEPs at Alpha: Cornerstone
- The number of scholars with moderate/severe disabilities enrolled at Alpha: Cornerstone
- The suspension/expulsion rates for scholars with disabilities
- The academic performance of our scholars with disabilities (including SBAC Performance, MAP, and Progress on IEP Goals)

To set goals and measure our progress, we will look at these data points as trends over time. We will also evaluate our performance in each domain relative to appropriate comparison data sets.

What We're Currently Doing to Deliver on our Vision for Special Education

While we wholeheartedly believe in the practice of continual growth, we recognize that we are doing a number of things well in our work to deliver on our vision.

- Percentage of scholars with IEPs @ CAPS
 - Serving existing students with disabilities effectively and ensuring that they feel fully included in our school community
 - Using [recruitment collateral](#) that discusses special education services at Alpha
 - Sending out [Child Find Letters](#) on an annual basis
 - Maintaining an SST process to identify and evaluate scholars with suspected disabilities.
 - Decoupling requests for disability status and IEPs from a student's initial registration and enrollment at Alpha.
 - Widely distributing non-discrimination policy within our admissions and enrollment materials, including on our website, [here](#).

- Following general recruitment protocols that cast a wide net for incoming students, including community events, door knocking, information fairs at feeder schools, a range of advertising avenues, etc.
- Number of scholars with M/S disabilities
 - Developing and operating in-house programs and services for an increasing range of disability categories and severities
 - Developing and maintaining relationships with external partners capable of serving students within a full continuum of disabilities in instances where student needs do not align with existing in-house programs
 - Reviewing service options considered during the FAPE discussion at IEPs; this is done at every IEP meeting, and can be found in both the *Services - Offer of FAPE* page (in the 'service options considered' section), and the *Notes* page (which documents the discussion around this continuum)
- Suspension/expulsion rates of SWDs
 - Recurring collaboration meetings between education specialists and general education teachers (split academic/behavioral focus, depending on scholar need)
 - Ladder of more intensive behavior supports when needed (Functional Behavior Assessments, Behavior Intervention Plans, Behavior Intervention Services, etc.)
 - Use of a Behavior Intervention Plan Guide, which provides guidance and structure to progress monitoring and intervening in cases where students are exhibiting problem behaviors
 - We have hired a full time Mental Health Counselor to provide Tier 2 and Tier 3 support for scholars in need, and to consult with and provide resources to Education Specialists and General Education Teachers when there is an intersection of behavior and mental health
 - Alpha adheres to all legal requirements related to discipline for SWDs, including all disciplinary protections included in the Procedural Safeguards
 - In times when the scholar's disability impacts their ability to make sound behavioral choices, the IEP will design curricular and/or structural accommodations or resources to better support these scholars in developing their behavioral skills - for example, the team may develop a social story to use with a scholar on the Autism Spectrum in order to teach appropriate lunchroom behavior and school expectations; or, the team may create and generalize a 'coping skills cheat sheet' to support a scholar whose behavior is impacted by challenges with impulsivity and emotional regulation
- Academic performance of our scholars
 - Collect and reflect on progress toward IEP Goals for SWDs
 - Rolling out phonics curriculum and more targeted intervention groups
 - Ongoing PD on implementation of the phonics curriculum
 - Recurring collaboration meetings between education specialists and general education teachers (split academic/behavioral focus, depending on scholar need)
 - Grade tracking protocol that allows the special education team to monitor and respond to scholars who are doing poorly in their general education classes
 - SWDs who are struggling to meet academic standards also have access to a variety of general education interventions designed to fill in gaps in knowledge, including Remediation, Enrichment, and Challenge (REACH) block, reading and math power hours, in-class small group lessons, guided reading groups, and independent work blocks built into core content instructional blocks

Our Proposal - Accelerating Progress Toward Our Vision for Special Education

Though we are proud of the work that we have done and are doing in service of our most vulnerable scholars, we are aware that we have room to grow, and we are committed to focusing on progressing in these areas. To this end, we propose the following solutions to address each area of focus:

- Percentage of scholars with IEPs @ CAPS
 - Updated and more explicit recruitment materials developed and shared with the recruitment team
 - Updated website to include more specific language around scholars with disabilities and services at Alpha
 - Training for recruitment team around special education matters
 - Exploring the possibility of an information fair for district and charter families who want to learn about school options for students with disabilities
 - Hosting and publicizing a school information session and school visit specifically for families with students with disabilities
 - Committing financial resources in the Cornerstone budget for the recruitment of and outreach to students with disabilities in any year that the school has not achieved its target.
- Number of scholars with M/S disabilities
 - [If possible] targeted conversations at key transition points in M/S programs within other organizations (FMSD, County, Other Districts, etc.)
 - Targeted recruitment efforts; for example: Special Olympics, community agencies (San Andreas Regional Center, Parent/Community Groups, Inclusion Collaborative events, etc.)
 - Training for recruitment team around special education matters
 - Creating a continuum of services visual to review with parents at all IEP meetings
- Suspension/expulsion rates of SWDs
 - Strengthening Alpha's alternatives to suspensions being used for SWDs
 - Continued work to adjust existing systems (collaboration structures, BIP Guide, etc.)
 - Mental Health Counselor (who is new to Alpha: Cornerstone) will consult on existing structures of support and intervention for scholars on her caseload who have intersecting mental health and behavioral needs
- Academic performance of our scholars
 - Quarterly 'step back' protocols to review scholar progress (IEP Goals, assessment data, grades) and make adjustments to supports where necessary, including:
 - Adjustments to service minutes
 - Addition of accommodations
 - Shuffling of pull out groups to ensure that scholars are receiving the most targeted interventions (e.g. rearranging reading intervention groups based on quarterly data)
 - Education Specialists attending a wider range of content PD opportunities to ensure they are well versed in the general education curriculum and content they are supporting

- Linking education specialists and paraprofessionals with outside trainings to better equip them to support scholars with particular disabilities (for example, the upcoming *Supporting Students with Autism in the School Setting* webinar delivered by the El Dorado County Charter SELPA)

How We Will be Kept Accountable

We are committed to this plan, and will be held accountable in a number of ways to ensure that the plan is effective and well executed. To this end, we will:

- Present data on progress to the senior leadership team at Alpha and to Alpha's Board, at least annually
- Include a high level overview of progress toward this vision within our annual presentation to the FMSD Board
- Be available to answer questions regarding our progress and our adherence to the inputs identified in the final version of this plan

Alpha Public Schools - Cornerstone Academy Preparatory

Multiyear Budget Summary

Charter Year		2019-20	2020-21
		Year 0	Year 1
SUMMARY			
Revenue			
	General Block Grant	5,331,989	5,514,066
	Federal Revenue	286,982	231,550
	Other State Revenues	416,610	419,915
	Local Revenues	47,696	49,085
	Fundraising and Grants	44,638	45,227
	Total Revenue	6,127,915	6,259,844
Expenses			
	Compensation and Benefits	3,753,575	3,656,775
	Books and Supplies	281,727	215,454
	Services and Other Operating Expenditures	2,284,284	2,350,496
	Depreciation	-	-
	Total Expenses	6,319,586	6,222,725
Operating Income		-191,671	37,119
Fund Balance			
	Beginning Balance (Unaudited)	4,038,678	3,847,007
	Audit Adjustment	-	-
	Beginning Balance (Audited)	4,038,678	3,847,007
	Operating Income	-191,671	37,119
Ending Fund Balance		3,847,007	3,884,126
Ending Fund Balance as a % of Expense		61%	62%
Capital Outlay		-	-
REVENUE			
LCFF Entitlement			
8011	Charter Schools LCFF - State Aid	2,956,014	3,088,283
8012	Education Protection Account Entitlement	753,678	754,817
8019	State Aid - Prior Years	-	-
8096	Charter Schools in Lieu of Property Taxes	1,622,297	1,670,966

	SUBTOTAL - LCFF Entitlement	5,331,989	5,514,066
8100	Federal Revenue		
8181	Special Education - Entitlement	65,888	67,865
8291	Title I	137,323	141,443
8292	Title II	21,595	22,243
8293	Title III	62,176 -	
	SUBTOTAL - Federal Income	286,982	231,550
8300	Other State Revenues		
8381	Special Education - Entitlement (State)	283,051	287,177
8382	Special Education Reimbursement (State)	19,002	19,572
8550	Mandated Cost Reimbursements	8,608	7,645
8560	State Lottery Revenue	105,949	105,521
	SUBTOTAL - Other State Income	416,610	419,915
8600	Other Local Revenue		
8634	Food Service Sales	13,450	13,550
8636	Uniforms	34,246	35,535
	SUBTOTAL - Local Revenues	47,696	49,085
8800	Donations/Fundraising		
8801	Donations - Parents	1,293	1,332
8802	Donations - Private	3,345	3,445
8803	Fundraising	25,000	25,000
8811	Walden	15,000	15,450
	SUBTOTAL - Fundraising and Grants	44,638	45,227
TOTAL REVENUE		6,127,915	6,259,844

EXPENSES

Compensation & Benefits

1000	Certificated Salaries		
1100	Teachers Salaries	1,306,900	1,271,925
1101	Teacher - Stipends	85,500	120,198
1103	Teacher - Substitute Pay	52,750	58,240
1148	Teacher - Special Ed	118,750	142,100
1150	Teacher - Resident Teachers	190,318	108,150
1190	Teacher - Teacher Bonuses	1,048	773
1300	Certificated Supervisor & Administrator Salaries	441,375	474,414
1400	Certificated Bonuses & Extra Pay	7,586	5,592
	SUBTOTAL - Certificated Employees	2,204,227	2,181,391

72,606

2000	Classified Salaries		
2201	Classified Support Salaries - SPED Aides	199,689	203,625
2202	Classified Support Salaries - Other	295,943	250,834
2300	Classified Supervisor & Administrator Salaries	88,250	91,413
2400	Classified Clerical & Office Salaries	93,552	104,303
2600	Classified Bonuses & Extra Pay	4,366	3,219
2928	Other Classified - Food	60,192	42,118

SUBTOTAL - Classified Employees	741,992	695,511
--	----------------	----------------

3000	Employee Benefits		
3100	STRS	365,535	350,970
3300	OASDI-Medicare-Alternative	85,441	88,004
3400	Health & Welfare Benefits	275,890	270,566
3500	Unemployment Insurance	21,462	19,972
3600	Workers Comp Insurance	22,347	22,540
3900	Other Employee Benefits	36,681	27,820

SUBTOTAL - Employee Benefits	807,356	779,873
-------------------------------------	----------------	----------------

27.40%

4000	Books & Supplies		
4100	Approved Textbooks & Core Curricula Materials	122,840	51,751
4320	Educational Software	17,599	18,127
4325	Instructional Materials & Supplies	17,100	17,613
4330	Office Supplies	11,040	11,371
4335	Enrichment Supplies	7,860	8,096
4346	Teacher Supplies	15,600	16,068
4350	Uniforms	37,878	39,089
4351	Yearbook	2,870	2,961
4352	SPED Materials & Supplies	6,800	7,004
4410	Classroom Furniture, Equipment & Supplies	6,600	6,798
4420	Computers (individual items less than \$5k)	34,540	35,576
4710	Student Food Services	1,000	1,000

SUBTOTAL - Books and Supplies	281,727	215,454
--------------------------------------	----------------	----------------

5000	Services & Other Operating Expenses		
5101	CMO Management Fee	925,913	956,629
5102	CMO Facilities Fee	708,051	731,540
5103	SPED Reserve	27,233	28,136
5220	Travel and Lodging	40,000	41,200
5305	Dues & Membership - Professional	4,896	5,043
5605	Equipment Leases	35,834	36,909
5804	Staff Appreciation	30,200	31,106
5815	Consultants - Instructional	5,750	5,923

5817	Community Services		7,044	7,255
5820	Consultants - Non Instructional		18,000	18,540
5821	Consultants - Non Instructional - ASES	-	-	
5822	Consultants - Non Instructional - Custom 3	-	-	
5824	District Oversight Fees		53,322	55,141
5826	Directors Contingency		10,000	10,000
5827	Principal Contingency	-	-	
5828	Sunshine Committee	-	-	
5829	Enrichment Program	-	-	
5830	Field Trips Expenses		92,405	95,177
5833	Fines and Penalties	-	-	
5836	Fingerprinting		3,547	6,528
5839	Fundraising Expenses	-	-	
5841	Party Expense	-	-	
5842	Grant Writer	-	-	
5843	Interest - Loans Less than 1 Year	-	-	
5845	Legal Fees	-	-	
5846	Loan and Financing Fees	-	-	
5848	Licenses and Other Fees	-	-	
5851	Marketing and Student Recruiting		1,000	1,000
5852	Receivable Sale Fees	-	-	
5853	Walden West		18,000	18,000
5857	Payroll Fees	-	-	
5860	Printing and Reproduction		6,500	6,695
5861	Prior Yr Exp (not accrued)	-	-	
5863	Professional Development		122,950	107,575
5865	Pride U	-	-	
5866	Special Education Fees	-	-	
5869	Special Education Contract Instructors		37,074	38,186
5872	SELPA Admin Fees		15,567	14,985
5874	Sports		1,475	1,519
5875	Staff Recruiting			10,300
5877	Student Activities		13,925	14,343
5878	Student Assessment		24,924	25,672
5880	Student Health Services		2,224	2,291
5881	Non Curriculum Software		48,086	49,529
5883	Student Incentives		13,434	13,837
5884	Substitutes		8,880	9,146
5885	Tutor	-	-	
5887	Technology Services	-	-	
5890	Transcript	-	-	
5893	Transportation - Student		990	1,020
5896	Internet/Website consulting	-	-	
5898	Bad Debt Expense	-	-	
5899	Miscellaneous Operating Expenses	-	-	
5900	Communications		7,060	7,272
5905	Communications - Cell Phones	-	-	

5910	Communications - Internet / Website Fees	-	-
5915	Postage and Delivery	-	-
5920	Communications - Telephone & Fax	-	-
	SUBTOTAL - Services & Other Operating Exp.	2,284,284	2,350,496
TOTAL EXPENSES		6,319,586	6,222,725
Net Income - Alpha: Cornerstone Academy Preparatory		-191,671	37,119

Depreciation Calculation

	Prior Year (Yr 0 or before) Depreciation Impact	-	-
	Forecasted Depreciation Impact (2016-17)	-	-
	2017/18	-	-
	2018/19	-	-
	2019/20	-	-
	2020/21	-	-
	2021/22	-	-
	2022/23	-	-
	2023/24	-	-
	2024/25	-	-
	2025/26	-	-
	Forecasted Depreciation Impact	-	-
6900	Total Depreciation (includes Prior Years)	-	-
TOTAL EXPENSES including Depreciation		6,319,586	6,222,725

2021-22	2022-23	2023-24	2024-25
Year 2	Year 3	Year 4	Year 5
5,675,921	5,665,368	5,719,758	5,817,428
238,497	245,652	253,021	260,612
429,336	430,724	436,495	445,606
50,244	50,399	51,124	52,261
45,834	46,459	47,103	47,766
6,439,832	6,438,601	6,507,500	6,623,673
3,776,074	3,878,548	3,985,723	4,097,006
222,066	226,862	232,881	239,838
2,418,057	2,430,896	2,465,132	2,513,877
-	-	-	-
6,416,197	6,536,306	6,683,737	6,850,721
23,635	-97,705	-176,236	-227,048
3,884,126	3,907,760	3,810,055	3,633,819
-	-	-	-
3,884,126	3,907,760	3,810,055	3,633,819
23,635	-97,705	-176,236	-227,048
3,907,760	3,810,055	3,633,819	3,406,772
61%	58%	54%	50%
-	-	-	-
3,201,964	3,175,902	3,205,947	3,277,199
756,203	742,339	736,809	732,840
-	-	-	-
1,717,753	1,747,127	1,777,003	1,807,389

5,675,921	5,665,368	5,719,758	5,817,428
69,901	71,998	74,158	76,382
145,686	150,057	154,558	159,195
22,910	23,597	24,305	25,035
-	-	-	-
238,497	245,652	253,021	260,612
295,760	298,467	304,532	313,059
20,159	20,764	21,387	22,029
7,702	7,716	7,574	7,517
105,715	103,777	103,002	103,002
429,336	430,724	436,495	445,606
13,575	13,325	13,225	13,225
36,669	37,074	37,899	39,036
50,244	50,399	51,124	52,261
1,372	1,413	1,456	1,499
3,548	3,655	3,764	3,877
25,000	25,000	25,000	25,000
15,914	16,391	16,883	17,389
45,834	46,459	47,103	47,766
6,439,832	6,438,601	6,507,500	6,623,673
1,304,665	1,324,512	1,344,666	1,365,130
120,868	121,557	122,266	122,994
62,400	63,274	64,159	65,058
144,089	146,107	148,152	150,226
111,178	114,291	117,491	120,781
794	1,088	1,119	1,150
487,697	501,353	515,391	529,822
6,278	6,998	7,754	7,971
2,237,970	2,279,181	2,320,998	2,363,132

209,327	215,188	221,213	227,407
257,858	265,078	272,500	280,130
93,972	96,603	99,308	102,089
108,583	110,750	112,965	115,230
3,574	3,674	4,056	4,170
43,297	44,509	45,756	47,037

716,610	735,802	755,798	776,062
----------------	----------------	----------------	----------------

360,148	367,136	374,242	381,423
90,644	93,364	96,165	99,050
297,622	327,384	360,123	396,135
20,571	21,188	21,824	22,479
23,843	25,061	26,342	27,682
28,664	29,432	30,232	31,042

821,493	863,566	908,927	957,811
----------------	----------------	----------------	----------------

53,402	53,991	55,193	56,849
18,671	19,231	19,808	20,402
18,141	18,686	19,246	19,824
11,712	12,064	12,426	12,798
8,339	8,589	8,846	9,112
16,550	17,047	17,558	18,085
40,336	40,781	41,689	42,940
3,056	3,089	3,158	3,253
7,214	7,431	7,653	7,883
7,002	7,212	7,428	7,651
36,643	37,743	38,875	40,041
1,000	1,000	1,000	1,000

222,066	226,862	232,881	239,838
----------------	----------------	----------------	----------------

984,187	982,066	991,157	1,007,751
752,614	750,992	757,943	770,633
28,947	28,884	29,152	29,640
42,436	43,709	45,020	46,371
5,194	5,350	5,510	5,676
38,016	39,157	40,331	41,541
32,039	33,000	33,990	35,010
6,100	6,283	6,472	6,666

	7,473	7,697	7,928	8,166
	19,096	19,669	20,259	20,867
-	-	-	-	-
-	-	-	-	-
	56,759	56,654	57,198	58,174
	10,000	10,000	10,000	10,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
	98,032	100,973	104,003	107,123
-	-	-	-	-
	6,723	6,925	7,133	7,347
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
	1,000	1,000	1,000	1,000
-	-	-	-	-
	18,000	18,000	18,000	18,000
-	-	-	-	-
	6,896	7,103	7,316	7,535
-	-	-	-	-
	110,803	114,127	117,550	121,077
-	-	-	-	-
-	-	-	-	-
	39,332	40,512	41,727	42,979
	15,433	15,649	16,003	16,459
	1,565	1,612	1,660	1,710
	10,609	10,927	11,255	11,593
	14,773	15,216	15,673	16,143
	26,442	27,235	28,052	28,894
	2,359	2,430	2,503	2,578
	51,014	52,545	54,121	55,745
	14,252	14,680	15,120	15,574
	9,421	9,703	9,995	10,294
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
	1,050	1,082	1,114	1,148
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
	7,490	7,715	7,946	8,184
-	-	-	-	-

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Alpha: Cornerstone Academy Preparatory	Chris Kang Chief Operating Officer	ckang@alphapublicschools.org 408-357-4333

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Alpha: Cornerstone Academy Preparatory School (ACAPS) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by principal Marion Dickel and staffed by a talented and energetic staff, CAPS is entering its 10th year of operation. Located in the Little Saigon community of San Jose community of San Jose, the school serves a large Vietnamese and Latino population, many of who are English Learners and Low Income. CAPS has a strong, active parent community that supports the school through volunteer work and hosting community events.

CAPS operates on two central guiding beliefs: (1) A college preparatory education begins in kindergarten and (2) literacy and mathematics are the cornerstones of a strong elementary education. Students also have access to technology (1:1 in all grades), and various other specials classes in addition to their core classes.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year, Alpha Cornerstone Academy Preparatory School went through an intensive annual priority planning process for 2019-20 that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified two priority areas for the school: 1) a focus on our literacy program, which includes adoption of a new curriculum and training around the curriculum, and 2) a focus on our

english language development progra, in order to ensure that our large English Learner population is well-served. These two priority areas are integrated in our LCAP goals below, mostly in the actions and strategies of Goal #1 and #2. Past focus areas still live within the other goals.

The five goals are as follows:

LCAP Goal #1: All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development. Within this goal, 8 action items and related services are included. Statewide priorities addressed are 1,2,4,7

LCAP Goal #2: Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap

Within this goal, 5 action items and related services are included. Statewide priorities addressed are 2,4,8

LCAP Goal #3: Create a welcoming learning environment where students will feel safe, motivated, and challenged.

Within this goal, 5 action items and related services are included. Statewide priorities addressed are 1,5,6

LCAP Goal #4: Engage parents through communication and collaboration to promote student success

Within this goal, 6 action items and related services are included. Statewide priorities addressed are 3

LCAP Goal #5: Support all students in accessing and excelling in college.

Within this goal, 2 action items and related services are included. Statewide priorities addressed are 2,3,4,5,8.

Within these LCAP Goals, several actions and strategies are funded by Title 1 and 3 funding. These are outlined in the sections, and are also on the LCAP Federal Addendum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In a review of our data measures, including the CA dashboard and local indicators, there are a number of outcomes that show strong progress in 2018-19 and leading into 2019-20.

From the CA dashboard, we see the the following progress:

- In ELA, all subgroups and overall maintained or increased their performance, with socioeconomically disadvantaged students increasing by 8.5 points, students with disabilities increased by 17 points, and overall students at more than 41 points above standard.

- Overall, students overall were more than 38 points above standard in math.
- In math, Hispanic students increased by 12 points, and socioeconomically disadvantaged by 13 points.

We also saw the following the following results from our surveys to various stakeholders:

- Our staff TNTP insight survey, our learning environment domain score increased by 3.3 points (on a 10 point scale); 2 points between February 2017 to February 2018, and 1.3 points between February 2018 and February 2019.
- On the student culture survey, students' responding that they "strongly agree" or "agree" to the following statements improved, relative to last year:
 - --25% increase: There are consistent expectations and responses to for student behavior"
 - --37% increase: There is at least one adult in school that cares about me
 - --42% increase: I feel proud to be a part of my school.
- Likewise, our family survey results, which are described in goal #3, show they rate the school 9.1 out of 10.

We believe these data points are a reflection of the actions/strategies we have prioritized - as a result of a commitment to continuous improvement on behalf of our students. Some particular effective actions/strategies and enabling systems include:

LCAP/Annual Planning Process

- The process of identifying yearly priorities is rigorous and data-driven, and includes a focus on stakeholder engagement (as outlined in the stakeholder section). We have gotten better at using data to identify potential focus areas, create buy-in with stakeholders, create SMART goals to monitor, build work plans around those priorities, and then align our financial and time resources around these priorities.

REACH Intervention Block

Building a REACH block in our schedule, then using data to create intuitive groupings, and content related to math, helped us get significant improvements in our math achievement for all students. We will be using this same block with literacy for the upcoming year.

Operations

- The addition of a leadership-level operations leader to the staff, as well as improvement of enabling systems, allowed overall school procedures to feel tighter and more consistent across a wide range of systems.

Student and Adult Culture

- Improving positive student culture was a priority area in 2018-19, and the additional resources and time invested, including culture walkthrough rubric, specialized culture roles, and an overall culture campaign, helped improve baseline culture at the school. As seen above in the staff and student survey, perceptions around student and adult culture were significantly improved over last year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a

“Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In a review of our data measures, including the CA dashboard and local indicators, there are a number of outcomes that show gaps/growth areas in 2018-19:

From the CA dashboard, we see the the following key gaps:

- In Math, ELs declined 5 points.
- While EL students improved significantly in math (+28 points), they maintained (+1.4) in ELA
- While our students with disabilities (SWD) improved by 17 points in ELA, they maintained/declined by 2.5 points in Math
- Our suspension rate of students suspended more than once increased by 2%

Through our rigorous and comprehensive LCAP/Annual planning process, we have identified two primary priority areas for the 2019-20: A focus on Literacy and more comprehensive English Language Development program. We have identified a number of goals, actions/strategies, and resources for which we will apply to these priority areas, outlined in 2019-20 goals 1 & 2.

In addition, there are a number of additional actions/strategies we believe will help us improve the suspension gaps mentioned above. In particular, 2019-20 goal #3 highlights the various culture and positive behavior practices that we will pursue.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the CA dashboard and local indicators, there are a number of outcomes that show gaps/growth areas in 2018-19:

English Learners

- In Math, ELs declined 5 points.
- While EL students improved significantly in math (+28 points), they maintained (+1.4) in ELA

To address this gap, the CAPS LCAP includes the following actions/services:

- Much of Goal #2 is directed towards ELD for 2019-20. In particular, 2.2 describes the creation and implementation of a comprehensive ELD program, which includes additional FTE, resources, and curriculum.

Hispanic Students

Hispanic Students were in the orange category in reading. While they increased as a group by 2.7 points, they were 6.3 points below standard in reading.

To address this gap, we intend on more effectively engaging our hispanic families as described in goal #4, and believe that any of the actions/strategies described in goals 1 and 2 will be effective for this group of students.

Students with Disabilities

- While our students with disabilities (SWD) improved by 17 points in ELA, they maintained/declined by 2.5 points in Math

To address this gap, the CAPS LCAP includes the following actions/services:

- In Goal #1, 1.7 and 1.8 relates to network positions in support of SWD, and the implementation of MTSS team structure in 2019-20
- In Goal #2, 2.4 indicates the use of SST to monitor and action plan around student progress, and 2.5 discussed more focused reading intervention groups; co-teaching in key classes; more structured protocols for GE/SPED collaboration; RTI cycles for students with IEPs who are failing core classes.

Culture: Suspension & Absences

- Our suspension rate of students suspended more than once increased by 2%

To address this gap, the CAPS LCAP includes the following actions/services:

- 3.2: Use of Dean's List to collect and analyze student culture data to respond with appropriate interventions;
- 3.3: Maintain student culture priority practices focused on around baseline culture and positive interventions.
- 3.4: Additional FTE to help provide support system for tier 2 and greater student behaviors.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

None

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

None

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will receive high quality instruction in Common Core standards from highly qualified teachers in 21st Century classrooms at a safe, clean, welcoming facility.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

100% of core teachers will have appropriate credential or permit to teach, with increase in clear credential.

18-19

100%

Baseline

100%

100% of teachers are appropriately credentialed/permitted to teach.

Metric/Indicator

100% of pupils will have access to standard s-aligned materials and additional instructional materials.

18-19

100%

100% of students have access to standards-aligned materials through a network-wide novel study curriculum for 5-8 ELA, Wonders in K-4 ELA, and Eureka Math for Mathematics. All full time classroom teachers are also allotted a classroom supplies budget for additional instructional materials that students may need.

Expected

Actual

<p>Baseline 100%</p>	
<p>Metric/Indicator 100% of teachers will receive CCSS professional development.</p> <p>18-19 100%</p> <p>Baseline 100%</p>	<p>Professional development, based on CCSS, was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics. School leaders attended external professional development on Eureka Math, StudySync, and Fountas and Pinnell to support with curriculum implementation. Additionally, all leaders attended Standards Institute to support with building comprehensive knowledge of standards.</p>
<p>Metric/Indicator More than 85% of school leaders rate the facilities and operations as “very effective” or “effective” on EOY Ops Survey.</p> <p>18-19 85%</p> <p>Baseline 85%</p>	<p>With a leadership-team level school operations manager (SOM) hired this year, systems and procedures around operations, facilities, and other school systems were regularly assessed, monitored, and improved upon throughout the year. Each month, the school operations team filled out and updated an "operations dashboard" with key operations, finance, and facilities related metrics to ensure that performance in these areas was strong. For facilities and operations in particular, two formal operations "inspections" by the network operations team were held (October and April), and the SOM had monthly facilities walkthroughs to ensure classrooms and campus grounds was held to a high standard.</p> <p>On the facilities walkthrough rubric for these walkthroughs, CAPS averaged a 2.7 (out of 3) on the facilities indicators (2.0 out of 3 was "meeting expectations"). In addition, 100% of school leaders rated facilities and operations as VE/E on the operations and facilities survey given on the May EOY survey.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All core teacher candidates screened for employment will hold valid CA Teaching Credential or permit with appropriate English learner authorization; Alpha Public Schools Human Resources will	To date, 100% of core teacher candidates hired for 19-20 employment already are or are on track to be appropriately licensed.	1000-1999: Certificated Personnel Salaries LCFF General Fund \$6,995	1000-1999: Certificated Personnel Salaries LCFF General Fund \$1,763

annually review assignment and credential status.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.	All teachers were supported to progress through the certification process. One teacher is eligible for a BTSA program; the teacher completed Year 1 of Induction prior to employment with Alpha, and plans to complete Year 2 with Alpha's full financial support in 19-20.	5000-5999: Services And Other Operating Expenditures Title II \$28,824	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II \$13,227

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	All purchased instructional materials are aligned to the CA CCSS and/or charter petition. Purchased materials include blended or supplemental materials such as Standards Plus, IXL, and Lexia. Paper curriculum includes Eureka Math curriculum, History Alive!, and StemScopes Science Curriculum	4000-4999: Books And Supplies LCFF General Fund \$42,450	4000-4999: Books And Supplies LCFF General Fund \$111,147

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The network will provide teachers with collaborative time to plan, create and share standards-based lessons.	Teachers have weekly collaborative time during Thursday professional development to look at data, problem solve trends, and share best practices at their sites. Additionally, teachers across the	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$68,335	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$134,588

network will have two opportunities quarterly to meet with others in a similar grade band to discuss student data and best practices for implementing the curriculum on Content Days and Data Days.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Differentiated professional development based on CCSS will be provided to all teachers	Professional development was provided to all teachers on Thursday afternoons (our minimum days). During quarters 1 and 2, PD included how to deliver a strong model, facilitating guided and independent practice embedding checks for understanding in the lesson, and aggressively monitoring students practice. Sites then conducted site based PD on how to best prepare for lesson facilitation and refine implementation through video studies and collaborative planning groups. Additionally, some teachers received opportunities to attend external PD on how to best support English Learners in their classrooms via webinars or local trainings.	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II \$40,274	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II \$88,242

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Regular operations and facility quality walkthroughs and operations surveys will occur.	Classrooms and school grounds were cleaned on a daily basis by night time custodians based on a specified list of tasks provided by the operations team. The checklist	1000-1999: Certificated Personnel Salaries LCFF General Fund \$15,272	2000-2999: Classified Personnel Salaries LCFF General Fund \$8,535

outlines tasks to be conducted on a weekly, monthly and quarterly basis. Facilities walkthroughs are conducted quarterly by the network operations team to insure safety and maintenance. In addition, school-based ops teams do monthly walkthroughs. In addition, on the EOY family survey, 90% agreed that the school's facilities were clean and welcoming.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase support staff at school and from network, especially for remediation, counseling, and behavioral interventions</p>	<p>At the school level, the school utilized its Teacher residents and full-time learning coaches to provide remediation support. In addition, the school had a full-time counselor to provide support for both general and special education counseling. In addition, a leadership-team level school operations manager was hired to oversee the ongoing operations of the school. At the network level, a Director of Student Services was hired to help support schools with English Learner and intervention support for struggling students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund \$274,100</p>	<p>2000-2999: Classified Personnel Salaries LCFF General Fund \$461,213</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for goal #1 were generally implemented as planned and the objectives were met as a result.

There were two key implementation challenges within the content in goal #1:

- 1) 1.1 Support teachers in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, and
- 2) implementing effective PD and curriculum directed towards our ELD program.

Our leadership and network talent team supported teachers in progressing towards appropriate certification, and while staff made progress through other strategies like subject matter assessments, participation in the BTSA program was not highlighted. In addition, while there was CCSS aligned curriculum developed and utilized, as well as effective weekly PD throughout the year, a clear area of growth we identified was a robust ELD program for our most struggling English Learners, and integrated ELD PD for all teachers. This is an area of focus we are implementing in our 2019-20 school year plans.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services designed to meet goal 1 contributed to the overall success of progress toward our AMOs.

The specific actions/services that were most successful in progress towards goal 1 were:

- Professional development: A consistent weekly PD for all staff around data, academics, and culture, differentiated by grade level, subject, and experience was highly structured and relevant to staff. In the staff survey, 86% strongly agree/agreed that the PD was effective in improving their practice.
- Operations/Facilities: Implementation of walkthroughs, rubrics for various system and facilities, a structure for action planning around walkthrough/rubric growth areas, and the hiring of a leadership-level operations leader led to improved facilities and overall operations results. As mentioned in AMO#4, a variety of survey results and rubric scores demonstrated this success.
- Use of additional staff to implement an intervention/remediation support: The use of learning coaches, resident teachers, and other staff helped implement an intervention ""REACH"" block for quartile 1 and 2 students. Using NWEA Map scores (fall-spring), a higher proportion of Q1/Q2 students participating in the REACH block have achieved their tiered growth targets, relative to last year's proportion (+14%).

The specific actions/services that were least effective in progress towards goal 1 were:

- BTSA program: As mentioned in the section above, less than 100% of those eligible teachers participated in the Beginning Teacher Support and Assessment program. Through more intentional focus and structure around this program and more direct accountability with eligible teachers, we hope to see improvements.

- ELD PD/curriculum: As mentioned in the section above, while there was overall effective curriculum and staff PD, we identified that the breadth and quality of our integrated ELD curriculum and PD was not as effective as hoped. EL achievement scores stayed consistent with previous years, and so we will put additional resources in our integrated and designated programs for 19-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.3: Expenditures related to purchase of curriculum, including stemsopes, eureka, and FPC were higher than budgeted.

1.4 and 1.5: PD time, internal and external, and associated costs were an increased investment.

1.7: the rationale for the difference between the budgeted and estimated actual expenditure is due to inclusion of additional FTEs related to supporting remediation, intervention, and counseling, including associate teachers, instructional coaches, and mental health counselors.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #1, the following changes, outlined in the 2019-20 goal #1 plan, will be made:

- The overall goal will be adjusted to focus solely on the academic program and teacher certification, with specific focuses towards our literacy program and our ELD program.
- Adjustment of AMOs to reflect the focus on academic program and teacher certification
- Actions and strategies will change to reflect on a deeper focus on teacher training and certification and PD/curriculum improvements. Additional new strategies will show a focus on our SWD population, as well as the beginning stages of a MTSS team structure.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP.

18-19

50%

Baseline

50%

From Fall-Spring data, 72% students met their growth targets in Math and 60% met their growth targets in ELA.

Metric/Indicator

50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.

18-19

50%

Baseline

50%

Refined the AOM: From Fall-Spring data, 74% EL students met their growth targets in Math and 56% met their growth targets in Reading.

Metric/Indicator

40% of EL students will advance one level in language proficiency on the CELDT/ELPAC after completing sixth and seventh grade at the school.

n/a; No ELPAC growth data yet

Expected

18-19
40%
Baseline
40%

Metric/Indicator
40% of students will be reclassified after three years of enrollment at the school

18-19
40%

Baseline
40%

Metric/Indicator
60% of our lowest quartile students that participate in remediation efforts will achieve their tiered growth targets on NWEA MAP.

18-19
60%

Baseline
60%

Actual

Refined: 42% were reclassified in 2018-19.

Refined: 72% met their growth targets in Math, 54% in reading.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents	Scholar data is analyzed weekly by classroom teachers and coaches, then teachers plan the lessons and standards that will be remediated or retaught. Specials teachers and classroom teachers work as a team to support students in small groups or 1:1 based on this data. Differentiated instruction happens throughout the day, and	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title II \$177,300	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I \$273,505

remediation occurs during Reading Power Hour or Personalized Learning Time.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>EL students participate in English Language Arts/Literacy instruction with targeted instructional support, through dedicated language support 4x week in small group pull-out.</p>	<p>Teachers have received professional development on best practices for strategies effective with English Language Learners and struggling readers. Teachers are supporting students through guided reading small groups.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund and Title II \$88,650</p>	<p>4000-4999: Books And Supplies LCFF General Fund \$500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All teachers will participate in professional development focusing on appropriate strategies of support and intervention for struggling learners.</p>	<p>Alpha primarily meets the needs of struggling learning with data analysis and targeted instruction. This year, teachers received professional development and coaching to improve their ability to analyze student data, engage in corrective instruction, and provide multiple opportunities for struggling learners to practice key skills with timely feedback from the teacher.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II \$13,290</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II \$29,414</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement COST process to address academic issues.</p>	<p>Alpha no longer uses the COST process, but instead uses a Student Success Team (SST) process to address needs of any student needed. However, Alpha primarily meets the needs of its EL students through an inclusion</p>	<p>1000-1999: Certificated Personnel Salaries SPED Funding \$8,092</p>	<p>1000-1999: Certificated Personnel Salaries SPED Funding \$9,609</p>

model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will closely monitor progress of students towards grade- level proficiency through the use of regular data analysis cycles.</p>	<p>Teachers participate in a weekly data meeting with their coach to review and create action plans around the various formative assessments that are given to students (exit tickets, exams, interims, NWEA MAP, culture walkthrough rubric information). In addition to these weekly data meetings, the entire school meets during ""data days"" to deep-dive into analysis and action planning of a specific assessment.</p> <p>The ELPAC is given as an annual assessment for English Learners. The ELPAC is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. We also use</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$22,778</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$44,863</p>

MAP testing to monitor the progress of EL students. Alpha staff meets with the English Learner's family to discuss and determine reclassification in the Fall and Winter."

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Build in remediation/intervention block for selected lowest quartile students.	CAPS primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers. Teachers have also been supporting students through guided reading small groups. In addition, students who needed the most support in achieving grade level mastery in math and literacy were given small group intervention support four times per week during the 1 hour REACH block instituted in students' daily schedules.	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I \$177,300	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I \$273,505

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of actions and services for goal #2 were implemented as planned. There exceptions and modifications to this were:

- 2.2: targeted EL support. While targeted and integrated instructional support took place throughout the year, the structure, consistency, and quality of implementation, curriculum and staff PD was a challenge.
- 2.4: COST process: as mentioned above, the COST process was not used on 2018-19. Instead, a more effective Student Success Team (SST) structure was used in its place.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Many of the actions/services for goal #2 were effective towards the goal, especially relative to previous years' strategies. However, we had some key learning reflections that will help us going forward.

The most effective strategies above were:

- 2.1 and 2.6: Providing the staff and time targeting our most struggling learners allowed for increased levels of achievement, especially relative to previous years. While in some cases, it may not show clearly in our NWEA MAP results, our students gained foundational skills that will help them as they learn grade-level material.
- 2.5: The creation of a teacher-friendly data hub, as well as stronger protocols for data review and action planning was a success, and important in achieving our objectives.

The strategies that were less effective were:

- 2.2 and 2.3: As mentioned in goal #1 and in the implementation section above, the lack of fidelity /accountability around a comprehensive designated and integrated ELD curriculum, and the associated PD for staff resulted in inconsistent results related to achievement for our students in literacy and our EL learners. The reflection on this will result directly in feeding into our key priority areas of 2019-20

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1: Greater number of Teacher Residents relative to originally budgeted.

2.2: We did not make the expected, aligned expenditures related to EL designated supports - as reflected in the narrative above - instead only in PD supports in 2018-19.

2.6: Increased investment in REACH block and associated TRs

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #2, the following changes, outlined in the 2019-20 goal #2 plan, will be made:

- The overall goal will be adjusted to include a focus on our EL population and SWD populations.
- Adjustment of AMOs (e.g. 60% of lowest quartile achieve tiered growth targets) to reflect a graduated goal around growth targets.
- Adjustment of AMO to include SWD as subgroup focus area, as this is a consistently underperforming subgroup of students.
- Actions and strategies will change to reflect on a deeper focus on EL and SWD, especially around a comprehensive ELD curriculum and staff PD; and additional supports for SWD population.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 95% ADA 18-19 95% Baseline 95%	96.9%
Metric/Indicator The school will maintain an annual suspension rate of less than 10% as measured by the State. 18-19 10% Baseline 10%	<1%
Metric/Indicator The school will maintain an annual expulsion rate of less than 1%.	0%

Expected

18-19
1%

Baseline
1%

Metric/Indicator

At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.

18-19
75%

Baseline
75%

Actual

95%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Implementation of community and culture building events related to college readiness, student attendance, and student engagement at school.

Actual
Actions/Services

CAPS has a grade level (K-4) based incentive system where attendance awards are given weekly to a winning college cohort based on tardies and attendance. Phone calls are made home weekly to reinforce these expectations and monitor the growth for all grades (K-8th).

Budgeted
Expenditures

1000-1999: Certificated Personnel Salaries LCFF General Fund \$6,130

Estimated Actual
Expenditures

LCFF General Fund \$5,063

Action 2

Planned
Actions/Services

The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about

Actual
Actions/Services

Parent community meetings are held throughout the year to discuss important issues such as attendance, 8th grade DC trip and school wide happenings for the

Budgeted
Expenditures

1000-1999: Certificated Personnel Salaries LCFF General Fund \$10,360

Estimated Actual
Expenditures

2000-2999: Classified Personnel Salaries Other \$4,092

college ready skills, including the importance of attendance and other school initiatives (field trips, school events etc)

current year. The Parent Association held quarterly meetings on current and upcoming events and issues happening schoolwide. Coffee/Cafectio with Principal was held every other month with families to discuss school wide current, upcoming events and issues.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.</p>	<p>This year, CAPS implemented a universal Classroom Response to Behavior system in all classrooms to increase clarity and consistency in holding expectations schoolwide. The CAPS Leadership Team also conducted PD sessions at the beginning of the year to assure aligned rollout of this system, with touch-points throughout the year for reflection and improvement. The CAPS team also developed and refined an Out-of-Class Response to Behavior system to increase clarity of responses for referral behaviors.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund \$8,092</p>	<p>2000-2999: Classified Personnel Salaries LCFF General Fund \$8,111</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The school and network will provide additional student culture support, through a culture specific school role and additional behavior support.</p>	<p>Through a focus baseline culture, especially in the first two months of school, through ongoing staff PD given throughout the year around positive student culture and behavior interventions, as well as through a clearer system for</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund \$106,480</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund \$120,093</p>

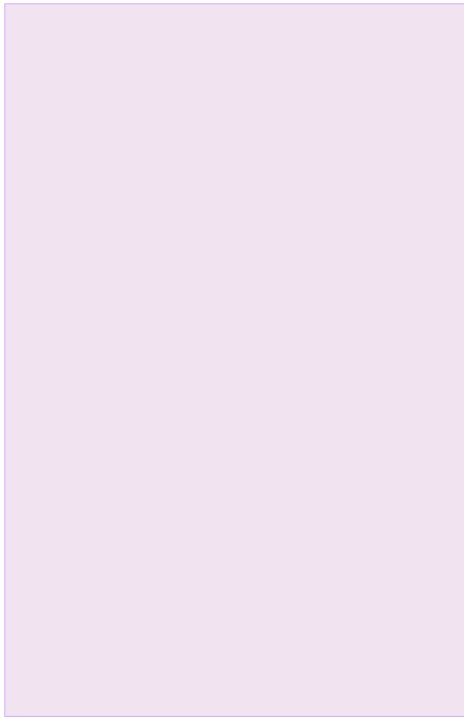
capturing data through Dean's List, all of these allowed the school to have a positive, effective, and much improved system around building a stronger culture for our students. Evidence of this is on the a learning environment survey that was taken by all staff twice this year. On this survey, the score increased by 1.6 points on a 10 point scale, relative to last year. The school also averaged an overall score of a 3.2 on the Student Culture Survey (3.0 demonstrating an average positive response to each question).

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	The school further developed a SSC and an ELAC that meets every 4-6 weeks to discuss the LCAP, budget, use of federal funds, and other important work related to the school. All agendas are posted 72 hours in advance of the meeting and publicized to all school staff.	1000-1999: Certificated Personnel Salaries LCFF General Fund \$3,100	2000-2999: Classified Personnel Salaries Other \$4,092

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will administer an annual survey, and will tabulate and share results.	The family survey was administered twice over the course of the year, in December and April. Results from our April results show the following: <ul style="list-style-type: none"> 97% of our families agree the school is effectively 	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$625	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$254



- preparing their student to be successful in college.
- 95% agree that their student feels physically and emotionally safe.
 - 96% agree that their student is proud to a member of the school
 - 95% agree they feel welcomed and heard by school staff
 - 94% agree that the school does a good job of family engagement
 - 90% agree that the school's facilities are clean and welcoming
 - On average, the school's families rate the school a 9.1 out of 10.

Action 7

Planned Actions/Services
 The school will increase access to counseling options, including an additional college counselor and general education counseling support.

Actual Actions/Services
 The school has gone from 1.0 intern and a .3 FTE counselor and intern to 1.0 FTE full time counselors, which has allowed for more students to receive consistent mental health support. In addition, we have partnered with an outside agency for additional family counseling as needed.

Budgeted Expenditures
 1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$69,575

Estimated Actual Expenditures
 2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding \$91,868

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of actions and services for goal #2 were implemented as planned.

Some particular successes in implementation were as follows:

- Action 3.2: CAPS held parent community events throughout the year, focused on college readiness, attendance, resources within the community, and how to best support student learning from home.
- Action 3.3: Support for the student culture focus was implemented effectively - with strong accountability and strong buy-in by staff, aligned positive responses to behavior, new student culture traditions and incentives, and PD that was aligned to positive behavior interventions that improved student culture.

While all actions/services were implemented, there were challenges in implementation for some actions and services, including:

- 2.1: Inconsistency in the execution of a tiered response system for student truancy.
- 2.4: While all school site council and ELAC meeting agendas were posted in advance, the amount of outreach to drive attendance to meetings was low, and can be improved for next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All of the AMOs were met/achieved in 2018-19.

The most effective strategies that led to success were:

- Action 3.2: A focus on culture and the engagement of our student and family community around creating a safe, motivated, and challenged student culture (through community meetings, student incentives, cultural events, positive discipline) led to a decreased suspension and expulsion rate, and >95% of our families feeling the school was safe and supportive for their children, and an increased attendance rate at family events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences in expenditures/actions on which these are based.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #3, the following changes, outlined in the 2019-20 goal #3 and 4 plan, will be made:

- The overall goal, which combined both student culture and parent engagement this year, will be adjusted next year to have separate goals around student culture and parent engagement. This reflects a more intense focus on each of these topics, with greater resources put towards each. In addition, some of the facilities/operations AMOs and strategies will be included in the culture goal to reflect its importance and impact on overall culture.
- Adjustment of AMOs around student culture to include student and staff responses to culture.
- Adjustment of AMO to include family responses to facilities, and other operational/facilities related measures.
- Actions and strategies will include:
 - -additional structures for ensuring a strong classroom culture, especially in the beginning of the year;
 - -greater access to counseling, which including for family counseling.
 - -additional structures for accountability to key operational and facilities measures
 - -greater focus on tiered interventions to student truancy
 - -Expansion of family communication and engagement methods.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school intentionally engaged a wide range of stakeholders in the LCAP creation process this year. The stakeholder groups included school leadership, network leadership, network staff, school staff (including teachers, support staff, and operations staff), students, families within school site council, English Language Advisory Committee, and if various subgroups of students.

Input from school leadership, staff, and network leadership was collected through the overall annual planning process, which took place between October 2018 and June 2019, during which the school followed the following process:

- Review of student data (including achievement, growth, cultural measures)
- Problem definition and brainstorming sessions with leadership team and with staff working groups
- Problem definition and brainstorming sessions with SSC, ELAC, and through individual meetings with interested families (November 2018)
- Creation of draft 1.0 of priorities/LCAP goals
- Refinement of draft priorities/LCAP goals 1.0 through staff/teacher meetings and SSC and ELAC (December 2018 and January 2019)
- Revision and creation of draft 2.0 of priorities/LCAP goals and budget 1.0
- Resource request process based on priorities/LCAP goals
- Feedback of draft 2.0 through staff/teacher meetings and SSC and ELAC (February 2019)
- Creation of budget 2.0, and formation of subgoals and metrics
- Feedback of budget 2.0, proposed subgoals and metrics through staff meetings and SSC and ELAC (March 2019)
- Creation of proposed key strategies related to goals
- Refinement of proposed key strategies through staff meetings, SSC, and ELAC (April and May 2019)
- Approval of 2019-20 priorities, budget, and LCAP by SSC and ELAC (June 2019)
- Feedback and approval of 2019-20 priorities, budget, and LCAP by Alpha Board of Directors; this was open to public and advertised widely (June 2019)

In addition to the annual priority/goals-setting process above, there were two opportunities to get survey feedback on key performance from families (January and May). Overall and qualitative results fed into feedback that was incorporated in annual planning. Students and staff also participated in quarterly surveys throughout the year around related key measures.

In addition to the above opportunities for feedback, the school, which holds ""cafecitos"" with the principal monthly, and also holds 4 ""community meetings"" during the year, devoted one cafecito and one community meeting in January and February, to get input regarding priorities/goals for next year.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input/feedback we received during the process detailed above was aligned closely across stakeholder groups, and helped us create buy-in for our 2019-20 priorities. Many of the questions and input asked revolved around the questions ""What are the greatest strengths of the school helping you/your student succeed?"" and ""What are the key areas of growth in order to best help you/your student to succeed?"". Through the various surveys given, more than 450 family voices, 40 staff voices, and 500 student voices were captured.

From the family survey, the following quantitative data was collected:

- 97% of our families agree the school is effectively preparing their student to be successful in college.
- 95% agree that their student feels physically and emotionally safe.
- 96% agree that their student is proud to be a member of the school
- 95% agree they feel welcomed and heard by school staff
- 94% agree that the school does a good job of family engagement
- 90% agree that the school's facilities are clean and welcoming
- On average, the school's families rate the school a 9.1 out of 10.

Perhaps, more importantly, there were two key focus areas that were present in the qualitative data from our staff and family surveys, and were most prevalent in the SSC, ELAC, and staff meetings:

- We need to do a better job at our English language/literacy instruction, for all students and for our English Learners.
- We could have a much more comprehensive and targeted ELD program.
- We have made good improvements this year with changing our schedule to create more differentiation during the day (pull out group, intervention blocks, etc), and need to double down on these supports.

These ended up being the core priorities for 2019-20, directly as a result of stakeholder input.

There were other patterns of feedback from our families and students, including:

- Additional enrichment options during the day
- more opportunities to learn how to support their child (education nights)

- More student culture events and incentives

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

CAPS is committed to ensuring that all of the inputs needed to provide students with a high quality comprehensive education are identified and appropriately resourced. These include:

- Fully credentialed teachers with appropriate EL authorization
- All students need access to standards -aligned materials and additional instructional materials
- All students have a access to a broad course of study
- Teachers need continued high quality professional development in implementation of CCSS

In addition, through our review of data identified in 2018-19 goals 1 and 2, through our priority/annual goal setting process, we identified the two focus areas for the school:

- 1) Implementing a comprehensive literacy curriculum
- 2) Improving our ELD programs for all students, with a particular focus on English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of core teachers will have an appropriate credential or permit to teach	100%	N/A	100%	100%
100% of pupils will have access to a high-quality standards-aligned math and literacy curriculum and materials.	100%	N/A	100%	100%
100% of teachers will receive CCSS-aligned professional development, with a focus on literacy, ELD, and math.	100%	N/A	100%	100%
100% of core teachers will be observed for effective priority implementation (bi-annually)	n/a	N/A	n/a	100%
100% of students will have a comprehensive selection of core courses, PE, and special enrichment courses in the arts.	n/a	n/a	n/a	100%
100% of teachers will receive ELD PD	n/a	n/a	n/a	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

All core teacher candidates screened for employment will hold valid CA Teaching Credential or permit with appropriate English learner authorization; Alpha Public Schools Human Resources will annually review assignment and credential status.

2018-19 Actions/Services

All core teacher candidates screened for employment will hold valid CA Teaching Credential or permit with appropriate English learner authorization; Alpha Public Schools Human Resources will annually review assignment and credential status.

2019-20 Actions/Services

1.1: School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including:

- Network-based recruitment team
- Facilitation of a Teacher Residency program
- Family, staff, and student inclusion within interview/hiring process for key roles

- Transparent teacher salary scale, with differentiated pay depending on certification status

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,459	\$6,995	\$24,339
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount			\$34,031
Source			LCFF General Fund
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.

2018-19 Actions/Services

The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.

2019-20 Actions/Services

1.2: All teachers provided with certification/credential support with a bi-annual review around assignment and credential status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,900	\$31,050	\$3,509
Source	Title II	Title II	LCFF General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.

2018-19 Actions/Services

Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.

2019-20 Actions/Services

1.3: School will purchase and provide training for high quality curriculum, such as Fountas & Pinnell and Study Sync

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$149,550	\$108,100	\$158,089
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The network will provide teachers with collaborative time to plan, create and share standards- based lessons.

2018-19 Actions/Services

The school will provide teachers with collaborative time to plan, create and share standards- based lessons.

2019-20 Actions/Services

1.4: All teachers will have a weekly support meeting focused with their manager, during which they will review academic data and culture classroom observation data, and create action plans based on the data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$416,657	\$119,585	\$45,383
Source	LCFF General Fund	LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Professional development based on CCSS and NGSS will be provided to all teachers.

2018-19 Actions/Services

Differentiated professional development based on CCSS will be provided to all teachers

2019-20 Actions/Services

1.5: Teachers and staff will received differentiated PD each Thursday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing the CCSS through the state adopted curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,438	\$59,950	\$136,150
Source	LCFF General Fund and Title II	LCFF General Fund and Title II	LCFF General Fund and SPED Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures N/A	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries N/A

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Regular custodial cleaning and facility inspections will occur.

2018-19 Actions/Services

Regular operations and facility quality walkthroughs and operations surveys will occur.

2019-20 Actions/Services

1.6: Addition of enrichment classes for all students during the day, through PLT and special courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,004	\$15,272	\$280,327
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Increase support staff at school and from network.

2018-19 Actions/Services

Increase support staff at school and from network, especially for remediation, counseling, and behavioral interventions

2019-20 Actions/Services

1.7: Continued network support team to support various instructional initiatives:

- Director of K-4 expansion;
- Director of Student Supports
- ELA Program Manager
- Math Program Manager

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,787	\$127,100	\$119,767
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 8

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

1.8: Implementation of Tier 1 MTSS team structure at all sites and Network level

Budgeted Expenditures

Amount			\$3,644
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

CAPS is committed to ensuring that all students' academic achievement and learning outcomes increase each year. In particular, based on the CA dashboard as well as our own data analysis, we see a strong need for improved literacy instruction, as well as a focus on English Learners and Students with Disabilities. The focus on literacy and EL Development in 2019-20 are school-wide priorities.

In particular, we are focused on:

- Increase English Learner students' success in core subject areas
- Increased reclassification rate over time
- Grade level proficiency for all students, and key subgroups (ELs and SWD) in core subject areas

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students who will Meet or Master SBAC Standards in Math	pending	N/A	n/a	45%
% of students who will Meet or Master SBAC standards in reading	pending	N/A	n/a	45%
% of EL students who will grow one level on the ELPAC	n/a	N/A	n/a	25%
% of Students with Disabilities who will meet their NWEA MAP growth goal.	pending	N/A	n/a	45%
% of students (all) achieving their growth goals on the MAP test in Math and ELA.	56%	N/A	n/a	45%
% of students and families who agree that the school is preparing them to succeed in college.	97%	n/a	n/a	85%
% of EL students who will meet their NWEA Map growth goal	60%	n/a	50%	50%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents

2018-19 Actions/Services

Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents

2019-20 Actions/Services

2.1: Ensure appropriate scheduling and staffing needed to implement a REACH/pull-out block within the schedule to allow school staff to differentiate, focus on students within Tier 1 and 2 students.

- Learning coaches
- Teacher residents
- Associate teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,000	\$211,750	\$240,872
Source	LCFF General Fund and Title I	LCFF General Fund and Title II	LCFF General Fund and Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

EL students participate in English Language Arts/Literacy instruction with targeted instructional support.

2018-19 Actions/Services

EL students participate in English Language Arts/Literacy instruction with targeted instructional support, through dedicated language support 4x week in small group pull-out.

2019-20 Actions/Services

2.2: School has created a four year plan to help support our EL scholars, which includes:

- Addition of an English Language Development specialist at the school to do provide designated instruction and teacher support for integrated ELD. (Parra - HS)

- Purchase, pilot, and begin integration of initial designated ELD curriculum such as Dataworks.
- Add regular designated and integrated ELD professional development for leaders and staff.
- School-based ELD specialist to monitor progress and assessment of ELs from Title 3 funds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$15,150	\$94,250
Source	LCFF General Fund and Title II	LCFF General Fund and Title II	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

All teachers will participate in PD focusing on appropriate strategies of support and intervention and on ELD standards, and effective instruction through integrated and designated ELD.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

All teachers will participate in professional development focusing on appropriate strategies of support and intervention for struggling learners.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

2.3: Refine a standardized assessment structure for all grades, which will help us identify, monitor, and adjust supports/strategies to maximize student growth, including:

- NWEA exam 3 times a year, Fall, Winter, Spring;

Standards-based and SBAC aligned Interim Assessments 3 times a year;

- All-Staff Data Days to analyze and create action/learning plans around NWEA, interim, and culture data assessments;
- Data Analysis tools, including a internal data hub, schoolzilla, and illuminate) for individual teachers in coaching sessions, weekly leadership team data analysis, and network data analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$19,783	\$44,725
Source	LCFF General Fund and Title II	LCFF General Fund and Title II	LCFF General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Alpha Blanca Alvarado

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implement COST process to address academic issues.

2018-19 Actions/Services

Implement COST process to address academic issues.

2019-20 Actions/Services

2.4: Use of School Study Team structure to help address academic issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,163	\$8,092	\$0
Source	SPED Funding	SPED Funding	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	Not Applicable

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Teachers will closely monitor progress of students towards grade- level proficiency through the use of regular data analysis cycles.

2018-19 Actions/Services

Teachers will closely monitor progress of students towards grade- level proficiency through the use of regular data analysis cycles.

2019-20 Actions/Services

n/a: See 1.4 and 2.3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,666	\$39,862	
Source	LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Alpha Cornerstone Academy

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

New Action
Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Build in remediation/intervention block for selected lowest quartile students.

2019-20 Actions/Services

N/A: see goal 2.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$30,300	
Source		LCFF General Fund and Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries	

Action 7

Students with Disabilities	All Schools
----------------------------	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		<p>2.5: More structured protocols for GE/SPED collaboration; RTI cycles for students with IEPs who are failing core classes;</p> <p>More focused reading intervention groups; co-teaching in key classes; implementing common phonics curriculum for struggling readers</p>

Budgeted Expenditures

Amount		\$5,204
Source		SPED Funding
Budget Reference		4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Create a welcoming learning environment where students will feel safe, motivated, and challenged.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

CAPS is committed to not only preparing students academically for the rigors of college, but also fostering an environment that allows students to develop the leadership skills they will need to bring positivity and change to their communities. Our ability to foster this environment is dependent on creating classrooms where students feel safe, motivated, and challenged. The outputs that align to the CA dashboard will be in attendance rate, suspension/expulsion numbers, and chronic absences. Additional measures we value and will collect and analyze will be how our students see culture, how they feel motivated and challenged, and through walkthrough data related to a walkthrough rubric tool.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% ADA	96.9%	N/A	95%	95%
The school will maintain an annual suspension rate of less than 10% as measured by the State.	<1%	N/A	10%	<10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average score on the Student Culture Survey is above 3.0, indicating positive student opinions of Alpha	pending	N/A	n/a	3.0+
% of families who agree that the school is physically and emotionally safe.	95%	N/A	75%	85%
The average learning environment score on the staff insight survey	pending	n/a	n/a	5.0+
% of families will agree that the school's facilities are clean and welcoming	90%	n/a	n/a	85%+

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action
Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Implementation of community and culture building events related to student attendance.

2018-19 Actions/Services

Implementation of community and culture building events related to college readiness, student attendance, and student engagement at school.

2019-20 Actions/Services

3.1: Systems and culture around maintaining a high attendance record, through tardy and absent communication system, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,800	\$6,130	\$13,434
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about the importance of attendance

2018-19 Actions/Services

The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about college ready skills, including the importance of attendance and other school initiatives (field trips, school events etc)

2019-20 Actions/Services

3.2: Use of Dean's List to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,555	\$10,360	\$10,076
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.

2018-19 Actions/Services

The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.

2019-20 Actions/Services

3.3: Maintain and improve student culture priority goals through various strategies, including:

- Classroom Culture Walkthroughs intensively in the first 8 weeks of the school year, then monthly;
- Culture PD for staff, based on walkthrough data and student culture surveys
- Tiered classroom management training and support for new and/or struggling teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,350	\$8,092	\$90,905
Source	LCFF General Fund	LCFF General Fund	LCFF General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

The school and network will provide additional student culture support, through a culture specific school role and additional behavior support.

2019-20 Actions/Services

3.4: Campus Supervisor role works directly with students, executing on a vision of school based on positivity, safety, and belonging. CS will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.

--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$106,480	\$0
Source		LCFF General Fund	Not Applicable
Budget Reference		1000-1999: Certificated Personnel Salaries	Not Applicable

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will maintain structures such as the Parent Committee (SSC/ELAC), in	The school will maintain structures such as the Parent Committee (SSC/ELAC), and add additional parent leadership	N/A; see goal #4

which parents will be strongly encouraged to participate.

trainings, in which parents will be strongly encouraged to participate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,355	\$3,100	
Source	LCFF General Fund	LCFF General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The school will administer an annual survey, and will tabulate and share results.

2018-19 Actions/Services

The school will administer an annual survey, and will tabulate and share results.

2019-20 Actions/Services

N/A; see goal #4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,625	\$625	
Source	LCFF General Fund	LCFF General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The school will increase access to counseling options

2018-19 Actions/Services

The school will increase access to counseling options, including an additional college counselor and general education counseling support.

2019-20 Actions/Services

3.5: Access to student and family mental health counseling through school-based counselors and external providers (FACTR)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,500	\$69,575	\$96,520
Source	LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 8

All All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

<input type="text"/>	<input type="text"/>	New Action
<input type="text"/>	<input type="text"/>	<p>3.6: Maintain and improve schools operations accountability measures, through the continued development of:</p> <ul style="list-style-type: none"> • Leadership of a school-based operations manager • Scope and sequence for PD for office and operations team staff • Monthly facilities walkthroughs • Quarterly network operations walkthrough • Operations dashboard that tracks key operational and facilities health indicators each month

Budgeted Expenditures

Amount			\$112,080
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Engage parents through communication and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Authentic family and community relationships and engagement is a key enabler for student success. Alpha is committed to a long-term vision around family engagement:

- Families have the tools and voice to be effective advocates for their children
- Families are involved in the school decision-making process, through structures such as SSC.
- Families are effective advocates for school and organization.

In 2019-20, we will focus on the foundations of this long-term vision:

- Developing strong and trusting relationships between families and school staff;
- Building a strong foundation for decision-making structures in SSC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of responding parents who agree that: <ul style="list-style-type: none"> • School environment is safe and 	93%	n/a	n/a	85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>supportive on an annual parent survey.</p> <ul style="list-style-type: none"> Families feel welcome on campus School does a good job of parent engagement <p>authentic voice and input into school decision making, through SSC and other structures.</p>				
Average attendance by families at key family events increases by 15% over the course of the year.	n/a	n/a	n/a	15%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		4.1: Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Manager to provide resources and support for Alpha families through education and connections to resources.
--	--	---

Budgeted Expenditures

Amount			\$21,140
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		4.2: Create calendar of all-family meetings and events that is distributed and available on website and app
--	--	---

Budgeted Expenditures

Amount			\$538
Source			LCFF General Fund
Budget Reference			4000-4999: Books And Supplies

Action 3

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

		4.3: Maintain and improve Alpha parent mobile app that allows parents to access calendar, check grades and attendance, and submit volunteer information directly on their mobile devices.
--	--	---

Budgeted Expenditures

Amount			\$456
Source			LCFF General Fund
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
--	--	------------

4.4: Improve various ways to execute and collect family feedback, input, and improve communication, including:

- Family surveys in Fall and Spring with follow up meetings
- Quarterly Family conferences
- Further development of school site council structure with improved attendance
- More frequent English Language Advisory Committee meetings
- Translation of all materials for populations over 15%
- Instant translation at all meetings
- Distribution of weekly newsletter to all families, also posted on social media
- Use of calling/text-messaging system

Budgeted Expenditures

Amount			\$5,123
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 5

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		4.5: Maintain parent leadership training meetings to help families develop the skills to advocate for their student.

Budgeted Expenditures

Amount			\$808
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 6

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		4.6: Maintain improve school-based family meetings, including community meetings & cafecitos with the school leaders.

Budgeted Expenditures

Amount			\$3,050
Source			LCFF General Fund
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

Support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

At Alpha, we believe that our long term goal is for 75% of our students will graduate college in 6 years or less. We are committed to the vision of college graduation for all of our scholars, and believe that preparing students for college access and achievement from an early age is critical to achieve this.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students who participate in advisory focused on the academic and leadership skills needed to be successful in college	100%	n/a	n/a	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of 7th and 8th grade students who visit college campuses as part of their field trip curriculum.	n/a	n/a	n/a	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		5.1: Advisory will be used as a space for students to identify challenges with grades and plan to rectify low grades.

Budgeted Expenditures

Amount			\$0
Source			Not Applicable
Budget Reference			Not Applicable

Action 2

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		New Action
		5.2: Alpha will develop a College Trip Scope and Sequence for students in grade 7-8, ensuring that every student is seeing several colleges that meet their academic qualifications during their tenure at Alpha. Colleges will be selected for visits that have a high admission rate for Alpha students and that have high graduation rates for students of color.

Budgeted Expenditures

Amount			\$1,572
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,115,044

Percentage to Increase or Improve Services

26.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We have identified actions/strategies that we believe will improve existing services for all of our students, a large proportion whom are low income, English learners, and foster youth. In many cases, ACAPS will make expenses to provide services that only serve unduplicated students, and in some cases, we plan to provide services that will disproportionately impact our unduplicated students.

Services Directed to solely to English Learners

Goal #2 contains actions/services that are directed towards English Learners. In particular these include:

- Creation of a four year plan to improve and develop our ELD program, and execution of year 1 priorities:
- English Language Development consultant to work specifically with level 1 and 2 english learner in pull-out groups weekly.
- Purchase, pilot, and begin integration of initial designated ELD curriculum.
- Addition of designated and integrated ELD professional development for leaders and staff.
- Better systems for monitoring progress and assessment of ELs throughout the year.

Services that will disproportionately impact unduplicated students.

Our data shows that the suspension rate (more than once) of english learners and low-income students increased over 2017-18. Goal #3 is focused on creating a safe, challenging, and motivating environment for our students, and specific actions/services will work to impact these groups:

- 3.2: We will improve our systems for culture data through Dean's List, and the protocol that leadership teams and staff use to create action plans around the data.
- 3.3: We will focus on baseline culture and PD around positive supports for students.
- 3.4: A Dean of Culture will help serve as a mentor and coach for students, and will create plans for individual students that need extra support.
- 1.8: The implementation of an MTSS Tier 1 team structure will help identify and support supports for students

In addition to the above, our title 1 funding will support the additional FTE related to 2.1: our REACH intervention block.

Based on supporting research and experience, Alpha has determined that the actions & services described in the LCAP are the most effective use of funds to meet the needs for unduplicated pupils and will be principally directed to unduplicated pupils."

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,088,232

25.95%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

At CAPS, most students are low income, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups.

While many of the actions will continue the work of previous years, there was an increase in investment towards counseling, EL support, struggling learner intervention, learning coaches, and culture/behavior support.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,007,371

27.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

At CAPS, most students are low income, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups. Many of the actions and services listed in the plan last year will see an increased investment of resources in year two of implementation. In the areas where the school was not able to execute effectively, there is a focused effort to ensure that goals are met and actions and services are well executed upon. Additionally there are some new actions and services that will directly support students in these subgroups, such as increased access to counseling services and focused support efforts by teacher residents and learning coaches. Taken altogether, services should improve by at least 27.17%.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

BYLAWS
OF
ALPHA PUBLIC SCHOOLS, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Alpha Public Schools, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2110 Story Road, Suite 250, San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help foster excellence in public education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

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

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

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

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than thirteen (13), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Board members shall have experience in one or more areas critical to charter schools success: legal, human resources, real estate, academic knowledge, finance, community involvement/connection, fundraising, governance, relationship building, nonprofit/school operations. In addition the merged entity will seek out members with strong geographic relationships to San Jose (and as appropriate strong connection to East San Jose), that represent a good demographic mix, and individuals with strong board experience.

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

Section 5. DIRECTORS' TERM. Upon the effective date of merger, the initial Board of the Corporation will serve staggered terms of one, two, and three years respectively. After expiration of the staggered terms, each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may not serve more than two consecutive terms.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

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

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

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

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

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

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

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

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within Santa Clara County that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions

of the Brown Act . The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held on the second Thursday of December, March, June and September at 9:30a.m., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

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

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

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

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

publicly reported.

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

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within Santa Clara County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

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

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

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

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

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

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

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

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

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the

Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be designated as the “Treasurer.” The corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE IX CONTRACTS WITH DIRECTORS

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

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

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

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

**ARTICLE XII
INDEMNIFICATION**

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

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

**ARTICLE XIII
INSURANCE**

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

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

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

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

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

**ARTICLE XVI
REQUIRED REPORTS**

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

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

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

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

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

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of the charters of the charter schools operated by Alpha Public Schools or make any provisions of these Bylaws inconsistent with those charters, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the

Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Alpha Public Schools, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 1, 2016; and that these bylaws have not been amended or modified since that date.

Executed on June 1, 2016 at San Jose, California.

_____,Secretary

**CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION**

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR - 4 2012

CINDY AVITIA AND SOPHATH MEY CERTIFY THAT:

1. They are the president and secretary, respectively, of the Coalition for Better Public Schools, ^ya California Non-Profit Corporation established in 2010.
Inc.,
2. Article I, Name, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE I

The name of this corporation is ALPHA PUBLIC SCHOOLS, INC.

3. Article II, Purposes, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE II

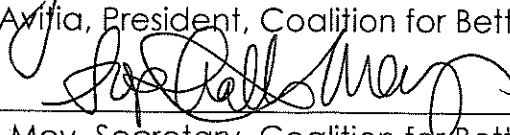
- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for public and charitable purposes.
 - B. The specific purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help to foster excellence in public education.
4. The foregoing amendment of the articles of incorporation has been duly authorized and approved by the Coalition for Better Public Schools Board of Directors.
 5. The corporation has no members.

We further declare under penalty of perjury according to the State of California that the matters set forth in this certificate are true and correct to the best of our knowledge.

Date January 17, 2012



Cindy Avitia, President, Coalition for Better Public Schools, *Inc.*



Sophath Mey, Secretary, Coalition for Better Public Schools, *Inc.*



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 08 2012

Date:

Debra Bowen
DEBRA BOWEN, Secretary of State

Alpha: Cornerstone Academy | 2019-20 Calendar

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 4	Independence Day	Nov 11	Veterans Day	Mar 17-20	Quarter 3 Interims
Aug 12-16	Summer Jam (New: 8/12, Ret: 8/14) (Minimum Day)	Nov 25-29	Thanksgiving Break	Mar 30	Data Day/Cesar Chavez Day (No School)
Aug 15-16	Kinder Academy	Dec 3-13	Winter MAP Testing	Apr 1-3	Parent Conferences (Minimum Day 4/1-4/2 and 4/3 off)
Aug 19	First Day of School	Dec 20-Jan 2	Winter Break	Apr 13-17	Spring Break
Aug 20-30	Fall MAP Testing	Jan 14-17	Quarter 2 Interims	May 7-8	5 th /8 th CAST Science (tent.)
Sep 2	Labor Day	Jan 20	MLK Jr. Day	May 4-29	SBAC State Exam Window
Oct 15-18	Quarter 1 Interims	Jan 27	Data Day (No School)	May 25	Memorial Day
Oct 21	October Break	Jan 28-31	Parent Conferences (Minimum Day)	May 26-June 5	Spring MAP Testing
Oct 28	Data Day (No School)	Feb 13	All-Staff Retreat (No School)	June 9	8 th Grade Graduation (Minimum Day)
Oct 30-Nov 1	Parent Conferences (Minimum Day 10/30-10/31 Off on 11/1)	Feb 14-17	February Break	June 10	Last Day of School (Minimum Day)

Quarter 1: Aug 19 - Oct 18

Quarter 2: Oct 21 - Jan 17

Quarter 3: Jan 21 - Mar 20

Quarter 4: Mar 23 - Jun 5

Class:	CSUDH	SF State Uni.	LMU	Biola Uni.	USD	SJSU	Oregon	UCLA	Clara	UCSB	UCI	Stanford	UC Davis	Univ of CO	Univ of AL	Berkeley	UCR	SLO	
Room #:	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D3	D2	C12	C11	C13	C14	C16	C15	
Start	End	k.1	k.2	1.1	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	6.1	6.2	7.1	7.2	8.1	8.2	
7:45	8:00	M Work	M Work	M Work	M Work	M Work	M Work	M Work	M Work	M Work	m	m	m (ELA)	m	m (ELA)	m	m (ELA)	m	
8:00	8:15	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	MM	
8:15	8:30	RPH	RPH	ELA	ELA	RPH	RPH	ELA	ELA	ELA	REACH	REACH	REACH	REACH	REACH	REACH	REACH	REACH	
8:30	8:45	RPH	RPH	ELA	ELA	RPH	RPH	ELA	ELA	ELA	REACH	REACH	REACH	REACH	REACH	REACH	REACH	REACH	
8:45	9:00	RPH	RPH	ELA	ELA	RPH	RPH	ELA	ELA	ELA	REACH	REACH	REACH	REACH	REACH	REACH	REACH	REACH	
9:00	9:15	RPH	RPH	ELA	ELA	RPH	RPH	ELA	ELA	ELA	Ends	Ends	Ends @9:10	Ends @9:10	Ends @9:10	Ends @9:10	Ends @9:10	Ends @9:10	
9:15	9:30	ELA	ELA	RPH	RPH	ELA	ELA	RPH	RPH	Specials	Specials	Specials	Specials	Math	ELA	Math	ELA	Math	
9:30	9:45	ELA	ELA	RPH	RPH	ELA	ELA	RPH	RPH	Specials	Specials	Specials	Specials	Math	ELA	Math	ELA	Math	
9:45	10:00	ELA	ELA	RPH	RPH	ELA	ELA	RPH	RPH	Specials	Specials	Specials	Specials	Math	ELA	Math	ELA	Math	
10:00	10:15	Recess	Recess	RPH	RPH	Phonics	Phonics	RPH	RPH	Ends of 1	Ends of 1	Ends of 1	Ends of 1	Math	ELA	Math	ELA	Math	
10:15	10:30	Recess	Recess	Math	Math	Math	Math	Specials	Specials	Math	Math	Math	ELA	Specials	Specials	Math	ELA	Math	
10:30	10:45	Lunch	Lunch	Math	Math	Math	Math	Specials	Specials	Math	Math	Math	ELA	Specials	Specials	Math	ELA	Math	
10:45	11:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Math	Math	Math	Math	Math	ELA	Specials	Specials	ELA	Math	ELA	
11:00	11:15	Math	Math	Lunch	Lunch	Lunch	Lunch	Specials	Specials	Stations	Stations	Stations	Math	ELA	Specials	Specials	ELA	Math	
11:15	11:30	Math	Math	Recess	Recess	Specials	Specials	Lunch	Lunch	Lunch	Lunch	Math	ELA	Math	ELA	ELA	Math	ELA	
11:30	11:45	Math	Math	Specials	Specials	Specials	Specials	Lunch	Lunch	Lunch	Lunch	Math	ELA	Math	ELA	ELA	Math	ELA	
11:45	12:00	Math	Math	Math	Math	Specials	Specials	Recess	Recess	Recess	Recess	Lunch	Lunch	Lunch	Lunch	ELA	Math	ELA	
12:00	12:15	Rotation	Rotation	Math	Math	Ends @1	Ends @1	Ends at	Ends at	Ends at	Ends at	Lunch	Lunch	Lunch	Lunch	ELA	Math	ELA	
12:15	12:30	Rotation	Rotation	Rotation	Rotation	Rotation	Rotation	Math	Math	Stations	Stations	Detention	Detention	Detention	Detention	Lunch	Lunch	Lunch	
12:30	12:45	Rotation	Rotation	Rotation	Rotation	Rotation	Rotation	Math	Math	Stations	Stations	Stations	Stations	ELA	Math	ELA	Math	Detention	
12:45	1:00	Rotation	Rotation	Rotation	Rotation	Rotation	Rotation	Math	Math	Stations	Stations	Stations	Stations	ELA	Math	ELA	Math	Detention	
1:00	1:15	Snack	Snack	Rotation	Rotation	Rotation	Rotation	Stations	Stations	Stations	Stations	Stations	Stations	ELA	Math	ELA	Math	Detention	
1:15	1:30	Writing	Writing	Specials	Specials	Rotation	Rotation	Stations	Stations	SS/SC	SS/SC	ELA	Math	ELA	Math	umanities	umanities	Specials	
1:30	1:45	Writing	Writing	Specials	Specials	Writing	Writing	Stations	Stations	SS/SC	SS/SC	ELA	Math	ELA	Math	umanities	umanities	Specials	
1:45	2:00	Writing	Writing	Specials	Specials	Writing	Writing	Stations	Stations	SS/SC	SS/SC	ELA	Math	ELA	Math	umanities	umanities	Specials	
2:00	2:15	SS/SC	SS/SC	Specials	Specials	Writing	Writing	Stations	Stations	Writing	Writing	ELA	Math	ELA	Math	umanities	umanities	Specials	
2:15	2:30	SS/SC	SS/SC	Writing	Writing	Recess	Recess	Writing	Writing	Writing	Writing	Humaniti	Humaniti	umanities	umanities	umanities	umanities	umanities	
2:30	2:45	SS/SC	SS/SC	Writing	Writing	Ends at	Ends at	Writing	Writing	Writing	Writing	Humaniti	Humaniti	umanities	umanities	umanities	umanities	umanities	
2:45	3:00	Specials	Specials	Writing	Writing	Snack	Snack	Writing	Writing	RPH	RPH	Humaniti	Humaniti	umanities	umanities	Specials	Specials	umanities	
3:00	3:15	Specials	Specials	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	RPH	RPH	Humaniti	Humaniti	umanities	umanities	Specials	Specials	umanities	
3:15	3:30	Specials	Specials	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	RPH	RPH	Humaniti	Humaniti	umanities	umanities	Specials	Specials	umanities	
3:30	3:45	Specials	Specials	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC	RPH	RPH	Humaniti	Humaniti	umanities	umanities	ends at	ends at	umanities	
3:45	4:00	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	
4:15		Scholars who have not been picked up may be escorted to the office.										should	should	should	should	should	should	should	
		Key:																	
		MM	Morning Meeting																
		RPH	Reading Power Hour																
		ELA	ELA Block																
		SS/SC	Science/Social Studies																
		CO	Close Out																
		Writing	Writing																
		Math	Math																
		REACH	Remediation, Enrichment, And Challenge																

18-19 APS Universal PD SAS

Why are we having Universal PD at Alpha?

- The adoption of priority work at Alpha has identified the need to have a more standardized way of supporting teachers in executing on the annual priorities. In order to implement a more standardized model and establish a more unified culture around instruction, we must begin to speak the same language as an organization. Developing a shared method of training teachers, identifying deliverables, and measuring success will allow us to do that.

How does PD support the Network-wide priorities?

- This PD SAS is designed to target key skills necessary for facilitating a strong independent practice with actionable feedback. Students and adults learn new skills by doing and improve their execution with multiple attempts that are paired with targeted feedback. Independent practice is a key component in building student capacity and a high leverage area of focus that will drive student results.
- Differentiated PD will be used in conjunction with individualized coaching to best meet the needs of teachers. PD ideally will be used to provide general baseline expectations, while coaching will create an opportunity for leaders to scaffold PD expectations with more bite-sized action steps and support.

What is the vision for the Universal PD cycle?

- PD cycles will include a session introducing the critical skill, an opportunity to implement the new skill, and then a video review to get feedback on execution.
- PD will be differentiated by teacher experience level. Schools will determine which track teachers belong in based on proficiency and teachers may change tracks over the course of the school year.

What is the role of the network team and what is the role of SLTs in delivering PD?

- The ANT (Alpha Network Team) will provide PD sessions (slide deck and basic session plan) at least two weeks before the delivery date. Whenever possible, PDs will be reviewed and revised during leader weekly coaching meetings. Leaders will then have an opportunity to make additions to the PD to best suit the needs of their specific site and practice a key component of the PD with feedback.
- Leadership teams will be responsible for facilitating Track 1 and Track 2 of the PD for their respective sites. During PD implementation, leaders from the ANT will observe to collect data on facilitation and make modifications to upcoming PDs to support adult learning as necessary.

How are we providing feedback and communicating throughout the process?

- Quarterly, during interim grading days, leaders will meet to provide feedback and review the PD SAS for the quarter. These meetings will be an opportunity to provide upward feedback to the ANT based on walkthrough data and coaching and any necessary modifications to the upcoming cycle can be made.






18-19 APS Universal PD SAS

Session	New Teacher PD SAS	Veteran Teacher PD SAS
9/13	Lesson Internalization and Intellectual Prep	Creating Strong Criteria for Success, Exemplars, and Feedback Codes *Including video and student work samples from Alpha staff/students
9/20	Delivering a Strong Model	Providing Feedback to Students During the IP (Constructive Feedback and Precise Praise)
9/27	Model Video Review and Action Planning	Problem Solving and Action Planning Feedback to Students During Independent Practice
10/11	Content Day	
10/25	Facilitating Strong Independent Practice	Video Review and Action Planning: Model the Thinking
11/8	Creating Strong Exemplars to Monitor Independent Practice	Reteaching 101: Guided Discourse w/ Practice (Unpacking Misconceptions)
11/15	Aggressively Monitoring Independent Practice	Video Review and Action Planning: Guided Discourse
<i>*Shift to Content PD to Support Priority Push</i>		
Session	Math PD SAS	Humanities PD SAS
1/24	Engaging in Exemplar Intellectual Prep <ul style="list-style-type: none"> Lead Planner PD w/ Delisia 	Engaging in Exemplar Intellectual Prep
2/7	Best Practices for Implementing Small Groups	Best Practices for Implementing Small Groups
2/21	Video Analysis of Small Group Execution	Video Analysis of Small Group Execution
2/28	Intellectual Prep Planning Push	
3/14	Intellectual Prep Planning Push	
4/18	TBD- SBAC Bootcamp Push	TBD- SBAC Bootcamp Push
4/25	TBD- SBAC Bootcamp Push	TBD- SBAC Bootcamp Push

Alpha Public Schools Candidate Evaluation Rubric 2019-2020

This evaluation rubric reflects key tenets of Alpha Public Schools' priorities and targets, and includes all of our agreed Teacher Characteristics, as well as several of our Leadership Principles. This rubric outlines where interviewers should focus their attention when determining a candidate's fit and readiness to be hired into a teaching position at Alpha. Each strand in the rubric is intentionally organized to increase in difficulty, as an aid during scorecard completion and hiring decisions.

The rubric uses a four level rating scale with the following labels (aligned to Greenhouse scorecards):

-  : **Advanced** - exemplar candidate, a model for the teacher characteristics and leadership principles
-  : **Proficient** - possesses a majority of the teacher characteristics and leadership principles, but not yet an exemplar
-  : **Working Towards** - working to improve their teaching and culture in the classroom but does not meet the standards to be considered proficient
-  : **Needs Improvement** - significant gaps in meeting the standards set forth by Alpha's teacher characteristics and leadership principles
-  : **IMPORTANT: Do not use the neutral bucket**

In order to be considered Proficient or Advanced, the majority of a candidate's scores must be within those two rating levels, and the candidate must be Proficient or Advanced in ALL three of the non-negotiable rows highlighted in gray. To advance to the offer stage, candidates must receive an overall rating of Proficient or Advanced, unless we are past peak hiring season and/or have exhausted all other alternatives.

Legend:

Blue = Alpha Teacher Characteristics

Red = Leadership Principles

Culture Fit				
	Level 1: <i>Needs Improvement</i>	Level 2: <i>Working Towards</i>	Level 3: <i>Proficient</i>	Level 4: <i>Advanced</i>
Commitment to Mission	<ul style="list-style-type: none"> Does not believe that all students can achieve academic success, does not believe that college is attainable for all students Expresses negative opinions or bias when speaking about low-SES students and/or families Lacks commitment to education Does not consider building relationships with families important Appears negative or uncomfortable interacting with 	<ul style="list-style-type: none"> States that all students can achieve academic success, but shows indications they may not fully believe it; may not believe college is attainable for all Speaks mostly positively when speaking about low-SES students and/or families, but with reservations or discomfort Somewhat committed to education Provides vague strategies on how they build relationships with families Only communicates with parents when problems arise 	<ul style="list-style-type: none"> Demonstrates a clear commitment to students and states an interest in serving our student population Believes college is attainable for all students Speaks positively when speaking about/to low-SES students and/or families Displays a commitment to education, though long-term commitment may be unclear Provides concrete examples of building relationships with families communicating for both positive and constructive reasons Describes strategies for communicating with 	<ul style="list-style-type: none"> Demonstrates unwavering commitment to the student population we serve, exemplified by personal story that demonstrates commitment Believes that not only is college attainable for all students, but is a right for all students Expresses commitment to closing the opportunity gap and working with urban communities over a career Describes advanced strategies for building a strong relationship with families (i.e., home visits, schedule for calls home, etc.) Describes concrete strategies for building

	students, families		non-English speaking families	relationships with non-English speaking families
Student Growth as a Reflection of Self	<ul style="list-style-type: none"> Focuses on factors that affect learning that are outside teacher's locus of control Does not hold self accountable for student learning Attributes behavioral challenges to students Illustrates pattern of giving up when faced with a challenge 	<ul style="list-style-type: none"> Attributes student learning to factors that are both inside and outside a teacher's locus of control Expresses an understanding of the difficulties in a high needs school, but is not convicted of their ability to overcome the challenge Illustrates pattern of passing responsibility when faced with a challenge 	<ul style="list-style-type: none"> Focuses on teacher's locus of control when describing effort to drive student growth When student performance or behavior goes off track, looks to self first to understand where things went wrong Uses student growth data to inform planning 	<ul style="list-style-type: none"> Is explicit in describing their focus on locus-of-control factors to drive student growth Demonstrates a pattern of going above and beyond typical practices to facilitate student success Uses student growth data to inform planning and make real-time adjustments
One Team, One Purpose & Debate, Decide, Do	<ul style="list-style-type: none"> Does not connect their work to achieving Alpha's mission Demonstrates a need to drive decision making and passively or actively ignores or undermines decisions they disagree with Consistently does not follow prescribed structures and processes set forth by leadership Expresses multiple instances of discontentment with prior employer Does not believe collaboration improves teaching practice and works alone whenever possible 	<ul style="list-style-type: none"> Expresses inconsistencies in belief that their work will lead to fulfillment of Alpha's mission Is inconsistent in supporting decisions Does not always follow prescribed structures and processes set forth by leadership Sometimes collaborates with others but would generally prefer to go it alone; does not see collaboration as path to improvement 	<ul style="list-style-type: none"> Conveys respect for others' opinions and the ability to see others' perspectives in scenarios Demonstrates that once a decision is made, they will commit to the chosen path Enjoys collaboration and leverages team to improve practice Effectively navigates scenarios and experiences with challenging interpersonal situations (i.e., conflict with a coworker, etc.) 	<ul style="list-style-type: none"> Is committed to playing a role in helping Alpha fulfill its mission Feels a sense of belonging to the team Works to build relationships across multiple stakeholders Demonstrates desire to be a part of decision making process; collaborates and challenges ideas, and once a decision is made aligns self with chosen path regardless of whether it was their preferred option Looks for opportunities to collaborate in planning, problem solving, and school improvement
Be the Light	<ul style="list-style-type: none"> Demonstrates a negative outlook on school culture, isolating themselves and/or vocally complaining to others Does not acknowledge or respect the efforts of others Negative classroom culture Classroom management consistently framed negatively 	<ul style="list-style-type: none"> Displays a tendency to isolate themselves in their classroom or participates in complaining among adults Brings problems, not solutions Inconsistent in their acknowledgment or respect for the work of others Inconsistent classroom culture Positive-to-negative corrective ratio of XYZ 	<ul style="list-style-type: none"> Brings joy and inspiration to their work Makes an effort to propose a potential solution when raising a problem Works to acknowledge and respect the efforts of others Creates a warm and demanding classroom culture Positive-to-negative corrective ratio of XYZ 	<ul style="list-style-type: none"> Looks to be uplifting in challenging situations Actively seeks opportunities to create and inspire joy in others Makes an effort to propose a potential solution when raising a problem and enlists others in their solutions-orientation Creates a warm and demanding classroom culture that inspires curiosity and a love of learning Displays an awareness of the struggles that come with teaching, and actively works to curtail that burden for themselves and others

Instructional Delivery

	Level 1: <i>Needs Improvement</i>	Level 2: <i>Working Towards</i>	Level 3: <i>Proficient</i>	Level 4: <i>Advanced</i>
Expect and Accept Only the Best	<ul style="list-style-type: none"> Does not establish or uphold clear academic or behavioral expectations Does not respond to misbehavior (or 	<ul style="list-style-type: none"> Struggles to implement and consistently uphold academic and behavioral expectations Responds inconsistently to misbehavior 	<ul style="list-style-type: none"> Establishes clear academic and behavioral expectations Responds to misbehavior Indicates that all students should be held to 	<ul style="list-style-type: none"> Works with students in order to establish the expectations and structures for the classroom Maintains high expectations for students when confronted with setbacks; continues to focus on

	<p>response is inappropriate)</p> <ul style="list-style-type: none"> Students are not on task Does not believe that all students should be held to a high standard No data is collected from students Differentiation is not used in the classroom 	<p>(will sometimes correct an action, other times not)</p> <ul style="list-style-type: none"> Is not adept at ensuring that all students are engaging at a high level of rigor Collects some student data, but unclear how that data will assess student mastery and inform teacher next steps Rarely differentiates instruction, or differentiation has the effect of holding students to variable expectations 	<p>high standards</p> <ul style="list-style-type: none"> Sets concrete goals for student achievement Students are on task and engaged in the lesson Articulates learning objective Collects real-time data about student mastery, and attempts to address misconceptions in the moment Attempts to use data to provide differentiated support to students 	<p>students' academic success</p> <ul style="list-style-type: none"> Sets ambitious and quantifiable goals for teaching performance and/or student success Articulates learning objective that is rigorous, measurable, and bite-sized Regularly collects real-time data and uses it to inform targeted groupings where common misconceptions are deconstructed and addressed in the moment Successfully uses data to provide differentiated support to students
<p>Subject Matter Knowledge</p>	<ul style="list-style-type: none"> Exhibits gaps in content knowledge that demonstrably impede student learning Content for the model lesson is not aligned with grade level standards 	<ul style="list-style-type: none"> Exhibits accurate content knowledge, but knowledge is of unclear depth, translating to a lack of rigor in the lesson delivery Content for model lesson is inconsistent in its alignment with grade level standards 	<ul style="list-style-type: none"> Displays sufficient knowledge of key concepts Makes content meaningful to the students Is able to break down key concepts into bite-sized pieces for students Content for the model lesson is consistent and aligned with grade level standards 	<ul style="list-style-type: none"> Displays an extensive knowledge of content and key concepts Addresses the multiple and varied needs of students in the classroom, demonstrating the ability to teach one concept in multiple ways Break down complex ideas in a way that leads to student mastery
<p>Appropriate Cognitive Load for Students</p>	<ul style="list-style-type: none"> Executes all or nearly all the problem solving on students' behalf Provides answers without sufficient wait time Skips one or more components of model lesson (mini-lesson, GP, IP, etc.) Content not aligned with grade level standards Students not held accountable for responding to questions or engaging with material 	<ul style="list-style-type: none"> Inconsistent effort to engage students in content & holding them accountable to questions Some attempt at appropriate cognitive load but end result is lopsided (i.e., teacher is doing most of the work OR students are expected to carry the load without sufficient prep) Some wait time for answers but inconsistent All lesson components evident, but time allocation not aligned with APS model (e.g., rushes to IP) Limited CFUs and/or not all students involved in CFUs 	<ul style="list-style-type: none"> Appropriate balance of tasks along Bloom's taxonomy Scaffolds lesson to ensure gradual shift of cognitive work from teacher to student Appropriate wait time in questioning Appropriate balance of time between lesson components (follows guidelines +/- 3min.) CFUs involve all students 	<ul style="list-style-type: none"> Deliberately ascends Bloom's taxonomy Successful "I do, we do, you do" sequencing ensures students are carrying the bulk of the cognitive load by the end of the lesson Uses scaffolded questioning to break down concepts as needed CFUs involve all students at regular intervals, with teacher adjusting accordingly when needed
<p>Systems & Routines</p>	<ul style="list-style-type: none"> Consistently fails to appropriately address student misbehavior Has not established clear systems and routines Sacrifices more than four minutes of instructional time due to ineffective systems and routines Expresses unwillingness to implement and support school-wide systems and routines Students are not aware of the teacher's systems and procedures 	<ul style="list-style-type: none"> Struggles to establish and maintain systems and routines, leading to inconsistency addressing student misbehavior Occasionally loses instructional time (up to two minutes total) due to inconsistent systems and routines Expresses discomfort or unconvincing willingness to implement and support school-wide systems and routines Students are aware of some systems and procedures but not all 	<ul style="list-style-type: none"> Establishes effective systems and procedures, proactively responding to any student misbehavior Procedures are efficient and little to no instructional time is lost (less than two minutes total) Systems and procedures in model lesson align with the school's vision for culture Expresses willingness to implement and support school-wide systems and routines Student behavior is generally consistent with established systems and procedures 	<ul style="list-style-type: none"> Establishes age-appropriate systems and procedures that operate seamlessly, maximize instructional time, and minimize off-task behavior Procedures are highly efficient Students take ownership of systems and procedures and require minimal prompting from teacher Expresses enthusiasm that Alpha has school-wide systems and routines Response to off-task behavior is proactive and includes appropriate balance of accountability and support, with an emphasis on keeping students in class

Continuous Improvement

	Level 1: <i>Needs Improvement</i>	Level 2: <i>Working Towards</i>	Level 3: <i>Proficient</i>	Level 4: <i>Advanced</i>
Feedback Is The Breakfast of Champions	<ul style="list-style-type: none"> • Is not receptive to feedback, or demonstrates a negative outlook on feedback • Expresses no interest in PD, or does not see its benefit • Unable to identify own areas for growth • Does not model a growth mindset • Does not implement feedback 	<ul style="list-style-type: none"> • Appears uncomfortable or defensive when receiving feedback, perhaps focusing on factors outside their locus of control • Does not show particular interest in PD and/or coaching opportunities at Alpha • Inconsistent in modeling a growth mindset • Inconsistent in implementing feedback 	<ul style="list-style-type: none"> • Reflects on successes and failures, demonstrating awareness of strengths and areas for growth • Expresses interest in feedback • Considers PD a beneficial value-add to their work and shows interest in PD opportunities at Alpha • Consistently models a growth mindset • Makes a clear, consistent attempt to make adjustments based on feedback 	<ul style="list-style-type: none"> • Proactively seeks out feedback and support • Works with urgency to improve, and provides specific and actionable feedback to others • Expresses persistence in offering viable and realistic strategies to overcome challenges • Analyzes situations thoroughly and generates multiple effective strategies • Gives concrete examples of setbacks in past experiences and is able to maintain appropriate focus and optimism • Consistently demonstrates a growth mindset and demonstrates enthusiasm for continuous improvement • Consistently and successfully adjusts practice based on feedback
Keep Small Problems Small	<ul style="list-style-type: none"> • Approaches conflicts with a negative mindset • Does not consider others perspectives, is not interested in apologizing if they make a mistake • Disregards the opinion of others • Raises concerns in a way that escalates conflict 	<ul style="list-style-type: none"> • Approaches conflicts with hesitancy -- often waits to confront conflict • Is hesitant to take responsibility for mistakes or missteps • Only partly considers the opinion/perspective of others 	<ul style="list-style-type: none"> • Takes responsibility for mistakes or missteps • Works to build shared understanding • Approaches conflict with an open mind and assuming good intentions 	<ul style="list-style-type: none"> • Approach conflict proactively and promptly with the best intent • Works to build shared understanding, learning, and trust • Speaks candidly, listens attentively, expresses gratitude, and treats others with respect

Alpha Public Schools Candidate Evaluation One-Pager



Differentiating between "Working Towards" and "Proficient"

	Working Towards	Proficient
Culture Fit	Commitment to Mission <ul style="list-style-type: none"> States that all students can achieve academic success, but shows indications they may not fully believe it; may not believe college is attainable for all Speaks mostly positively when speaking about low-SES students and/or families, but with reservations or discomfort Somewhat committed to education Provides vague strategies on how they build relationships with families Only communicates with parents when problems arise 	<ul style="list-style-type: none"> Demonstrates a clear commitment to students and states an interest in serving our student population Believes college is attainable for all students Speaks positively when speaking about/to low-SES students and/or families Displays a commitment to education, though long-term commitment may be unclear Provides concrete examples of building relationships with families communicating for both positive and constructive reasons Describes strategies for communicating with non-English speaking families
	Student Growth as a Reflection of Self <ul style="list-style-type: none"> Attributes student learning to factors that are both inside and outside a teacher's locus of control Expresses an understanding of the difficulties in a high needs school, but is not convicted of their ability to overcome the challenge Illustrates pattern of passing responsibility when faced with a challenge 	<ul style="list-style-type: none"> Focuses on teacher's locus of control when describing effort to drive student growth When student performance or behavior goes off track, looks to self first to understand where things went wrong Uses student growth data to inform planning
	One Team, One Purpose & Debate, Decide, Do <ul style="list-style-type: none"> Expresses inconsistencies in belief that their work will lead to fulfillment of Alpha's mission Is inconsistent in supporting decisions Does not always follow prescribed structures and processes set forth by leadership Sometimes collaborates with others but would generally prefer to go it alone; does not see collaboration as path to improvement 	<ul style="list-style-type: none"> Conveys respect for others' opinions and the ability to see others' perspectives in scenarios Demonstrates that once a decision is made, they will commit to the chosen path Enjoys collaboration and leverages team to improve practice Effectively navigates scenarios and experiences with challenging interpersonal situations (i.e., conflict with a coworker, etc.)
	Be the Light <ul style="list-style-type: none"> Displays a tendency to isolate themselves in their classroom or participates in complaining among adults Brings problems, not solutions Inconsistent in their acknowledgment or respect for the work of others Inconsistent classroom culture Positive-to-negative corrective ratio of XYZ 	<ul style="list-style-type: none"> Brings joy and inspiration to their work Makes an effort to propose a potential solution when raising a problem Works to acknowledge and respect the efforts of others Creates a warm and demanding classroom culture Positive-to-negative corrective ratio of XYZ

	Working Towards	Proficient
Instructional Delivery	Expect and Accept Only the Best <ul style="list-style-type: none"> Struggles to implement and consistently uphold academic and behavioral expectations Responds inconsistently to misbehavior (sometimes corrects action, sometimes not) Is not adept at ensuring that all students are engaging at a high level of rigor Collects some student data, but unclear how that data will assess student mastery and inform teacher next steps Rarely differentiates instruction, or differentiation has the effect of holding students to variable expectations 	<ul style="list-style-type: none"> Establishes clear academic and behavioral expectations Responds to misbehavior Indicates that all students should be held to high standards Sets concrete goals for student achievement Students on task and engaged in the lesson Articulates learning objective Collects real-time data about student mastery, and attempts to address misconceptions in the moment Attempts to use data to provide differentiated support to students
	Subject Matter <ul style="list-style-type: none"> Exhibits accurate content knowledge, but knowledge is of unclear depth, translating to a lack of rigor in the lesson delivery Content for model lesson is inconsistent in its alignment with grade level standards 	<ul style="list-style-type: none"> Displays sufficient knowledge of key concepts Makes content meaningful to the students Makes key concepts bite-sized for students Content for the model lesson is consistent and aligned with grade level standards
	Appropriate Cognitive Load for Students <ul style="list-style-type: none"> Inconsistent effort to engage students in content & hold accountable to questions Some attempt at appropriate cognitive load but end result is lopsided (i.e., teacher is doing most of the work OR students are expected to carry the load without sufficient prep) Some wait time for answers but inconsistent All lesson components evident, but time allocation not aligned with APS model (e.g., rushes to IP) Limited CFUs and/or not all students involved in CFUs 	<ul style="list-style-type: none"> Appropriate balance of tasks along Bloom's taxonomy Scaffolds lesson to ensure gradual shift of cognitive work from teacher to student Appropriate wait time in questioning Appropriate balance of time between lesson components (follows guidelines +/- 3min.) CFUs involve all students
	Systems and Routines <ul style="list-style-type: none"> Struggles to establish and maintain systems and routines, leading to inconsistency addressing student misbehavior Occasionally loses instructional time (2+ min. total) to inconsistent systems / routines Expresses discomfort or unconvincing willingness to implement and support school-wide systems and routines Students are aware of some systems and procedures but not all 	<ul style="list-style-type: none"> Establishes effective systems and procedures, proactively responds to student misbehavior Procedures are efficient and little to no instructional time is lost (<2 min. total) Systems and procedures in model lesson align with the school's vision for culture Expresses willingness to implement and support school-wide systems and routines Student behavior is generally consistent with established systems and procedures

+

Continuous Improvement	Feedback is the Breakfast of Champions <ul style="list-style-type: none"> Appears uncomfortable or defensive when receiving feedback, perhaps focusing on factors outside their locus of control Does not show particular interest in PD and/or coaching opportunities at Alpha Inconsistent in modeling a growth mindset Inconsistent in implementing feedback 	<ul style="list-style-type: none"> Reflects on successes and failures, demonstrating awareness of strengths and areas for growth Expresses interest in feedback Considers PD a beneficial value-add to their work and shows interest in PD opportunities at APS Consistently models a growth mindset Makes a clear, consistent attempt to make adjustments based on feedback
	Keep Small Problems Small <ul style="list-style-type: none"> Approaches conflicts with hesitancy -- often waits to confront conflict Is hesitant to take responsibility for mistakes or missteps Only partly considers the opinion/perspective of others 	<ul style="list-style-type: none"> Takes responsibility for mistakes or missteps Works to build shared understanding Approaches conflict with an open mind and assuming good intentions



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Assistant Principal, Alpha Instructional Team

Do you believe that all students can achieve academic success? Are you passionate about leading adults, and inspiring and equipping them to change students' educational trajectories? Are you a strong communicator and collaborator who is excited by the opportunity to lead a team in executing their goals?

If so, a position as an Assistant Principal at Alpha may be the role you're looking for. We are looking for enthusiastic leaders to uphold high expectations for students and adults, and to provide a balance of support and accountability for all staff. You would be responsible for creating and sustaining a learning environment that supports excellent, high quality instruction and a joyful, achievement-oriented culture.

What you'll do...

- **Embody** the mission, vision, and core beliefs of the school and the Alpha Public Schools network
- **Execute** all day-to-day leadership responsibilities:
 - Support the principal in achieving ambitious school-wide vision and goals aligned to the Alpha network vision, goals, and priorities, leading students to master rigorous academic content that prepares them for college
 - Ensure high-rigor, high-engagement instruction in all classrooms
 - Execute on school-wide behavior management systems, expectations, and incentives across the school site and refine as necessary
 - Promote Alpha's staff culture, mindsets, and values by managing self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued
 - Plan and lead teacher professional development sessions
 - Formally supervise, observe, and evaluate school staff
 - Use data-driven cycles with leaders and teachers to analyze academic and culture data, problem solve, and generate next steps and accountability systems
 - Support the needs of diverse learners, by ensuring differentiated instruction in classrooms, appropriate tiered interventions, and attending IEP and 504 meetings

- Create opportunities for meaningful parent involvement and champion parent engagement

You stand out by exemplifying Alpha's Leadership Principles:

- **One Team. One Purpose:** We have a clear North Star, and we all understand our responsibilities in helping Alpha achieve its mission. We feel a sense of belonging to the team, are committed to our work, and recognize and celebrate that we are part of something greater than ourselves.
- **Be the Light:** We look for opportunities to be uplifting in challenging situations, to create and inspire joy among teammates, and to respect and acknowledge the efforts of others.
- **Trust = Character + Competence:** We are always looking for opportunities to earn, build, maintain, and (when necessary) rebuild trust. We try always to do what is right, lead with humility and vulnerability; speak candidly; listen attentively; express gratitude; treat others respectfully; and employ social practices that advance the interests of others, such as empathy, collaboration, open mindedness, fairness, and generosity. We demonstrate competence by doing what we've promised to do.
- **Keep Small Problems Small:** We approach conflict promptly and with the best intent, to build shared understanding, learning, and trust. We always apologize when we've made a mistake.
- **Feedback is the Breakfast of Champions:** We demonstrate a developmental mindset by enthusiastically and positively asking for and receiving feedback and support, urgently working to improve, and giving specific and actionable feedback to others.
- **Expect and Accept Only the Best:** We consistently hold high standards, and we relentlessly pursue excellence. We care deeply about the outcomes that occur on our watch, about achieving our goals, and about keeping our promises, and so we find a way, or we make a way.
- **Debate, Decide, and Do:** When a decision is being made, we look at data, solicit opposing views, collaborate with teammates, and challenge ideas when we disagree. Whenever possible, we seek meaningful input from those who will be responsible for implementing decisions and those who will be affected by them. Once a decision is made, everyone commits wholly and builds alignment and commitment to the chosen path.

Minimum qualifications:

- Bachelor's degree
- Valid California teaching and/or administrative services credential
- Instructional coaching experience
- Performance management experience highly desired
- Conversational Spanish or Vietnamese a plus

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

5th-8th Grade ELA/SS Teacher, Alpha Instructional Team

Do you believe that all students can achieve academic success? Are you passionate about working with students and helping to change their educational trajectories? Are you a strong collaborator who is excited by the opportunity to support a team in executing their goals?

If so, a position as a teacher at Alpha may be the role you're looking for. We are looking for enthusiastic teachers to uphold high expectations, foster and facilitate the intellectual and social development of our scholars. Alpha teachers approach instruction with patience and creativity, using activities and instructional methods that will motivate scholars. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career.

What you'll do...

- **Embody** the mission, vision and core beliefs of the school
- **Teach** and enforce school-wide systems, structures, and rules
- **Execute** all day-to-day teaching responsibilities:
 - Develop lesson plans and supplementary materials
 - Teaching curricula aligned to Common Core standards along with personal, social and emotional skills
 - Organize learning materials and resources
 - Maintain an open line of communication with families and staff to provide appropriate information
 - Assess and analyze students' performance and progress to ensure they are mastering developmental skills regularly
 - Instruct students in the proper use, care, and safe handling of equipment
 - Establish and maintain standards of student behavior for a productive learning environment during class sessions
 - Engage in professional development opportunities
- **Instruction & Delivery**
 - Reflect regularly on teaching practice and act on constructive feedback

- Engage in collaborative curriculum development, data analysis, and problem solving

You stand out by being...

- **Relationship Oriented:** You build strong relationships with scholars and adults alike, and you successfully strike a balance of nurturing and firm in your communication with scholars
- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks
- **Committed:** You are committed to working with students in traditionally underserved communities.
- Minimum qualifications:
 - Bachelor's degree
 - Valid California teaching credential
 - Subject matter expertise
 -

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Office Manager

Do you believe that all students can achieve academic success? Are you passionate about working with students and helping to change their educational trajectories? Are you a strong collaborator who is excited by the opportunity to support a team in executing their goals?

If so, a position as an **Office Manager** at Alpha may be the role you're looking for. We are looking for enthusiastic individuals to uphold high expectations, foster and facilitate the intellectual and social development of our scholars.

All members of the Alpha team (students, families, staff) are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career.

What you'll do...

- **Embody** the mission, vision and core beliefs of the school
- **Personify** the value of customer service as the "face" of the school;
- **Manage** the school's front office and all aspects of ensuring day-to-day front office operations runs smoothly
- **Execute and maintain** important school systems and procedures, including student data management, student records, finances, procurement
- **Support** school leadership with a variety of projects and activities
- **Plan** and facilitate important school events and field trips

You stand out by being...

- **Relationship Oriented:** You build strong relationships with scholars and adults alike, and you successfully strike a balance of nurturing and firm in your communication with scholars

- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks
- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Committed:** You are committed to working with students in traditionally underserved communities.
- Minimum qualifications:
 - Bilingual in English (fluent) and Spanish (conversational or better) required
 - College degree preferred; High School diploma or GED equivalent required
 - 1+ years of relevant office experience

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Education Specialist, Alpha Instructional Team

Do you believe that all students can achieve academic success? Are you passionate about working with students and helping to change their educational trajectories? Are you a strong collaborator who is excited by the opportunity to support a team in executing their goals?

If so, a position as an Education Specialist at Alpha may be the role you're looking for. We are looking for enthusiastic individuals to uphold high expectations, foster and facilitate the intellectual and social development of our scholars. Alpha's approach to instruction is with patience and creativity, using activities and instructional methods that will motivate scholars. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career.

What you'll do...

- **Embody** the mission, vision and core beliefs of the school
- **Teach** and enforce school-wide systems, structures, and rules
- **Execute** all day-to-day responsibilities:
 - Provide specialized academic instruction to identified students with disabilities who meet eligibility criteria established by federal and state law
 - Provide push in, pull out, and/or consultative specialized academic instruction for students with disabilities
 - Serve as an inclusion classroom teacher, which includes creating lesson plans based on provided unit plans, planning assessments, grading and maintaining a gradebook, and supporting a small classroom of learners
 - Provide legally defensible implementation of services, supports,

- accommodations, and modifications as provided by students' IEPs
- Demonstrate knowledge of and compliance with special education laws, as well as school policies and procedures
- Collaborate with general education teachers to ensure consistent implementation of IEPs across all school environments
- Prepare daily lesson plans utilizing a variety of instructional strategies and techniques based on individual need
- Utilize assessment results, both formal and informal, to develop legally defensible and data-driven IEPs
- Participate in all professional development meetings/retreats and opportunities to further enhance your expertise as a teacher and leadership skills as an Alpha employee
- Maximize personalized learning by creatively leveraging blended learning resources and adjusting teaching practices to ensure high student achievement
- Establish and maintain standards of student behavior for a productive learning environment during class sessions
- Engage in professional development opportunities

Relationship Management & Leadership

- Coach Paraprofessionals during ongoing Professional Development
- Participate in SPED Leadership Meetings; add value to help strategize initiatives for the 19/20 school year.
- Work on special leadership projects as they become available at each work site.
- Manage behaviors within resource room, and support school community in managing larger-scale Tier 2 behavior interventions
- Create a safe, fun and academically challenging classroom culture
- Hold all students to high expectations both academic and behavior
- Develop positive relationships with students, families, and colleagues

Data Driven

- Collect data on and monitor individual student performance, adjusting instruction and supports as necessary to ensure progress toward IEP goals
- Use data to refine curriculum, inform instructional practices, and drive progress towards academic standards

You stand out by being...

- **Relationship Oriented:** You build strong relationships with scholars and adults alike, and you successfully strike a balance of nurturing and firm in your communication with scholars
- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently

- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks
- **Committed:** You are committed to working with students in traditionally underserved communities.
- Minimum qualifications:
 - Bachelor's degree
 - Valid California Teaching or Education Specialist Credential (Special Education - Mild to Moderate), intern credential or equivalent and Bachelor's Degree, including all courses needed to meet credential requirements.
 - NCLB Compliant
 - Conversational Spanish or Vietnamese a plus

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



POSITION: Associate Teacher

**multiple openings*

REPORTS TO: Assistant Principal

KEY RELATIONSHIPS

- Alpha Public Schools students and families
- Alpha school leaders, office manager, teachers, education specialists and network staff

LOCATION: San Jose, CA

- Alpha: Blanca Alvarado Middle School (5th-8th)
- Alpha: Jose Hernandez Middle School (5th-8th)
- Alpha: Cindy Avitia High School (9th-11th)

ORGANIZATIONAL OVERVIEW

Alpha Public Schools is a network of public charter schools serving the students of East San Jose. Alpha students, families and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

ROLE SUMMARY

Alpha is seeking entrepreneurial staff members who will thrive in a dynamic startup environment. We have high expectations for all students and a willingness to work hard, doing whatever is necessary to ensure the success of every student. We possess a growth mindset, strong personal character, and a consistent track record of high performance that is results-oriented. We are hardworking, punctual, urgent, energetic, and embrace a spirit of self-reflection with a constant desire to improve. Finally, we hold a deep belief that all students can succeed in college, and that it is the responsibility of school staff to ensure that success.

RESPONSIBILITIES

- Implement curricula aligned to Common Core standards
- Provide coverage inside and outside of the classroom for teachers who are absent on a short- or long-term basis
- Prepare to step in as the full-time teacher of record should a Teacher resign or move mid-year
- Participate in all professional development meetings/retreats and opportunities to further enhance your expertise as a teacher and leadership skills as an Alpha employee
- Reflect regularly on teaching practice and act on constructive feedback
- Work with small groups of students and provide remediation support, as needed
- Support with arrival, dismissal and lunch duty, as needed
- Ensure a safe, fun and academically challenging classroom culture
- Reinforce the school-wide behavior management systems and expectations
- Build on the student core values and personalized leadership training in and outside of the classroom
- Hold all students to high expectations both academic and behavior
- Develop positive relationships with students, families, and colleagues

QUALIFICATIONS

- **EXPERIENCED:** Alpha teachers typically have 1-5 years of teaching experience in an urban public school and Alpha teachers must hold a valid teaching credential.

- **DRIVEN:** Alpha teachers have a relentless drive to advance the minds and lives of students in and out of the classrooms. They have a strong sense of personal responsibility.
- **ENTREPRENEURIAL:** Alpha teachers are risk takers who innovate in the classroom to best suit the needs of students. They learn from data, and act on constructive criticism to improve their craft.
- **COLLABORATIVE:** Alpha teachers engage in regular problem solving and curriculum construction in grade level teams. They demonstrate strong communication and relationship building with students, families, and colleagues.
- **FLEXIBLE:** Alpha teachers adapt to meet the needs of students and a startup work environment.
- Bachelor's Degree
 - Please provide Unofficial Transcript(s)
- Former teaching or student teaching experience a plus, but not required
- Valid California Substitute Teaching Permit, required
 - California Multiple or Single Subject Teacher Credential, a plus but not required
- Conversational Spanish or Vietnamese a plus

What Alpha Offers

As a staff member, you will change the educational and economic trajectory of students who otherwise would not attend college. You will significantly and directly impact the success and direction of a startup charter school, and have the opportunity to advance into a leadership role within a rapidly growing organization.

Alpha Offers

- Competitive starting salaries
- Excellent medical benefits
- Pathways to leadership and specialization
- Frequent instructional coaching and administrative support
- A safe, engaging, dynamic work environment
- Technology needs, including a laptop computer, email, and class web page
- A remarkably supportive staff and mission-driven organization

Apply to work at Alpha:

Please submit your application online

1. Resume
2. A cover letter that includes the following:
 - a. Why do you want to work at Alpha Public Schools? (250 words or less)
 - b. Describe an experience that required you to be flexible and adaptable. (250 words or less)

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

If you have any questions, reach out to the Recruitment Team at jobs@alphapublicschools.org.

Teacher Resident (2019-2020)

at Alpha Public Schools

Alpha Public Schools

POSITION: Teacher Resident

**multiple openings*

REPORTS TO: Assistant Principal

KEY RELATIONSHIPS

- Alpha Public Schools students and families
- Alpha school leaders, office manager, teachers, education specialists and Network staff

LOCATION: Alpha Public Schools, San Jose, CA

ROLE SUMMARY

Alpha is seeking entrepreneurial Teacher Residents who will thrive in a dynamic startup environment. Teacher Residents are entrusted with advancing the mission of Alpha Public Schools through supporting all students in meeting behavioral, cultural and academic expectations. Teacher Residents will gain hands-on experience inside and outside the classroom, participate in school-wide professional development, lead instruction, and receive frequent feedback and coaching. Teacher Residents are supported and held accountable by their Lead Teacher, Teacher Residency Manager, and Site Manager.

Teacher Residents will be participating in our year-long *Project 408, Teacher Residency Program*, where individuals will spend the school year learning the foundations of teaching. Teacher Residents will have the benefit of spending significant time with students by leading instruction via a gradual release model, receiving meaningful professional development, and receive frequent feedback and coaching. All Teacher Residents will pursue a teaching credential with our credential partner. In completing the Residency year, Teacher Residents are prepared to be certified teachers in the state of CA and in the strongest position to take on a full-time teaching role within Alpha Public Schools.

Alpha Offers Residents:

- ****75% of Credential paid for by Alpha****
- **Competitive salary amongst other Residency Programs**
- Excellent medical, dental and retirement benefits

Commented [1]: JD copied from Alpha website -- couldn't find JD in any folder

- Exposure and responsibilities across a diverse and varied grade-level and content subject area experience
- Frequent instructional coaching and high level of support
- Pairing with a lead teacher
- A remarkably supportive staff and mission-driven organization
- A parent community committed to educational excellence

Apply to work at Alpha:

Please submit the following:

1. Resume
2. A cover letter that includes the following:
 1. Why do you want to pursue a teaching career? (250 words or less)
 2. Describe a time you faced an immense challenge. What was the situation and how did you overcome it? (250 words or less)

Space is limited for each school year

QUALIFICATIONS

- **RELATIONSHIP BUILDER:** Engage and work closely with fellow staff members; demonstrate strong communication and relationship building with students, families, and colleagues
- **COMMITTED:** Strong desire and commitment to working with students in a K-12 setting and the ability to motivate and support diverse students in reaching high levels of academic success
- **ENTREPRENEURIAL:** Take risks, innovate and problem-solve to best meet the needs of students and learn from data to improve student learning
- **DRIVEN:** Relentless drive to advance the minds and lives of students in and out of the classrooms and have a strong sense of personal responsibility
- **FLEXIBLE:** Adapt to meet the needs of students and a startup work environment
- Bachelor's Degree, required
- Minimum GPA: 3.0 cumulative, (2.75-3.0 with additional verification may be acceptable)
- Baseline content of foundational math/literacy
- Conversational Spanish or Vietnamese a plus
- Openness to feedback, desire to continue development as a professional, and commitment to the teaching profession
- Excellent decision making and problem solving skills
- Stellar interpersonal and communications skills
- Exceptional organizational skills
- Previous work experience with age range of students a plus

RESPONSIBILITIES

Instruction & Delivery

- Embody mission and vision of school
- Internalize content of subject/grade/lesson and support teachers in the creation of rigorous, standards-aligned curriculum including scope and sequence, unit plans, and lesson plans.
- Analyze student work
- Teach & enforce school-wide systems, rules & consequences, disciplinary codes, and rewards at all times
- Provide engaging, motivating, and rigorous instruction in whole-class, small group and individual settings
 - A deeper understanding of content and instructional strategies
- Provide academic support and tutoring to small groups or individual students as needed
- Implement pre-planned curriculum aligned to Common Core standards when serving as a substitute teacher
- Participate in all professional development meetings/retreats and opportunities to further enhance your expertise as an educator and leadership skills as an Alpha employee
- Proctor student assessments as necessary
- Plan and implement student academic interventions as required
- Communicate regularly and proactively with students and families
- Continuously reflect and act on feedback to make productive changes in instructional practices and overall performance
- Participate in additional duties and assigned responsibilities needed throughout the year

Residency Program

- Complete all requirements and milestones required in the Teacher Residency Program set by Alpha and the credentialing program
- Participate in monthly Resident meetings/dinners and trainings
- Meet all Intern Credential requirements as stated by the credentialing program

Data & Student Achievement

- Support teachers and students with all blended learning applications to ensure data is collected in a timely and accurate manner
- Analyze data with school leaders and classroom teachers as needed
- Analyze student achievement data and action plan accordingly in collaboration with staff and leadership.

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

If you have any questions, reach out to the Recruitment Team at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Specials Teacher, Alpha Instructional Team

Are you a highly motivated and energetic individual ready for the chance to run your own elective class? Are you passionate about working with students and helping to change their educational trajectories? Are you a strong collaborator who is excited by the opportunity to support a team in executing their goals?

If so, Alpha's Specials Teacher role may be just what you're looking for. As a Specials Teacher, you will join the K-8 instructional team and be responsible for creating a classroom environment that develops in each student an awareness of the role of their Specials subject as a part of their education. The lessons you conduct will contribute to a classroom environment that encourages creative thinking with challenging projects. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career. As a Specials Teacher, you will play a major role in this work.

What you'll do...

- **Embody** the mission, vision and core beliefs of the school
- **Design** Specials classes for grades K-8
 - *Preference for those interested in teaching **Art, Music, Technology, Computer Science, or Spanish***
- **Teach** and enforce school-wide systems, structures, and rules
- **Execute** all day-to-day teaching responsibilities; for example, for a Technology specials teacher, this might include the following activities:
 - Teach skills, knowledge, and scientific attitudes through courses in technology education to students
 - Develop lesson plans and supplementary materials
 - Instruct students in the proper use, care, and safe handling of equipment
 - Establish and maintain standards of student behavior for a productive learning environment during class sessions
 - Evaluate each student's growth in knowledge and skills in the course being taught
 - Communicate with parents and school counselors on student progress

- o Supervise students in assigned out-of-classroom activities during the working day
 - o Participate in professional development opportunities
- **Support** teachers and leaders in the execution of the academic program, including but not limited to:
 - o Running small group instructional push-ins and pullouts
 - o Conducting assessments
 - o Covering classes as needed
 - o Managing technology
 - o Assisting in the day-to-day operations of the school

You stand out by being

- **Relationship Oriented:** You build strong relationships with scholars and adults alike, and you successfully strike a balance of nurturing and firm in your communication with scholars
- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks
- **Committed:** You are committed to working with students in traditionally underserved communities.
- Minimum qualifications:
 - o Bachelor's degree
 - o Valid California teaching credential
 - o Subject matter expertise

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



POSITION: School Counselor

REPORTS TO: Director of Special Education

KEY RELATIONSHIPS

- Alpha Special Education Team
- School Leaders
- Teachers
- Students

LOCATION: San Jose, CA

ALPHA'S MISSION

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

ROLE SUMMARY

Alpha's School Counselor will provide support to the instructional process with specific responsibility for managing the placement of assigned students; providing information and recommendations to parents and students; and assisting in the development of goals and plans for achievement of all students within the Alpha Public Schools network of schools.

The ideal candidate displays characteristics of a strong sales person, knows how to effectively communicate with others, has the entrepreneurial spirit required for a startup, and deeply believes in the no excuses/high expectations world of charter success. A growth mindset and strong mission alignment will be the defining characteristics of successful applicants.

QUALIFICATIONS

- **DRIVEN:** Alpha staff members have a sustained commitment to the school and workplace that demonstrates persistence and drive to complete a job.
- **ENTREPRENEURIAL:** Alpha staff members demonstrate risk taking, innovation, self-confidence, and the ability to push oneself beyond one's comfort zone.
- **RELATIONSHIP BUILDER:** Alpha staff members demonstrate how they have leveraged relationships to improve outcomes for students and will develop strong relationships with Alpha students, families, and staff
- **FLEXIBLE:** Alpha staff members adapt to meet the needs of the organization and a startup work environment
- Compassionate and empathetic; positive even when facing challenging circumstances
- Eager to develop systems and policies for an emerging department
- Experience managing mental health crises, including 5150s, a plus
- Experience in school-based counseling settings a plus
- Experience as being a part of an IEP team a plus

- Bachelor's degree, required

- Masters in Counseling related field, LMFT preferred

- 4+ years of professional experience

- Fluent in Spanish or Vietnamese a plus

RESPONSIBILITIES

- General Counseling (over half of time)
 - Support school staff in the development of academic/classroom plans to better support the social/emotional needs of the student
 - Complete required paperwork and reporting as necessary
 - Support Tier 2 and 3 social/emotional interventions
 - Pull students for as needed 'check ins,' and provide guidance and recommendation to school staff regarding student needs moving forward (e.g. check in/check out systems, more consistent counseling, referrals to outside agencies, etc.)
- Mental Health Counseling (Less than half of time)
 - Develop and execute group counseling sessions focusing on a number of different areas (e.g. social skills, emotional regulation, trauma, etc.)
 - Manage and hold individual counseling sessions with a variety of students as necessary across the school site
 - Provide consult support in addressing mental health-related behavior of students
 - Collaborate with outside mental health providers to streamline student care
- School-Based Support
 - Provide guidance to school staff around screening students for inclusion in mental health interventions
 - Collaborate with students' IEP teams to write social/emotional present levels and to develop and track progress on counseling goals
 - Conduct trainings for school staff around supporting the social/emotional needs of students
 - Collaborate with school staff and community agencies to support families in accessing outside mental health services
 - Conduct risk assessments for students in crisis, and manage crisis referrals to emergency agencies as necessary
 - Serve as a thought partner for other staff regarding mental health and social/emotional development
- Network Support
 - Collaborate with the Director of Special Education to build out Alpha's mental health program
 - Collaborate with the Director of Special Education and school leaders to develop systems and policies around qualifying students for mental health support

Apply to work at Alpha:

Please send the following at jobs@alphapublicschools.org:

1. Resume
2. A cover letter

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Recess Attendant, Instructional Team

Do you thrive when building strong relationships and working in a fast-paced, mission-driven environment? Are you excited about ensuring all of the spaces where students learn in is exciting and functioning? Are you excited about making the campuses run effectively?

If so, Alpha's School Recess Attendant role may be just what you're looking for. As the Recess Attendant, you will be at the campuses daily, ensuring that students are safe, and supporting the campus. You will be a key player in ensuring our campuses are their best!

What you'll do...

- **School Support:**
 - Help to support students and teachers during lunch and recess
 - Ensure and maintain student safety, dining etiquette, and order

You are good at...

- **Problem solving:** Identifying and helping to solve issues around campus
- **Innovative:** Creating solutions that are long term or permanent
- **Results oriented:** Following up on and completing a list of tasks. Self-motivated and ability to work independently.

You really set yourself apart by being...

- Able to problem-solve creatively and determinedly in the face of thorny, unexpected challenges
- Driven to deliver and inclined to operate with a strong sense of urgency and detail orientation
- Strong relationship building and communication skills
- Ability to utilize online sites and proactively monitor requests

Hours: 10-1

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Office Assistant, School Operations Team

Do you enjoy building and fostering relationships? Are you excited about creating a warm and welcoming culture? Are you a strong collaborator who is excited by the opportunity to support a team in reaching their goals?

If so, Alpha's Office Assistant role may be just what you're looking for. As the Office Assistant you will join the School Operations Team, and help to amplify Alpha's impact in the community. The Office Assistant will be responsible for performing a number of key clerical and operational duties in order to maintain an efficient office environment. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career. As an Office Assistant, you will play a major role in supporting this work.

What you'll do...

- **Embody** the mission, vision and core beliefs of Alpha
- **Support** the school by executing on administrative duties and all day-to-day office responsibilities in a timely and efficient manner
- **Manage** student data and records by ensuring that filing and data entry meet compliance requirements
- **Build** strong relationships with scholars, families, and Alpha staff to support with family engagement and student recruitment. Support with logistics for family and community meetings and events
- **Maintain** a safe and healthy campus environment by ensuring safety information and evacuation plans are updated and distributed and emergency and safety equipment are replenished and working

You stand out by being...

- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks

- **Customer service oriented:** You have the ability to communicate and navigate effectively and graciously with situations requiring tact and judgement
- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- Minimum qualifications:
 - High School Diploma - Required
 - Bilingual Spanish/English – Required
 - Highly proficient in Microsoft Excel, PowerPoint, Word and Google applications

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Morning Attendant, School Operations Team

Do you enjoy building and fostering relationships? Are you excited about creating a warm and welcoming culture? Are you a strong collaborator who is excited by the opportunity to support a team in reaching their goals?

If so, Alpha's Morning Attendant role may be just what you're looking for. As the Morning Attendant you will join the School Operations Team, and help to amplify Alpha's impact in the community. The Morning Attendant will be responsible for performing a number of key duties in order to maintain a well organized environment. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career. As an Office Assistant, you will play a major role in supporting this work.

What you'll do...

- **Embody** the mission, vision and core beliefs of Alpha
- **Support** the school by executing on morning duties, such as:
 - Opening up the campus
 - Cleaning up the school
 - Serving Breakfast to scholars
- **Build** strong relationships with scholars, families, and Alpha staff to support with family engagement
- **Maintain** a safe and healthy campus environment

You stand out by being...

- **Collaborative:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Organized:** You are self-motivated and reliable, with the ability to plan and execute on tasks
- **Customer service oriented:** You have the ability to communicate and navigate effectively and graciously with situations requiring tact and judgement

- **Focused on Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

K-8 Principal

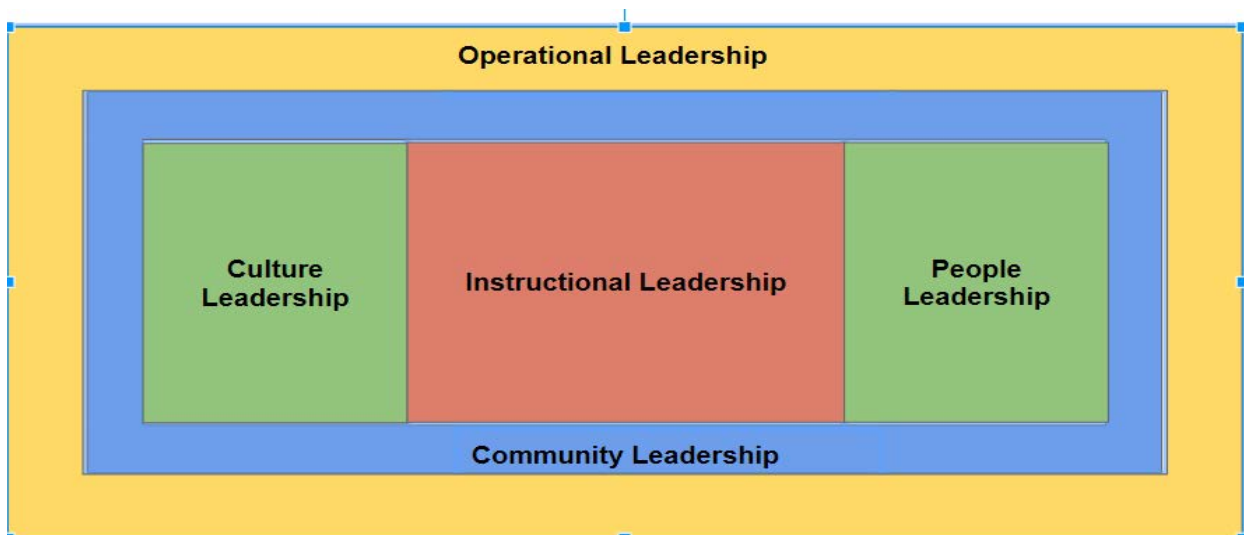
ROLE SUMMARY

Alpha Public Schools is seeking a dynamic and determined instructional leader to drive excellence for our middle school scholars and families and build out Alpha’s K-4 model. Our new Principal will enjoy the challenge of working with a wide range of students, and will work to create an environment where these students will thrive academically and socially.

The ideal candidate is an exceptional instructional and cultural leader, with successful experience working in low income communities and an unwavering belief that all students can and will go to college. This individual is unapologetic about holding students and adults to high expectations and is unafraid to enforce these expectations, as well as train and expect their team to do so.

ALPHA’S LEADERSHIP COMPETENCY MODEL

Alpha principals spend their time on instructional leadership, which includes driving academic results, ensuring a strong college-driven culture, and cultivating and developing a dynamic team. Alpha principals are responsible for all key metrics of running a successful school, including operational and community indicators, but are primarily evaluated on success in the three core domains of academic results, culture, and people leadership.



What you'll do...

KEY RESPONSIBILITIES

Instructional Leadership

1. Set ambitious school-wide vision and goals aligned to the Alpha network vision, goals, and priorities, that lead students to master rigorous academic content that prepares them for college.
2. Plan and prioritize time and resources to achieve school annual goals and principal performance metrics.
3. Build personal, leadership team, and teacher knowledge of good instructional design and academic standards:
 - a. Lead team to understand how standards map to curriculum and assessments.
 - b. Facilitate team understanding of what students know, and what they must be able to do, and what instructional practices can bridge this gap.
4. Ensure that high-rigor, high-engagement instruction is happening in classrooms across the school. This means ensuring that all teachers and leaders can:
 - a. Analyze student data to identify gaps in understanding and what instructional response will move students toward mastery.
 - b. Analyze, practice, and adjust instruction as part of a content team.

People Leadership

1. Hire, develop, and retain a diverse, high-achieving school team.
2. Coach the leadership team members as true owners of results.
3. Model expectations for leaders, teachers, and students on school-wide positive learning culture.
4. Lead high-quality support for the school team by:
 - a. Observing, coaching, and developing assistant principals and instructional coaches to ensure that they are providing high-impact, actionable, bite-sized feedback to each teacher.
 - b. Leading high-quality site PD that closes the biggest gaps between student understanding and student achievement.
5. Impact and influence the school team to enact key network priorities addressing academics, culture, and data use.

Culture Leadership

1. Ensure that all students plan to go to college and understand the necessary steps to get there.
2. Create and maintain a positive environment for students and staff that embodies and celebrates Alpha's values of leadership, relationships, excellence, integrity, and joy.

Community Leadership

1. Engage parents in building a college-going culture for students and the community.
2. Act as the public face of the school in the community - attending community events, board meetings, and student recruitment events as necessary.

Operations Leadership

1. Ensure that the school operates on budget by meeting student enrollment and attendance targets.
2. Ensure that school operations work in service of academics.

Qualifications...

- Belief that all students from the community we serve have the capacity to go to and through college
- Ability to motivate a school community to take action to dramatically increase student results
- Demonstrated student achievement results from the teachers that the leader has managed or coached
- Ability to analyze and plan from student data and coach teachers and leaders to create excellent plans
- Deep understanding of appropriate pedagogical strategies, differentiation techniques for diverse learners, and instructional design to serve a broad body of students
- 1-2 years of school leadership experience with proven results
- Conversational Spanish or Vietnamese a plus
- BA from accredited university
- Valid Teaching Credential
- CA Administrative Service Credential a plus

Join our team...

Please submit your application online at

<https://boards.greenhouse.io/alphapublicschools/jobs/50805>

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.



POSITION: K-4th Grade Teacher

**multiple openings, self-contained classrooms*

REPORTS TO: Principal

KEY RELATIONSHIPS

- Alpha Public Schools students and families
- Alpha school leaders, office manager, teachers, education specialists and network staff

LOCATION: San Jose, CA

- Alpha: Cornerstone Academy

ORGANIZATIONAL OVERVIEW

Alpha Public Schools is a network of public charter schools serving the students of East San Jose. Alpha students, families and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

ROLE SUMMARY

Alpha is seeking entrepreneurial teachers who will thrive in a dynamic startup environment. Alpha teachers have high expectations for all students and a willingness to work hard, doing whatever is necessary to ensure the success of every student. They possess a growth mindset, strong personal character, and a consistent track record of high performance that is results-oriented. They are hardworking, punctual, urgent, energetic, and embrace a spirit of self-reflection with a constant desire to improve. Finally, Alpha's teachers hold a deep belief that all students can succeed in college, and that it is the responsibility of secondary school teachers to ensure that success.

RESPONSIBILITIES

Instruction & Delivery

- Design and implement curricula aligned to Common Core standards
- Participate in all professional development meetings/retreats and opportunities to further enhance your expertise as a teacher and leadership skills as an Alpha employee
- Reflect regularly on teaching practice and act on constructive feedback
- Engage in collaborative curricula development, data analysis, and problem solving
- Maximize personalized learning by creatively leveraging blended learning resources and adjusting teaching practices to ensure high student achievement

Relationship Management

- Create a safe, fun and academically challenging classroom culture
- Reinforce the school-wide behavior management systems and expectations
- Build on the student core values and personalized leadership training in and outside of the classroom
- Hold all students to high expectations both academic and behavior
- Develop positive relationships with students, families, and colleagues

Data Driven

- Use assessment data to refine curriculum, inform instructional practices, and drive progress towards academic standards
- Collect and assess data from the student database and all blended learning applications to drive decision making around student performance

- Analyze data with families, students and school leaders

QUALIFICATIONS

- **EXPERIENCED:** Alpha teachers typically have 1-5 years of teaching experience in an urban public school and Alpha teachers must hold a valid teaching credential.
- **DRIVEN:** Alpha teachers have a relentless drive to advance the minds and lives of students in and out of the classrooms. They have a strong sense of personal responsibility.
- **ENTREPRENEURIAL:** Alpha teachers are risk takers who innovate in the classroom to best suit the needs of students. They learn from data, and act on constructive criticism to improve their craft.
- **COLLABORATIVE:** Alpha teachers engage in regular problem solving and curriculum construction in grade level teams. They demonstrate strong communication and relationship building with students, families, and colleagues.
- **FLEXIBLE:** Alpha teachers adapt to meet the needs of students and a startup work environment.
- Bachelor's Degree
- Valid Multiple Subject Teaching Credential
 - Intern Credential will be considered
 - Single Subject w/an added authorization
- Conversational Spanish or Vietnamese a plus

What Alpha Offers Its Teachers

As a teacher at Alpha, you will change the educational and economic trajectory of students who otherwise would not attend college. You will significantly and directly impact the success and direction of a startup charter school, and have the opportunity to advance into a leadership role within a rapidly growing organization.

Alpha Offers

- Competitive starting salaries
- Excellent medical benefits
- Pathways to leadership and specialization
- Frequent instructional coaching and administrative support
- A safe, engaging, dynamic work environment
- Technology needs, including a laptop computer, email, and class web page
- A remarkably supportive staff and mission-driven organization

Apply to work at Alpha:

Please submit your application online

1. Resume
2. A cover letter that includes the following:
 - a. Why do you want to teach at Alpha Public Schools? (250 words or less)
 - b. What is your philosophy and approach on student behavior management and why? (250 words or less).

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

If you have any questions, reach out to the Recruitment Team at jobs@alphapublicschools.org



POSITION: School Operations Manager

REPORTS TO: Principal with dotted line to Chief Operating Officer

KEY RELATIONSHIPS

- School Office Manager + Office Assistant
- ANT Team: Network Operations Teams

LOCATION: San Jose, CA

ORGANIZATIONAL OVERVIEW

Alpha Public Schools is a network of public charter schools serving the students of East San Jose. Alpha students, families and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

ROLE SUMMARY

Alpha is seeking a strategic and entrepreneurial School Operations Manager who will thrive in a dynamic school environment. The School Operations Manager will be a key member of the school's leadership team, and will serve a leadership role in matters not directly related to instruction. The School Operations Manager will drive the creation and improvement of efficient and high quality systems and processes at the school. The School Operations Manager will manage the school's Office Manager and Office Assistant.

QUALIFICATIONS

- **STRATEGIC THINKER:** The School Operations Manager diagnoses problems/systems gaps, identifies key strategies/solutions, and then effectively communicates and ensures disciplined execution.
- **PROJECT LEADERSHIP:** The School Operations Manager is an expert project owner for a school-wide system or project through setting clear goals and timelines, keeping a wide range of stakeholders accountable, and assessing progress for the successful completion of the project.
- **ENTREPRENEURIAL:** The School Operations Manager demonstrates risk taking, innovation, self-confidence, and the ability to push oneself beyond one's comfort zone.
- **RELATIONSHIP BUILDER:** The School Operations Manager demonstrates how they have leveraged relationships to improve the outcomes on their projects and will develop strong relationships with Alpha students, families, and staff.
- **COMMUNICATION:** The School Operations Manager effectively communicates with Alpha students, families, and staff, in written and verbal forms.

RESPONSIBILITIES

School Level Operations

- Serve as the manager for the school based Operations Team, including weekly or bi-weekly check-ins, coaching and feedback meetings to further the development of the school based Office team.
- Uphold operational vision for the organization at school level.
- Ensure school is in compliance with all regulations and campus safety requirements.
- Create and maintain student data systems, for reporting and data analysis purposes.
- Ensure school systems and processes are effective and documented centrally.

- Complete monthly facilities and operations walkthroughs and reporting data to the school leadership team.

Budget and Finance

- Work with the school principal and Alpha network finance team to develop and manage the school's budget as the primary budget manager at the school.
- Maintain accurate records of all financial transactions and submit them to the Alpha network finance staff for processing.
- Ensure school adherence to Alpha's fiscal policy and procedures;
- Manage school purchasing process by placing orders with vendors, managing school credit card, tracking delivery and maintaining inventory

Family & Community Engagement

- Build relationships with the community and motivate families to engage with and/or join Alpha
- Manage logistics for all family, school-specific recruiting, and community meetings events
- Manage enrollment documents/registration process via Alpha's enrollment system

Note that in our fast-growing organization, specific functional responsibilities of the role may change depending on staff capacity and organizational need.

Apply to work at Alpha:

Please submit the following via this link:

Email your questions to jobs@alphapublicschools.org:

1. Resume
2. A cover letter that includes the following:

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Founding Transitional Kindergarten/Kindergarten Teacher, Alpha Instructional Team

Are you a highly motivated and energetic individual ready for the chance to run your own class? Are you passionate about working with students and helping to change their educational trajectories? Are you a strong collaborator who is excited by the opportunity to support a team in executing their goals?

If so, a position as a Founding Transitional Kindergarten/Kindergarten Teacher at Alpha may be the role you're looking for. As a TK/K Teacher, you will be responsible for creating a classroom environment with high expectations for all students. As a TK/K Teacher, you will play a major role in this work. We are looking for enthusiastic TK/K teachers to foster and facilitate the intellectual and social development of our scholars. Teaching kindergarten includes planning, implementing and assessing lessons. TK/K teachers approach instruction with patience and creativity; developing a developmental teaching plan, using activities and instructional methods that will motivate children. Alpha is fiercely entrepreneurial and our students, families, and teachers are focused on creating in our scholars self-reliant leaders who will achieve success in their school, college, and career.

What you'll do...

- **Embody** the mission, vision and core beliefs of the school
- **Teach** and enforce school-wide systems, structures, and rules
- **Execute** all day-to-day teaching responsibilities:
 - Develop lesson plans and supplementary materials
 - Teach alphabet and numeracy along with personal, social and emotional skills
 - Organize learning materials and resources
 - Use a variety of activities and instructional methods (songs, stories, media, structured games, art, outdoor activities, etc) to motivate and stimulate children's abilities and interests
 - Maintain an open line of communication with parents and staff to provide appropriate information

- o Assess students performance and progress to ensure they are mastering developmental skills regularly
- o Instruct students in the proper use, care, and safe handling of equipment
- o Establish and maintain standards of student behavior for a productive learning environment during class sessions
- o Participate in professional development opportunities
- **Instruction & Delivery**
 - Reflect regularly on teaching practice and act on constructive feedback
 - Engage in collaborative curriculum development, data analysis, and problem solving

You are good at...

- **Relationships:** You build strong relationships with scholars and adults alike, and you successfully strike a balance of nurturing and firm in your communication with scholars
- **Growth:** You exhibit a strong commitment not only to our students, but also to your own continuous professional development. You possess the ability to implement feedback quickly
- **Collaboration:** You are especially team-oriented and are able to implement school-wide systems effectively and consistently
- **Organization:** You are self-motivated and reliable, with the ability to plan and execute on tasks

You really set yourself apart by being...

- Proven working experience as a transitional kindergarten/kindergarten teacher, kindergarten assistant or teacher aide (California Teaching Certification required)
- Excellent knowledge of child development and educational practices
- Creative and artistic teaching abilities
- Teaching and organization skills
- Patience and flexibility
- Strong communication skills

Join our team...

To apply for this position, please submit a resume and cover letter online.

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-

represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



POSITION: School Operations Manager

REPORTS TO: Principal

KEY RELATIONSHIPS

- School Office Manager + Office Assistant
- ANT Team: COO, Network Operations Teams

LOCATION: San Jose, CA

ALPHA'S MISSION

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity

ROLE SUMMARY

Alpha is seeking a strategic and entrepreneurial School Operations Manager who will thrive in a dynamic school environment. The School Operations Manager will be a key member of the school's leadership team, and will serve a leadership role in matters not directly related to instruction. The School Operations Manager will drive the creation and improvement of efficient and high quality systems and processes at the school. The School Operations Manager will manage the school's Office Manager and Office Assistant.

QUALIFICATIONS

- **STRATEGIC THINKER:** The School Operations Manager diagnoses problems/systems gaps, identifies key strategies/solutions, and then effectively communicates and ensures disciplined execution.
- **PROJECT LEADERSHIP:** The School Operations Manager is an expert project owner for a school-wide system or project through setting clear goals and timelines, keeping a wide range of stakeholders accountable, and assessing progress for the successful completion of the project.
- **ENTREPRENEURIAL:** The School Operations Manager demonstrates risk taking, innovation, self-confidence, and the ability to push oneself beyond one's comfort zone.
- **RELATIONSHIP BUILDER:** The School Operations Manager demonstrates how they have leveraged relationships to improve the outcomes on their projects and will develop strong relationships with Alpha students, families, and staff.
- **COMMUNICATION:** The School Operations Manager effectively communicates with Alpha students, families, and staff, in written and verbal forms.

RESPONSIBILITIES

School Level Operations

- Serve as the manager for the school based Operations Team, including weekly or bi-weekly check-ins, coaching and feedback meetings to further the development of the school based Office team.
- Uphold operational vision for the organization at school level.
- Ensure school is in compliance with all regulations and campus safety requirements.
- Create and maintain student data systems, for reporting and data analysis purposes.
- Ensure school systems and processes are effective and documented centrally.

- Complete monthly facilities and operations walkthroughs and reporting data to the school leadership team.

Budget and Finance

- Work with the school principal and Alpha network finance team to develop and manage the school's budget as the primary budget manager at the school.
- Maintain accurate records of all financial transactions and submit them to the Alpha network finance staff for processing.
- Ensure school adherence to Alpha's fiscal policy and procedures;
- Manage school purchasing process by placing orders with vendors, managing school credit card, tracking delivery and maintaining inventory

Family & Community Engagement

- Build relationships with the community and motivate families to engage with and/or join Alpha
- Manage logistics for all family, school-specific recruiting, and community meetings events
- Manage enrollment documents/registration process via Alpha's enrollment system

Note that in our fast-growing organization, specific functional responsibilities of the role may change depending on staff capacity and organizational need.

Apply to work at Alpha:

Please submit the following via this link:

Email your questions to jobs@alphapublicschools.org:

1. Resume
2. A cover letter that includes the following:

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.



POSITION: Behavior Paraprofessional

- Immediate Opening
- Full-time, hourly

LOCATION: San Jose, CA

ORGANIZATIONAL OVERVIEW

Alpha Public Schools is a network of public charter schools serving the students of East San Jose. Alpha students, families and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

ROLE SUMMARY

The Behavioral Paraprofessional will provide targeted support to two middle school classrooms with significant social/emotional and behavioral needs. He or she will support the implementation of a therapeutic classroom structure, and provide in-the-moment behavior support and coaching for students. He or she is optimistic, positive, and relentlessly pursues results. Additionally, a strong candidate is empathetic, and believes that all students can achieve. Above all, a Behavioral Paraprofessional at Alpha is flexible, patient, and cares deeply for students with special needs.

RESPONSIBILITIES

- Provide individual and/or small group academic support in the general education classroom
- Collaborate with special education and general education teachers to optimize push-in services for students with special needs
- Support class teams in implementing behavior structures
- Respond to higher level behaviors
- Remove students for check ins/resets
- Serve as point person when students elope
- Engage in extensive data tracking, and maintain records on behavioral data

QUALIFICATIONS

- **DRIVEN:** Alpha staff members have a sustained commitment to the school and workplace that demonstrates persistence and drive to complete a job.
- **ENTREPRENEURIAL:** Alpha staff members demonstrate risk taking, innovation, self-confidence, and the ability to push oneself beyond one's comfort zone.
- **RELATIONSHIP BUILDER:** Alpha staff members demonstrate how they have leveraged relationships to improve outcomes for students and will develop strong relationships with Alpha students, families, and staff
- **FLEXIBLE:** Alpha staff members adapt to meet the needs of the organization and a startup work environment
- Communicates effectively with others, including giving and receiving feedback on the quality of services
- Compassionate and empathetic; positive even when facing challenging circumstances
- Able to read situational risk and react accordingly; able to effectively make judgment calls in order to minimize risk of staff or student injury
- Emotional maturity and stability necessary for the specialized work involved

- AA Required, BA preferred
- Strong experience in either ABA or a therapeutic classroom setting (non-public or district/county), required

Note that in our fast-growing organization, specific functional responsibilities of the role may change depending on staff capacity and organizational need.

Apply to work at Alpha:

Please submit the following via this link:

Email your questions to jobs@alphapublicschools.org:

1. Resume
2. A cover letter that highlights your experience in education

Incomplete applications or those with errors will not be considered. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.



alpha
public schools

**Employee Handbook
2018-2019**

www.alphapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE Human Resources Manager.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the Alpha's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Alpha. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Alpha.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing signed by the CEO.

Employee's Signature: _____ **Date:** _____

Please sign/date, tear out, return to Alpha and retain this Handbook for your reference.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	4
EMPLOYMENT POLICIES	5
Equal Employment Opportunity	5
At-Will Employment	5
Child Abuse and Neglect Reporting	6
Criminal Background Checks	6
Tuberculosis Testing	7
Immigration Compliance	7
Professional Boundaries: Staff/Student Interaction Policy	7
Teacher Credentials	10
Policy Prohibiting Harassment, Discrimination and Retaliation	10
Whistleblower Policy	13
Drug, Alcohol and Smoke Free Workplace	13
Confidentiality	14
Conflicts of Interest	14
THE WORKPLACE	15
Employment Classifications	15
Work Schedule	15
Meal and Break Periods	15
Lactation Accommodation	16
Attendance and Tardiness	16
Timesheets	16
Technology Acceptable Use Policy	17
Cell Phone and Personal Device Policy	20
Personal Business	22
Personal Property	22
Social Media	22
California Public Records Act	25
Employee Key and Alarm Policy	25
Dress Code and Personal Appearance Policy	26
Professional Expectations at Alpha Events	27
Staff Relationships	27
Familial Relationships	28
Romantic and/or Sexual Relationships	28
Platonic Living Relationships	28
Health and Safety Policy	28
Security Protocols	29
Occupational Safety	29
Accident/Incident Reporting	29
Reporting Fires and Emergencies	29
EMPLOYEE WAGES, EXPENSES AND BENEFITS	30
Payroll Withholdings	30
Overtime Pay	30
Paydays	31
Wage Attachments and Garnishments	31
Meals and Entertainment Expenses	31
Health Benefits	32

Eligibility	32
When Coverage Starts	32
COBRA Benefits	32
PERSONNEL EVALUATION AND RECORD KEEPING	34
Employee Reviews and Evaluations	34
Personnel Files and Records Keeping Protocols	34
HOLIDAYS, TIME OFF AND LEAVES	35
Holidays & Breaks	35
Time Off Classifications	35
Paid Time Off (PTO)	36
Paid Sick Leave	36
Personal Days	36
Process for Requesting PTO, Personal Days or Sick Leave	37
Unpaid Leave of Absence	37
Family Care and Medical Leave	37
Pregnancy Disability Leave	43
Paid Parental Leave	46
Industrial Injury Leave (Workers' Compensation)	48
Military and Military Spousal Leave of Absence	49
Bereavement Leave	50
Jury Duty or Witness Leave	50
Victims of Abuse Leave	50
Volunteer Firefighter, Reserve Peace Officer, or Emergency Rescue Personnel Leave	51
Voting Time Off	51
School Appearance and Activities Leave	51
Bone Marrow and Organ Donor Leave	52
Returning from Leave of Absence	52
DISCIPLINE AND TERMINATION OF EMPLOYMENT	53
Rules of Conduct	53
Off-Duty Conduct	54
Termination of Employment	54
INTERNAL COMPLAINT REVIEW	55
AMENDMENTS TO EMPLOYEE HANDBOOK	57
APPENDIX A – HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM	58
APPENDIX B - INTERNAL COMPLAINT FORM	60

INTRODUCTION

This Handbook is designed to help employees get acquainted with Alpha Public Schools (hereinafter referred to as "Alpha"). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Alpha. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Alpha or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Alpha is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Alpha also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the CEO and the Human Resources Manager or designee has the authority to enter into any employment or other agreement that modifies Alpha policy. Any such modification *must* be in writing.

This Handbook is the property of Alpha, and it is intended for personal use and reference by employees of Alpha. Circulation of this Handbook outside of Alpha requires the prior written approval of the CEO.

EMPLOYEES MUST SIGN THE ACKNOWLEDGMENT FORM AT THE BEGINNING OF THIS HANDBOOK, TEAR IT OUT, AND RETURN IT TO THE HUMAN RESOURCES MANAGER. THIS WILL PROVIDE ALPHA WITH A RECORD THAT EACH EMPLOYEE HAS RECEIVED THIS HANDBOOK AND ACKNOWLEDGES THE GUIDELINES CONTAINED HEREIN.

EMPLOYMENT POLICIES

Equal Employment Opportunity

Alpha is an equal opportunity employer. It is the policy of Alpha to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the individual is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Alpha will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Alpha representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Alpha then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Alpha will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Alpha will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by an employment contract signed both by the employee and the Chief Executive Officer, it is the policy of Alpha that all employees are considered "at-will" employees of Alpha. Accordingly, either Alpha or the employee can terminate this

relationship at any time, for any reason whatsoever, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Alpha memoranda or other materials provided to employees in connection with their employment shall require Alpha to have "cause" to terminate an employee or otherwise restrict Alpha's right to release an employee from their at-will employment with Alpha. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Alpha's right to terminate at-will. No Alpha representative, other than the CEO, Human Resources Manager, or designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Alpha that are not consistent with Alpha's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Alpha memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Alpha will provide annual training on the mandated reporting requirements, using either in person training or the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of CA Penal Code §11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at Alpha will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise Alpha's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Alpha include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with Alpha, be arrested for or convicted of a

controlled substance or sex offense, or serious or violent felony, the employee must immediately report such an arrest or conviction to the Human Resources Manager. Noncompliance with this notice requirement, or misrepresentation of the circumstances of a conviction, may constitute grounds for immediate release from at-will employment.

Tuberculosis Testing

All employees of Alpha must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Alpha and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Alpha will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Alpha students.

Immigration Compliance

Alpha will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Alpha will not check the employment authorization status of current employees or applicants who were not offered positions with Alpha unless required to do so by law.

Alpha shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Alpha shall not discriminate against any individual because he or she holds or presents a driver's license issued under section 12801.9 of the Vehicle Code to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Professional Boundaries: Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students perform physical acts that cause pain as a form of punishment;
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without written Parent and Manager Permission

(These behaviors should only be exercised when a staff member has written parent and manager permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their manager of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.

- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and concise.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your manager if conflict arises with the student.
- (k) Informing your manager about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Teacher Credentials

All Alpha teachers will either possess or be in the process of obtaining the appropriate teaching credentials per applicable law. Proof of a teacher credential must be submitted to the Human Resources Manager prior to the start of employment, and as a condition of continued employment.

Instructional coaches and school leaders are strongly encouraged to keep an updated teaching or administrative credential.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Alpha is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Alpha's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and transgender identity, whether or not the individual is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to provide their

presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Alpha does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which Alpha does business). Supervisors and managers are to report any complaints of unlawful harassment to the CEO, Human Resources Manager, or designee.

When Alpha receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the CEO, Human Resources Manager, or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Alpha is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Alpha is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including

information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Human Resources Manager. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Alpha policy.

Whistleblower Policy

Alpha requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Alpha. As representatives of Alpha, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Alpha has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Alpha to raise serious concerns about the occurrence of illegal or unethical actions within Alpha before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Alpha have a responsibility to report any action or suspected action taken within Alpha that is illegal, unethical or violates any adopted policy of Alpha, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Alpha or any individual at Alpha and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Alpha believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Alpha believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug, Alcohol and Smoke Free Workplace Policy

Alpha is committed to providing a drug, alcohol and smoke free workplace and to promoting

safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Alpha stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any Alpha premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

All Alpha facilities are non-smoking facilities. Employees may not use any smoking products on Alpha grounds, anywhere off of Alpha grounds that is visible from Alpha grounds, or anywhere it could be reasonably expected to encounter students during the day. Any violation of this policy may result in disciplinary action, up to and including release from at-will employment with Alpha.

Confidentiality

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate, locked files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to Alpha's interest. Each employee is expected to avoid any action or involvement, which would or would appear to in any way compromise his or her actions on behalf of Alpha. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- To conduct business on behalf of Alpha with a member of the employee's family or a business organization in which the employee or a member of his or her family has a significant association, which could give rise to an actual or potential conflict of interest.
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with Alpha that does significant work with or performs similar functions as Alpha.

If an employee is involved in any relationships or situations that may constitute a conflict of interest, the employee should immediately and fully disclose the relevant circumstances to his or her manager or the Human Resources Manager, for a determination about whether a potential or actual conflict exists. The manager or Human Resources Manager will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to Alpha's CEO and Human Resources Manager. If an actual or potential conflict is determined, Alpha may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, up to and including release from at-will employment.

THE WORKPLACE

Employment Classifications

All employees of Alpha will be classified as either full-time or part-time, and either exempt or nonexempt. Alpha may also hire consultants and/or temporary employees.

- Full-time employees: Full-time employees are those scheduled to work at least thirty (30) regular hours per week.
- Part-time employees: Part-time employees are those who work fewer than thirty (30) hours per week.
- Exempt: Alpha will abide by applicable law in determining whether an employee is exempt or nonexempt. Employees classified as exempt are not eligible to receive overtime pay.
- Nonexempt: Alpha will abide by applicable law in determining whether an employee is exempt or nonexempt. Employees classified as nonexempt are eligible to receive overtime pay and meal/rest periods.
- Consultant: Consultants are independent contractors who work under an independent contractor/consultancy agreement. Consultants have no employee status nor any employment rights, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with Alpha is for a limited period. Temporary employees are not entitled to Alpha's benefit program.

Non-Instructional Staff:

Examples of non-instructional staff include:

- **Salaried, Exempt Staff**: Network Staff, School Leaders, Office Managers, Instructional Coaches, College Counselors
- **Hourly, Nonexempt Non-Instructional Staff**: Hourly staff at the Network, Office Assistants

Instructional Staff:

Examples of instructional staff include:

- **Salaried, Exempt Staff**: Teachers, PLT Coaches, School Counselors, School Psychologists
- **Salaried, Nonexempt Staff**: Teacher Residents
- **Hourly, Nonexempt Staff**: Assistant PLT Coaches, Specials Teachers, Learning Coaches, Student Recruiters, Food Services Support, other school support staff

Work Schedule

Business hours vary depending on school site and is normally an eight (8) hour period Monday through Friday. The regular workday schedule for nonexempt employees is up to eight (8) hours; the regular workweek schedule is up to forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Break Periods

Nonexempt employees working more than five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be

completed in no more than six (6) hours, provided the employee and Alpha mutually consent to the waiver.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods

If anyone interferes with a nonexempt employee's ability to take a required meal period or rest break, such employee should notify his or her manager immediately.

Lactation Accommodation

Alpha accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Alpha will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Alpha's ability to implement its educational program and disrupts consistency in students' learning.

If employees find it necessary to be absent or late, they are expected to notify their manager as soon as possible, but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep their manager sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Alpha. Absence for more than three (3) consecutive days without notifying the employee's manager will be considered a voluntary resignation from employment.

Timesheets

By law, Alpha is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize Alpha's timesheet system.

Nonexempt employees must accurately clock in and out of their shifts, as this is the only way Alpha knows how many hours each employee has worked and how much each employee is owed. All timesheets must accurately reflect all hours worked. The timesheet indicates when the employee started work, when the employee ended work and when the employee took meal

breaks. All nonexempt employees must clock in and out for start and end work, along with clocking in and out for meal breaks. For absences where appropriate paid time off can be applied, employees must ensure their timesheets are reflective of those hours used. All employees are required to keep their manager informed of their departures from and returns to the school premises during the workday. For questions regarding time off policies, please see the Human Resources Manager.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their timesheet or makes an error on the timesheet, the employee must contact his or her manager to make the correction.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another employee's worksheet, unless in a management, finance or HR position that Alpha has designated the responsibility and/or ability to do so. Any employee who violates any aspect of this policy may be subjected to disciplinary action, up to and including release from at-will employment with Alpha.

Unauthorized Overtime/Work Time

Alpha will pay time and a half to nonexempt employees who exceed forty (40) hours of work time in a workweek or exceed eight (8) hours of work time in a work day. Paid leave, such as holiday, sick or vacation pay, does not apply toward work time. The workweek begins at 12:00 a.m. on Sunday morning and ends at 11:59 p.m. on Saturday night.

Employees are expected to follow the work schedule managers provide. Employees are required to obtain approval from managers prior to the use of overtime and/or working outside of the provided schedules. Employees who fail to obtain approval prior to working hours that extend beyond the provided work schedule will be subject to disciplinary action, up to and including termination.

Technology Acceptable Use Policy

Alpha will permit employees to use its email, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- Employees should not attempt to gain access to another employee's personal file of email or voicemail messages without the latter's express permission.
- Alpha staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize Alpha's ability to access any message at any time.

Employees must be aware that the possibility of such access always exists.

- Furthermore, employees generally have no presumption of privacy in email messages, whether personal or company-related, that are transmitted, received, or stored using computer hardware, Internet service providers, and/or software paid for in whole or in part by Alpha.

Employees should refrain from using personal email accounts for Alpha-related communications (with the exception of the onboarding process). Such communications should only take place using the employee's Alpha email account, once it has been set up. Personal devices used for Alpha-related communications are subject to public records act requests and disclosure of records as they relate to Alpha.

The Acceptable Use Policy is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.") regardless of the physical location of the user. This policy applies even when Alpha provided equipment (laptops, tablets, phones, etc.) is used off of Alpha property.

Alpha will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and/or harmful material to minors* over the network. Alpha reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of Alpha property, network and/or Internet access or files, including email.

Acceptable Uses of the Alpha Computer Network or the Internet

Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to a manager or other appropriate Alpha personnel. Access is provided primarily for education and Alpha business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a manager or other appropriate Alpha personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the Alpha network, but Alpha reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for Alpha students, employees, schools, network or computer resources, or (2) that expend Alpha resources on content Alpha in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by Alpha as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **The unauthorized collection of email addresses ("harvesting") of email addresses from directories or mail listings;**

- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any Alpha computer to pursue "hacking," internal or external to Alpha, or attempting to access information protected by privacy laws; or accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing your or anyone's password to others or allowing them to use your or another's account(s).
- **Using the network or Internet for Commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Penalties for Improper Use

The use of an Alpha account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, release from at-will employment, or criminal prosecution by government authorities. Alpha will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

Alpha makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Should the employee lose or damage any Alpha issued property, they are responsible for paying the entire cost of the replacement or repair if the property damage was willfully done or damage was due to gross negligence. Any additional charges a user accrues due to the use of Alpha's network are to be borne by the user. Alpha also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of Alpha, its affiliates, or employees.

Alpha Issued Cell Phone, Computer and Other Devices Policy

Cell Phone

Alpha may provide a cell phone to some employees that are required to be "on-call" for emergency and urgent school business purposes, including Alpha school leaders (Principal and Assistant Principals), operations, recruiting and human resources staff, and other staff as required. These phones are provided to allow such employees to efficiently conduct business and be more accessible to students, parents, colleagues and community members. Alpha will pay expenses to maintain this cell phone. This policy does not prohibit or otherwise restrict an employee from using another cell phone for personal use. Alpha issued cell phones are not intended for personal use.

Terms of Use:

- Each cell phone is the property of Alpha and is issued to Alpha personnel for Alpha business only.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of cell phones for employees.
- Each employee that is issued an Alpha phone is responsible for the safekeeping of the phone during his or her term of employment. Alpha employees are expected to treat and safeguard the phone like any other personal belonging.
 - Employees may face disciplinary action for reckless conduct in the safekeeping of the phone.
- Examples of acceptable use of Alpha issued cell phones include:
 - Placing or accepting calls to, or from, parents, students, other teachers, administrators, or other Alpha employees.
 - Placing (accepting) text messages to (from) other teachers, administrators, or other Alpha employees.
 - Accessing voicemail.
- Examples of unacceptable use of Alpha issued cellular phones include:
 - Personal usage of Alpha issued cell phones such as calling or texting for non-school related business, using data services for personal reasons, etc.
 - Calling 976, 900 or other fee-based phone services.
 - Calling 411 or directory assistance services should be done with discretion.
 - Charging or billing other services to the employee's cell phone account.
- By accepting a phone, employees accept that the phone records may be viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Alpha will pay for all usage minutes (including paging and text messaging) and applicable taxes and service charges, based on each employee's approved service plan.
- Employees may face disciplinary action and/or be asked to reimburse Alpha for additional charges related to any non-business calls, text messages and data usage above and beyond the approved monthly service plan.

For the avoidance of doubt, if an employee conducts any personal business on the Alpha-issued cell phone, the employee acknowledges that there is no presumption of privacy in electronic communications made on the phone, and that Alpha reserves the right at any time to access records of the phone which may include records of the employee conducting personal business (including, but not limited to, phone call records, e-mails, text messages, social media use, or use of any other application that retains personal data of the user).

Computer and other Alpha Issued Devices

Alpha may provide a computer or other devices to some employees to be used for school business purposes. These devices are provided to allow such employees to efficiently conduct business and perform work. This policy does not prohibit or otherwise restrict an employee from using another computer or device for personal use. Alpha issued devices are not intended for personal use.

Terms of Use:

- Each computer or device is the property of Alpha and is issued to Alpha personnel for Alpha business only.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of computers or devices for employees.
- By accepting a computer or other device, employees accept that the computer or device may be viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Each employee that is issued an Alpha computer or other device is responsible for the safekeeping of the computer or device during his or her term of employment. Alpha employees are expected to treat and safeguard the computer or device like any other personal belonging.
 - Employees may face disciplinary action for reckless conduct in the safekeeping of the computer or device.
 - Examples of such conduct include:
 - Leaving computer or device unattended and unsecured.
 - Intentionally dropping or throwing computer or device.
 - Reckless conduct that results in the damage of computer or device,

For the avoidance of doubt, if an employee conducts any personal business on the Alpha-issued computer or device, the employee acknowledges that there is no presumption of privacy in electronic communications made on the computer or device, and that Alpha reserves the right at any time to access records of the computer or device which may include records of the employee conducting personal business (including, but not limited to, phone call records, e-mails, text messages, social media use, or use of any other application that retains personal data of the user).

All Alpha issued devices (computer, phone, etc) must be returned to Alpha upon end of employment.

Personal Cell Phone Devices

Alpha may also take over payment for personal phone plans for employees that are required to be "on-call" for emergency and urgent school business purposes, including Alpha leaders (Principals and Assistant Principals), operations, recruiting and human resources staff, and other staff as required.

Terms of Use:

- Alpha advises that staff who are using personal cell phones to utilize Google Voice or another similar application to create a secondary number for parents, school staff, etc. to reach them.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of cell phones for employees.

- By accepting that Alpha pays for the phone plan, employees accept that phone records may be viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Alpha will pay for usage minutes (including data and text messaging) and applicable taxes and service charges, based on each employee's approved service plan.
- Employees may face disciplinary action and/or be asked to reimburse Alpha for additional charges related to any non-business calls, text messages and data usage above and beyond the approved monthly service plan.

Alpha understands that these cell phones are also personal devices and will be used for personal use, but please minimize personal use of personal devices in the presence of Alpha students, family and staff.

Personal Business

Alpha's facilities for handling mail and telephone calls are designed to accommodate Alpha business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use Alpha material, time or equipment for personal projects.

Personal Property

Employees may bring their own property for use in classrooms or offices at their own risk. Alpha is not responsible and cannot be held liable for any property that is lost, stolen or damaged. This policy applies to staff, students, families, and other visitors.

Social Media

In light of the explosive growth and popularity of social media technology in today's society, Alpha has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when an employee: (1) makes a post to a social media platform that is related to Alpha; (2) engages in social media activities during working hours; (3) uses Alpha equipment or resources while engaging in social media activities; (4) uses their Alpha email address to make a post to a social media platform; (5) posts in a manner that reveals the employee's affiliation with Alpha; or (6) interacts with Alpha students or parents/guardians of Alpha students on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram, Snapchat, and various messaging applications (WhatsApp, Facebook Messenger, etc) as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, Alpha's other policies, rules, and standards of conduct. For example, Alpha policies on confidentiality, use of Alpha equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

Employees are required to comply with all Alpha policies whenever social media activities may involve or implicate Alpha in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

Employees are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of Alpha policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of Alpha's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures or other internal Alpha-related confidential communications. This prohibition applies both during and after employment with Alpha.
- Do not post confidential information about Alpha, its employees, or its students. Most student information is protected by the Family Educational Rights and Privacy Act (FERPA), including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with an employee's job duties or responsibilities. Do not use Alpha-authorized email address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with Alpha's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- When posting about fellow employees, students, parents, vendors, consultants or contractors, suppliers, or other people who work on behalf of Alpha, avoid posting statements photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, consultants or contractors, suppliers, or other people who work on behalf of Alpha, or that might constitute harassment or bullying.
- Employees should make sure they are always honest and accurate when posting information or news, and if a mistake is made, it is corrected quickly. Never post any information or rumors that may be false about Alpha, fellow employees, students, parents, vendors, consultants or contractors, suppliers people working on behalf of Alpha, or competitors.
- Employees should only express personal opinions. Employees should never represent themselves as a spokesperson for Alpha, unless authorized to do so. If publishing social media content that may be related to work or subjects associated with Alpha, the employee should make it clear that s/he is not speaking on behalf of Alpha and that views do not represent those of Alpha, fellow employees, students, parents, vendors, consultants or contractors, suppliers or other people working on behalf of Alpha. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the view of Alpha."
- Never be false or misleading with respect to employees' professional credentials or professional titles.

Employees are only permitted to communicate and connect with students on social media that is owned and operated by Alpha. Employees are only permitted to communicate and connect with students' parents or guardians regarding Alpha-related matters on social media that is owned and operated by Alpha. All communications with parents or guardians Alpha-related matters on non-Alpha or personal social media may result in disciplinary action, up to and including termination. *Any communication whatsoever with students on non-Alpha or personal social media may result in disciplinary action, up to and including termination. Communication on Alpha social media must be used appropriately. Employees should not have access to student accounts on Alpha accounts.*

The Communications & Marketing Manager, Human Resources and members of the administration are responsible for approving requests for Alpha social media, monitoring Alpha social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). Alpha has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by Alpha in compliance with this policy, employees must adhere to the following procedures:

1. Request and obtain permission to create Alpha social media from the Communications & Marketing Manager and the HR Manager by submitting a Social Media Account request form.
2. If approved, set up the social media account and provide the Communications & Marketing Manager and the HR Manager with the username and password. Failure to do so may result in disciplinary action, up to and including termination.
3. Any current existing Alpha social media accounts must have username and password sent over to the Communications & Marketing Manager and HR Manager.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that Alpha's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, email accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets and other similar devices, are the property of Alpha. All communications and information transmitted by, received from, or stored in these systems are Alpha records.

As a result, Alpha may, and does monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. Alpha may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with Alpha has engaged in a violation of this, or any other, Alpha policy. *As a result, employees do not have a reasonable expectation of privacy in their use of or access to Alpha's various electronic communications systems.*

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate terminations.

Retaliation is Prohibited

Alpha prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event an employee has questions about whether a particular social media activity may involve or implicate Alpha, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and Alpha recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each Alpha employee is responsible for using good judgement and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

California Public Records Act

The California Public Records Act is a law that requires disclosure of governmental records to the public upon request, unless otherwise exempted by law.

Public records include any writing that contains information "related to the conduct of the public's business". Documents that otherwise meet the definition of public records (including emails and text messages) can also be considered public records even if they are on an employee's or official's personal device or account.

Employee Key and Alarm Policy

The purpose of this Key and Alarm Policy is to establish reasonable personal security for members of the Alpha community and to ensure the protection of personal and Alpha property through the control of keys and alarm codes.

Keys and alarm codes will be issued to Alpha Employees only. Employees shall not let anyone borrow their key or alarm code. This includes students, parents, and other unauthorized staff members.

No key will be duplicated except by approval and control of the Operations Team. The unauthorized duplication of keys adversely affects the security of persons and property at Alpha and violations of this rule are considered serious and grounds for discipline, up to and including release from at-will employment.

Lost or stolen keys must be reported to the employee's manager and the Operations Team by the quickest means available. An incident report will be completed. If an employee believes their alarm code has been compromised, the employee must alert their manager and the Operations Team immediately so that their alarm code can be changed.

Keys must be returned to Alpha upon end of employment.

Dress Code and Personal Appearance Policy

Objective

Alpha believes that staff members serve as role models. As such, Alpha expects staff to wear appropriate attire that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process.

Expectations

All employees are expected to maintain the highest degree of professionalism throughout their workday. The expectation is that professional or business casual attire will be worn.

Any employee who does not meet the attire or personal appearance standards set by Alpha will be subject to corrective action and may be asked to leave the premises to change clothing. Nonexempt employees will not be paid for any work time missed due to failure to comply with Alpha's dress code and personal appearance policy.

Alpha employees serve as role models to the schools' students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees should wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process.

- *PLT Attire -- for PLT staff, may wear appropriate athletic attire with proper fit, coverage and length*

The following are examples of attire that fail to meet Alpha's professional or business casual dress and personal appearance standards (not a comprehensive list):

- Denim blue jeans, shorts, skirts, overalls, etc.
- Sweatpants, exercise pants, shorts (with the exception of PLT staff who are expected to wear appropriate athletic attire)
- Pajamas
- Short skirts, shorts, and dresses
- Leggings or tights worn without shirts, dresses, shorts or skirts of appropriate length
- Spaghetti strap, strapless, open back, off the shoulder tops/dresses
- Halter tops, midriff tops
- Flip flops/slippers
- Baseball caps
- Excessive visible body piercings or
- Any article of clothing or tattoos that contain offensive language, logos, pictures, cartoons, slogans, or clothing or tattoos that can be construed as offensive

Alpha's casual dress days will be on Thursdays with exceptions to staff that have external party meetings onsite or off site. If external party meetings are occurring, staff is expected to adhere to the professional or business casual dress. The following are guidelines for appropriate casual dress attire:

Appropriate (fit and length, when applicable) casual attire includes:

- Appropriate denim blue jeans

- Must be clean and free of rips, tears and fraying; fit must be appropriate for work: cannot be too baggy or excessively tight or revealing
- T-shirts with appropriate coverage (no midriff, open back or off the shoulder tops)
 - Alpha t-shirts and college t-shirts are encouraged
- Clean sneakers/casual shoes
 - Open toed shoes are appropriate for both casual and business casual attire
- Skirts and dresses must continue to be appropriate in length (no off the shoulder, strapless, halter, spaghetti strap or open back dresses)
- Bermuda shorts
 - Shorts of shorter length are not considered appropriate for school or work setting

Exceptions to professional or business casual attire must be pre-approved by Alpha's CEO. Any exceptions must be presented and pre-approved by Alpha's CEO.

No dress code can cover all contingencies, so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If clothing fails to meet professional standards, as determined by the employee's manager, the employee will be asked not to wear the inappropriate item to work again and may be sent home to change clothes. The employee will receive a verbal warning for the first offense. If an employee is uncertainty about acceptable professional attire for work, the employee must ask their manager or the Human Resources Manager.

Professional Expectations at Alpha Events

Employees are expected to present themselves in a professional manner at onsite and offsite Alpha sponsored events and act accordingly to the standards that bring dignity to the education profession. Employees will be expected to adhere to the employment policies listed in this handbook along with maintaining a professional demeanor and attitude at all Alpha sponsored events. Any violation or acts viewed as unprofessional can lead to disciplinary action, up to and including release from at-will employment.

Staff Relationships

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Alpha. Alpha does not discriminate in its employment and personnel actions with respect to its employees or applicants on the basis of marital or familial status. However, Alpha has the right to refuse to appoint or retain a person to a position in the same department, division or facility so as to avoid any potential conflict of interest. Alpha's human resources department shall have the authority and responsibility for determining if such a potential conflict exists.

Alpha will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

- Where one would have the authority or practical power to supervise, appoint, remove, or discipline the other;
- Where one would be responsible for reviewing/evaluating the work of the other;
- Where other circumstances exist which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified.

For purposes of these provisions, "supervisory employee" or "manager" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, nephew or niece, or in-laws including father, mother, daughter, son, brother, or sister.

An applicant for a position with Alpha must disclose this relationship to the human resources department and the position's hiring manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Alpha human resources department.

Romantic and/or Sexual Relationships

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a manager and an employee, the manager AND employee are required to disclose the relationship to the human resources department so that alternative options may be explored, including but not limited to a change in the responsibilities of the individuals involved, a transfer to a new supervisor, and/or a transfer of location. Under no circumstance may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she is involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Platonic Living Relationships

Where possible, two (2) employees in the chain of supervision of one another should not cohabit. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into managerial positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the human resources department and the employee's manager. Alpha will work closely with the manager and employee to determine the appropriate action in this case. Under no circumstances may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including the release from at-will employment.

Health and Safety Policy

Alpha is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Alpha's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to

their manager any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Alpha will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Alpha has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the manager. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify their manager when keys are missing or if security access codes or passes have been breached (See Employee Key and Alarm Policy above).

Occupational Safety

Alpha is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every manager. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Alpha that accident prevention shall be considered of primary importance in all phases of operation and administration. Alpha's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Alpha's safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Alpha locations so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Employees must report all accidents to their manager. Managers will fill out accident reports and incidents and submit to HR. Forms are available from the Office Managers. Additional forms can be obtained from HR.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES, EXPENSES AND BENEFITS

Payroll Withholdings

As required by law, Alpha shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Alpha.
 - a. Note: eligible employees enrolled in the CalSTRS retirement system will not see a Social Security withholding from their pay. Time of service while enrolled in CalSTRS is not subject to Social Security Benefits upon retirement.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

In addition to the above withholdings, Alpha may also withhold the following from an employee's pay:

1. Medical deductions for health, dental and/or vision insurance: Employees may see a monthly deduction for medical premiums.
2. Retirement deductions: The amount will vary depending on the employee's selections for retirement contributions.

Every deduction from an employee's paycheck is explained on their check voucher. If an employee does not understand the deductions, they may reach out to the Director of Finance.

Employees may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form via their Zenefits account. Effective date of changes may not occur until the next pay period, dependent on date of submission.

All Federal, State, and Social Security (if applicable) taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status and to fill out a new W-4 form via Zenefits.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers, administrators, office managers, CMO staff and other non-instructional staff are exempt. nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Alpha will attempt to distribute overtime evenly and accommodate individual schedules. The Human Resources Manager or a manager

must previously authorize all overtime work. Off-the-clock work is never authorized. Alpha provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedule as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

For exempt employees, Alpha will pay on a monthly basis. Payday each month will alternate between the last or second to last working day of the month. For nonexempt employees, Alpha will pay on a semi-monthly basis. Please see the 2018-2019 Pay Schedule for exact pay dates. All requisite contributions to benefits will be deducted from this paycheck, along with required federal and state withholdings. If employees observe any error in their check, please report it immediately to the Director of Finance.

Alpha is under no legal obligation to make a pay advance to an employee for any reason. Requests for an advance in pay will be declined.

Lost checks will be subject to a replacement fee, to be paid for by the employee.

Wage Attachments and Garnishments

Under normal circumstances, Alpha will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Alpha, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If Alpha is presented a garnishment request concerning an employee, the employee will be notified of the garnishment and amount.

Meals and Entertainment Expenses

For U.S. tax reporting purposes, meal expenses are defined as the costs incurred for food and beverages in the conduct of business.

Entertainment expenses include, but are not limited to, the cost of amusement or recreational facilities, attendance at the theater and sporting events. Entertainment expenditures, even if they are Alpha related, require pre-approval from the CEO.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, Alpha has set a maximum daily reimbursement, exclusive of tips, of:

\$15 for breakfast
\$16 for lunch
\$28 for dinner

These rates were benchmarked against the U.S. General Services Administration reimbursement rates (<http://www.gsa.gov/perdiem>). If an employee is traveling to a particularly expensive state (e.g., New York, Massachusetts), the rates are \$17 for breakfast, \$18 for lunch and \$34 for dinner. Tips considered reasonable and necessary are eligible for reimbursement. In addition, exceptions are made for meals with potential donors or funders, but should still be reasonable.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Each transaction for meals and entertainment expenses must be listed separately on the reimbursement.
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- Alpha does not reimburse an employee for alcohol.

Health Benefits

This section only intends to highlight certain health benefits provided to Alpha employees. For more information, please consult the full descriptions contained in Alpha's employee benefit health plan. If there are any inconsistencies between the benefits described herein and such plan, the plan descriptions control and contain the official policy.

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for Alpha at least thirty (30) hours per week.

When Coverage Starts

All eligible employees will be subject to a thirty (30) day waiting period prior to the start of medical coverage. All medical coverage will begin on the first of the month. As a result, employees who are hired mid-month may not receive medical benefits for more than thirty (30) days. Employee enrollment forms must be submitted via Zenefits by the required deadline. The forms submitted via Zenefits serve as a request for coverage, and authorizes any payroll deductions necessary to pay for an employee's coverage.

Employees who transition from part-time to full-time employment become eligible for full benefits on the first day of the month following the waiting period, beginning on the effective date of the change. Employees who transition from full-time employment to part-time may lose health benefits eligibility.

COBRA Benefits

When coverage under the Alpha's medical and/or dental plans ends, employees and/or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Alpha's previous contribution, plus a possible

administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Alpha will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Alpha within thirty (30) days of the event. Alpha will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Alpha stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by his or her manager. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work employees perform, their knowledge of the job, their initiative, their work attitude, and their attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Alpha and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to the employee, that they have discussed it with their manager, and that the employee is aware of its contents.

Newly hired employees may have their performance goals reviewed by his or her manager within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the manager will review an employee's job performance with them in order to establish goals for future performance and to discuss their current performance. Alpha's evaluation system will in no way alter the at-will employment relationship. Failure to evaluate an employee does not impair Alpha's ability to release the employee on an at-will basis.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. Employees must keep the human resources department advised of changes that should be reflected in their personnel file by updating personal information on Zenefits. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Alpha to contact the employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of an Alpha representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add their comments to any disputed item in the file. Alpha will restrict disclosure of employee personnel files to authorized individuals within Alpha. A request for information contained in the personnel file must be directed to the Human Resources Manager. Only the Director of Talent or the Human Resources Manager are authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Alpha will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, TIME OFF AND LEAVES

While Alpha recognizes the importance of time off as a period of rest and rejuvenation away from the job, time off must be scheduled with due consideration for "peak traffic periods" in the school year. With this in mind, it is expected that time off will be taken when school is not in session. The amount of time off in each category of paid time-off is as described below and depends on the staff classification that an employee holds.

Holidays & Breaks

The calendar reflects any and all holidays and school observed breaks by Alpha. The following holidays are generally observed by public entities, including public schools:

- New Year's Day*
- Martin Luther King Jr. Birthday*
- President's Day*
- February Break
- Spring Break
- Memorial Day*
- Independence Day**
- Labor Day*
- October Break*
- Veteran's Day*
- Thanksgiving Break
- Thanksgiving*
- Friday after Thanksgiving*
- Winter Break*
- Christmas Eve*
- Christmas Day*

**Days noted with asterisks are paid holidays for full-time hourly, nonexempt staff in active status if it falls on or is observed on a normally scheduled workday*

***Independence Day is a paid holiday for only non-instructional hourly, nonexempt staff in active status based on average hours worked during summer*

Salaried, exempt and nonexempt staff in active status are paid for all holidays and breaks listed above. Other days during the school year, such as days during the Alpha's calendared breaks, shall be unpaid time for all hourly, nonexempt employees in active status unless otherwise directed.

An employee whose religion requires observance of a particular day may take off recognized religious holidays. Employees must request the day off in advance by written notice to his or her manager. The employee will be paid if the religious holiday is taken as an earned personal day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Time Off Classifications

- PTO: Full-time Exempt and nonexempt, Non-Instructional Staff
- Personal Day: Full-time exempt and nonexempt, Instructional Staff
- Sick Leave: All staff, including part-time nonexempt staff

Paid Time Off (PTO)

PTO may be used for any reason, including sick/illness.

Regular full-time exempt and nonexempt non-instructional staff are entitled to PTO terms based upon date of hire, length of service and status with Alpha. Eligible staff will accrue paid PTO each month. Employees working on part-time basis (less than full-time) shall not earn PTO.

Any PTO time taken during the school year or otherwise must be coordinated and cleared by the employee's manager subject to scheduling.

PTO may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused PTO days. PTO can accrue up to a maximum of ten (10) days of pay or eighty (80) hours per calendar year. For non-instructional employees with five (5) or more years of service, PTO can accrue up to fifteen (15) days of pay or one-hundred and twenty (120) hours per calendar year. PTO accruals may carry over year-to-year, but is subject to a cap of 1.5 times the annual accrual amount. There is no retroactive grant of PTO compensation for the period of time the accrued PTO compensation was at the cap.

Paid Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Alpha offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Alpha employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible part-time nonexempt employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. All eligible full-time employees shall be credited with forty (40) hours of sick leave at the beginning of each work year.

Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does not carry over from year to year and Alpha does not pay employees in lieu of unused sick leave.

If employees are absent longer than three (3) days due to illness, medical evidence of the employee's illness and/or medical certification of their fitness to return to work satisfactory to the Alpha may be required. Alpha will not tolerate abuse or misuse of sick leave privileges. If the School suspects abuse of sick leave, Alpha may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Alpha must approve any employee requests for unpaid medical leave in advance.

Personal Days

Full-time instructional staff are eligible to receive a maximum of two (2) Personal Days per school

year. Personal Days are days for personal time, which an employee may accrue and voluntarily elect to use, to be paid for not attending work as described below.

Employees may take Personal Days off for any purpose including rest, relaxation, illness/sickness (sick leave must be exhausted before using Personal Days for this reason), or any other personal reason. Exempt employees must use time off in full day or 1/2 day increments (i.e. four (4) or eight (8) hours per day). An employee whose employment terminates will be paid for accrued unused Personal Days.

For instructional staff, any remaining balance for Personal Days will be paid out in the final paycheck of Alpha's fiscal year.

Process for requesting PTO, Personal Days or Sick Leave

1. Employees must notify their manager as soon as possible
2. Employee must ensure that their PTO or Personal Days do not conflict with their school or team's peak work periods
 - a. Employees should work with their managers on a coverage plan while they are away
3. Employee requests should align with PTO, Personal Days, or Sick Leave they have available
 - a. Check in Zenefits for availability
4. Submit requests via Zenefits
5. Managers—approve or deny requests via Zenefits for all PTO, Personal Days or Sick Leave

Unpaid Leave of Absence

Alpha recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Alpha may grant employees leaves of absence. Alpha must approve any unpaid leave of absence in advance.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused PTO or personal days, provided that the PTO or personal days were earned prior to the commencement of leave.

No PTO or personal days shall accrue during any type of unpaid leave of absence.

Family Care and Medical Leave

This policy explains how Alpha complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Alpha to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of CFRA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "CFRA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Alpha for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period

immediately preceding commencement of the FMLA leave, and work at a location where Alpha has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Events That May Entitle an Employee to CFRA Leave

The twelve (12)-week (or twenty-six (26)-week where indicated) CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If Alpha employs both parents, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose. CFRA leave for an employee's own pregnancy can be taken in addition to eligible Pregnancy Disability Leave, as outlined elsewhere in this Handbook.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Alpha's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a healthcare facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, same-sex partner, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12)-month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual

notified of an impending call or order to active duty, in the Armed Forces.

Amount of CFRA Leave Which May Be Taken

1. CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12)-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks—calculated as the weekly average of hours scheduled over the twelve (12) month period before the beginning of leave. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" will generally mean sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of CFRA leave during a twelve (12) month period to care for the Armed Forces member.
3. The "12 month period" in which twelve (12) weeks of CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any CFRA leave.
4. If a holiday falls within a week taken as CFRA leave, the week is nevertheless counted as a week of CFRA leave. If, however, Alpha's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Alpha's activities have ceased do not count against the employee's CFRA leave entitlement. Similarly, if an employee uses CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during CFRA Leave

1. An employee on CFRA leave because of his/her own serious health condition may use any or all accrued paid sick leave at the beginning of any otherwise unpaid CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as PTO, personal days, sick leave, etc., supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on CFRA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under CFRA shall be unpaid.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the CFRA leave. Sick pay accrues during any period of unpaid CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of Alpha's various employee benefit plans govern continuing eligibility during CFRA leave, and these provisions may change from time to time. The health benefits of employees on CFRA leave will be paid by Alpha during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for CFRA leave is granted, Alpha will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, Alpha will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Alpha may recover the health benefit costs paid on behalf of an employee during his/her CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from CFRA leave. If the employee retires during CFRA leave or during the first thirty (30) days after returning from CFRA leave, then that employee is deemed to have returned from leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Alpha. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Alpha's request for certification) may result in denial of the leave request until such certification is provided.
2. Alpha will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Alpha may contact the employee's health care provider to authenticate a certification as needed.
3. If Alpha has good faith, objective reason to doubt the validity of the medical certification supporting a leave, because of the employee's own serious health condition, Alpha may request a second opinion by a health care provider of its choice (paid for by Alpha). If the second opinion differs from the first one, Alpha

will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling CFRA Leave

1. An employee should request CFRA leave by completing a Request for Leave form and submitting it to his or her manager. An employee asking for a Request for Leave form will be given a copy of Alpha's then-current CFRA leave policy.
2. Employees should provide no less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. If CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Alpha will grant a request for CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. Alpha will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, Alpha will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the CFRA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to Alpha's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and

other terms and conditions of employment unless a reduction in workforce has occurred because of legitimate business reasons unrelated to the employee's CFRA leave.

2. When a request for CFRA leave is granted to an employee (other than a "key" employee), Alpha will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Limitations on Reinstatement for "Key" Employees

1. Alpha may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Alpha's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of Alpha's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, CFRA leave, or otherwise as soon as practicable if Alpha needs time to determine whether employee is a "key" employee, that the employee qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Alpha determines that substantial and grievous injury to Alpha's operations will result if the employee is reinstated from CFRA leave. At the time it determines that refusal is necessary, Alpha will notify the "key" employee in writing (in person or by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause Alpha to suffer substantial and grievous injury. If Alpha realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
3. If a "key" employee on leave does not return to work in response to Alpha's notification of intent to deny reinstatement, the employee continues to be entitled to maintenance of health benefits coverage and Alpha may not recover its cost of health benefit premiums. A "key" employee's rights under CFRA continue unless and until the "key" employee either gives notice that he or she no longer wishes to return to work, or Alpha actually denies reinstatement at the conclusion of the leave.
4. After Alpha notifies a "key" employee that substantial and grievous economic injury will result if Alpha reinstates the "key" employee, the "key" employee still is entitled to request reinstatement at the end of the leave period even if he or she did not return to work in response to Alpha's notice. Alpha must then again determine whether reinstatement will result in substantial and grievous economic injury, based on the facts at that time. If Alpha determines that substantial and grievous economic injury will result, Alpha shall notify the employee in writing (in person or by certified mail) of the denial of reinstatement.

Employment During Leave

No employee, including employees on CFRA leave may accept employment with any other employer without Alpha's written permission. An employee who accepts such employment without Alpha's written permission will be deemed to have resigned from employment at Alpha.

Pregnancy Disability Leave

This policy explains how Alpha complies with the California Pregnancy Disability Act, which requires Alpha to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for

Alpha. Alpha is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued PTO or Personal Days' time at the beginning of any otherwise unpaid leave period.
2. The receipt of PTO or Personal Days, or sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. PTO or Personal Days pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

Alpha shall provide continued health insurance coverage while an employee is on a PDL leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Alpha can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under FMLA/CFRA.
 - There is a continuation, recurrence or onset of a health condition entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of Alpha and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by contacting his or her

manager and the Human Resources Manager. An employee will be referred to Alpha's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. Alpha will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Alpha will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Alpha will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, Alpha will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with Alpha policy, before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Employment During Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without Alpha's written permission. An employee who accepts such employment without Alpha's written permission, will be deemed to have resigned from employment.

Paid Parental Leave

Alpha provides up to four (4) weeks of Paid Parental Leave to employees following the birth of an employee's child or the placement of a child with an employee in connection with adoption or foster care. The purpose of Paid Parental Leave is to enable the employee to care for and bond with a newborn or a newly adopted or a newly placed child. This policy will run concurrently with the federal Family Medical Leave Act (FMLA), California Pregnancy Disability Act (PDL) and California Family Rights Act (CFRA), as applicable. This policy will be in effect for births, adoptions or placements of foster children occurring on or after July 1, 2018.

Eligibility

Eligible employees must meet the following criteria:

- Be a full-or part-time, regular employee (temporary employees and interns are not eligible for this benefit).
- Employee must be an active employee as of July 1, 2018.

In addition, employees must meet one of the following criteria:

- Have given birth to a child.
- Be a spouse or a committed partner of the person who has given birth to a child.
- Have adopted a child or been placed with a foster child (in either case, the child must be age seventeen [17] or younger).

Amount, Time Frame and Duration of Paid Parental Leave

- Eligible employees will receive a maximum of four (4) weeks of Paid Parental Leave per birth, adoption or placement of a child/children. The fact that a multiple birth, adoption or place occurs (e.g. the birth of twins or adoption of siblings) does not increase the four (4) week total amount of Paid Parental Leave granted for that event. In addition, in no case will an employee receive more than four (4) weeks of Paid Parental Leave in a rolling twelve (12) month period, regardless of whether more than one (1) birth, adoption or foster care placement event occurs within that twelve (12) month time frame.
 - Note: For PDL: PDL may be granted if there is more than one (1) birth within a twelve (12) month time frame, but Alpha's Paid Parental Leave will not apply, if already applied within that twelve (12) month time frame.

- Each week of Paid Parental Leave is compensated at one hundred percent (100%) of the employee's regular, straight-time weekly pay. Paid Parental Leave will be paid in accordance with Alpha's payroll procedures and scheduled pay dates.
- Approved Paid Parental Leave may be taken at any time during the six (6) month period immediately following the birth, adoption or placement of a child with the employee. Paid Parental Leave may not be used or extended beyond this six (6) month time frame. Alpha requires a minimum of thirty (30) days' notice for requests to take Paid Parental Leave.
- Employees must take Paid Parental Leave in one (1) continuous period of leave and must use all Paid Parental Leave during the six (6) month time frame indicated above. Any unused Paid Parental Leave will be forfeited at the end of the six (6) month time frame.
- Upon termination of the individual's employment at the company, he or she will not be paid for any unused Paid Parental Leave for which he or she was eligible.

Coordination with Other Policies

- Paid Parental Leave taken under this policy will run concurrently with leave under FMLA, CFRA, and/or PDL. Any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or placement of a child due to adoption or foster care, will be counted towards the weeks of PDL, FMLA and/or CFRA entitlement. In no case will the total amount of leave-whether paid or unpaid-granted to the employee under FMLA and/or CFRA exceed the entitlement during the twelve (12) month period. Please refer to this Handbook for further guidance on leave policies.
- Alpha will maintain all applicable benefits for employees during the Paid Parental Leave period.
- If a holiday occurs while the employee is on Paid Parental Leave, such day will be charged to holiday pay (if applicable to employee). However, the holiday will not extend the total Paid Parental Leave entitlement.
- If Alpha's business activities have temporarily ceased for some reason and employees are generally not expected to report to work for one (1) or more weeks, (such as school breaks), the weeks where Alpha's activities have ceased will not impact any employees' PDL, FMLA and/or CFRA entitlement, consistent with applicable law.
- The following policies are only applicable to Paid Parental Leave:
 - **Hourly Employees:** If an hourly employee's Paid Parental Leave falls during school breaks (Thanksgiving Break, Winter Break, Spring Break or Summer Break), the employee must notify Alpha, in writing, of the option to use Paid Parental Leave, in order to receive pay. Otherwise, leave during breaks is considered unpaid.
 - Pay will be based upon an hourly employee's average number of hours worked per week.
 - **Salaried Employees:** If a salaried employee's Paid Parental Leave falls during the following school breaks:
 - Thanksgiving Break
 - Winter Break
 - Spring Break

The employee will be able to receive pay for those breaks, with the requirement that Paid Parental Leave is used either before or after the breaks end (minimum of one [1] week of Paid Parental Leave required to be used in order for salaried employees to receive pay during the above-mentioned school breaks).

- If the State has denied wage replacement benefits (either SDI or PFL) during the above-named breaks, the employee can provide Alpha with documentation to receive Paid Parental Leave pay, as an exception to the required minimum usage of Paid Parental Leave.
 - Summer Break is not included. If an employee elects to use some or all of Paid Parental Leave during Summer Break, the employee must notify Alpha, in writing, of the option to use Paid Parental Leave. Otherwise, Summer Break is considered unpaid.
- An employee who takes Paid Parental Leave that does not qualify for FMLA, CFRA, and/or PFL leave will be afforded the same level of job protection for the period of time that the employee is on Paid Parental Leave, as if the employee was on FMLA, CFRA, PDL-qualifying leave.
- All applicable policies for leave will also apply to Paid Parental Leave.
 - This includes the policy that no paid time off will accrue while an employee is on an approved leave of absence (i.e. PTO, personal, or sick leave)

Requests for Paid Parental Leave

- The employee will provide his or her manager and the human resources department with notice of the request for leave at least thirty (30) days prior to the proposed date of leave (or if the leave was not foreseeable, as soon as possible).
 - The employee must complete all necessary HR forms and provide all documentation as required to substantiate the request.
- As is the case with all company policies, Alpha has the exclusive right to interpret, change, alter, and/or remove this policy.

Industrial Injury Leave (Workers' Compensation)

Alpha, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to their manager;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Manager; and
- Provide Alpha with a certification from their health care provider regarding the need for workers' compensation disability leave as well as their eventual ability to return to work from the leave.

It is Alpha's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. Alpha, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Alpha's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Human Resources Manager and to the individual responsible for reporting to Alpha's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Alpha's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from Alpha's approved medical facility before returning to work.
- If a job-related injury results in follow up visits to a doctor from Alpha's approved medical facility and the employee is unable to schedule appointments outside of working hours, the employee is eligible to use sick or personal hours to be paid for that time. Employees are only compensated for lost time by Worker's Compensation when the employee has been placed off work by the doctor for one or more days.
- Any time there is a job-related injury, Alpha's policy may require drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Alpha shall grant an unpaid military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Alpha shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO or Personal Days as wage replacement during time served, provided such PTO or Personal Days accrued prior to the leave.

Except for employees serving in the National Guard, Alpha will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment

within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to Alpha, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Alpha shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Alpha with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Salaried, exempt and nonexempt employees are entitled to paid leave of up to five (5) work days due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild) and other household members. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays, PTO and Personal Days) falling during the absence will be counted both as scheduled days off and counted against the employee's bereavement leave entitlement.

Bereavement leave will be unpaid for hourly, nonexempt employees and any bereavement exceeding five (5) work days for salaried, exempt and nonexempt employees. Employees taking Bereavement Leave are required to notify their manager and the Human Resources Manager immediately of dates employee will be out and date of return to work.

Jury Duty or Witness Leave

For all salaried, exempt employees, Alpha will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, Alpha will pay for up to three (3) days if an employee is called to serve on a jury.

Victims of Abuse Leave

Alpha provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic

violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Alpha with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Alpha one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Alpha will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources Manager.

Volunteer Firefighter, Reserve Peace Officer, or Emergency Rescue Personnel Leave

An employee who is called for emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel or is required to engage in fire, law enforcement, or emergency rescue training, may request unpaid leave. For emergency duty, there is no limit to duration of leave. For training, an employee may not request leave exceeding fourteen (14) days per calendar year.

Alpha will not discharge, threaten to discharge, demote, suspend, or in any other manner discriminate or retaliate against any employee for taking leave for reasons concerning volunteer firefighting.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her manager at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Alpha will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Alpha, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) paid workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) paid workdays off in a twelve (12)-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Alpha for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Alpha that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of sick days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Alpha may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give his or her manager thirty (30) days' notice before returning from leave. Whenever Alpha is notified of an employee's intent to return from a leave, Alpha will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult the Human Resources Manager.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Alpha. This list of prohibited conduct is illustrative only and applies to all employees of Alpha; other types of conduct that threaten security, personal safety, employee welfare and Alpha's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Alpha. If an employee is working under a contract with Alpha which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Alpha property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Alpha property.
5. Fighting or instigating a fight on Alpha premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on Alpha premises.
8. Gambling on Alpha premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the time sheets for anyone other than the employee's own time sheet (unless the employee's position authorizes them to record such time).
11. Use of profane, abusive or threatening language with employees and/or students, and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Reckless and/or negligent conduct with care or use of Alpha's devices.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on Alpha premises without prior written approval of management, unless posting is on an Alpha bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.
23. Any other conduct detrimental to other employees or Alpha's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Unauthorized work or working off the clock for nonexempt employees.
27. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment agreement or contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While Alpha does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Alpha's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Alpha or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Alpha's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Alpha, employees are expected to devote their energies to their jobs with Alpha. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Alpha.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Alpha.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Alpha.
- Additional employment that requires the employee to conduct work or related activities on Alpha's property during the employer's working hours or using Alpha's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Alpha.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Alpha explaining the details of the additional employment. If the additional employment is authorized, Alpha assumes no responsibility for it. Alpha shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with Alpha, the employee should notify their manager and the Human Resources Manager regarding their intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When an employee terminates their at-will employment, the employee will be entitled to all earned, but unused vacation pay, if eligible. If the employee is participating in the medical and/or dental plan, the employee will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of Alpha the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the human resources department to express their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under Alpha's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an Alpha employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Human Resources Manager:

1. The complainant will bring the matter to the attention of the Human Resources Manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Human Resources Manager will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of Alpha's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Alpha values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an Alpha employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Human Resources Department or Board Chair (if the complaint concerns the CEO) as soon as

possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources Manager (or designee) shall abide by the following process:

1. The Human Resources Manager or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Human Resources Manager (or designee) finds that a complaint against an employee is valid, the Human Resources Manager (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Human Resources Manager (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Human Resources Manager's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the CEO) or the Human Resources Manager or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENTS TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of Alpha in effect at the time of publication.

Alpha reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Alpha that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that Alpha may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of Alpha, you may file this form with the CEO, Human Resources Manager, or Board President.

Please review Alpha's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Alpha will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Alpha will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Alpha to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Alpha will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by Alpha both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by Alpha:

Received by: _____ Date: _____

Formulario de quejas

Nombre: _____ Domicilio: _____

Teléfono #: _____

1. ¿Contra quién es su queja? _____

Escuela: _____ Posición: _____

2. ¿Ha discutido este asunto con el/ella? Sí ___ No ___ Sí, fecha: _____

3. ¿Ha discutido este asunto con el director? Sí ___ No ___ Sí, fecha: _____

Descripción de la queja: Favor de incluir toda la información importante como lugar, nombres, fechas, testigos, y a quién se reportó. Puede incluir una hoja adicional si necesita más espacio.

Con ésta, autorizo a la escuela para que divulgue la información que he dado como lo considere pertinente en la investigación de esta queja/reclamo. Con la presente certifico que toda la información que he dado es verdadera, correcta, y completa de acuerdo a mis conocimientos. Entiendo, que dar falsa información a este respecto podría resultar en acción disciplinaria incluyendo el despido.

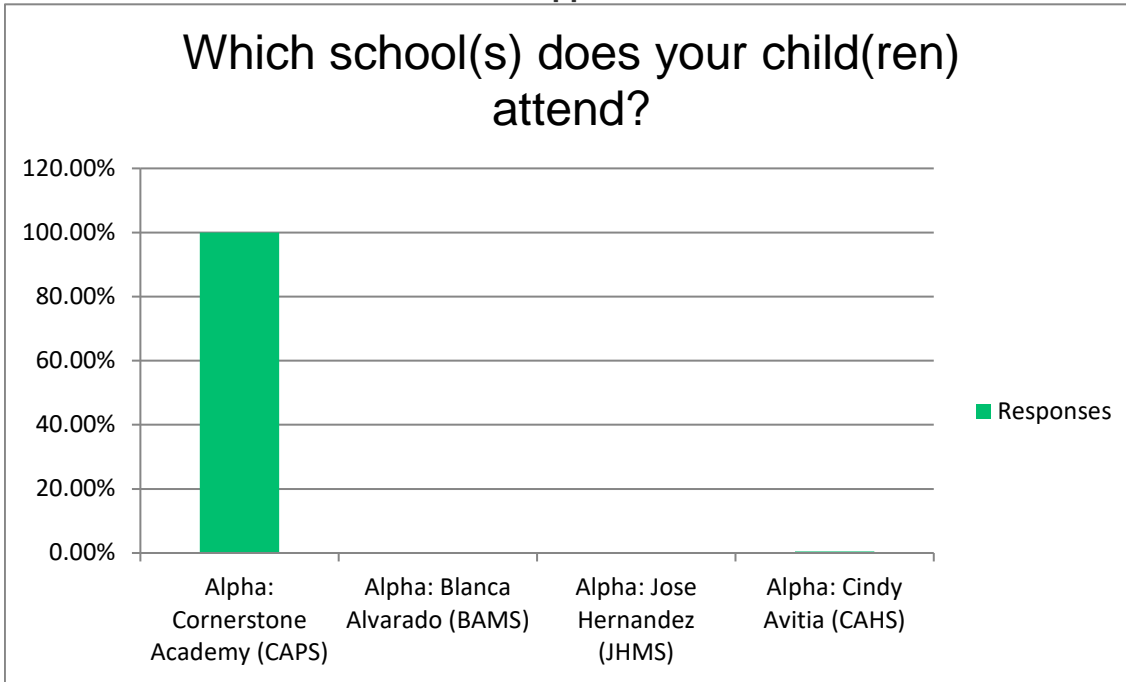
Firma: _____ Fecha: _____

Fecha recibida en la oficina de Alpha:

Alpha Family Survey (April 2019)

Which school(s) does your child(ren) attend?

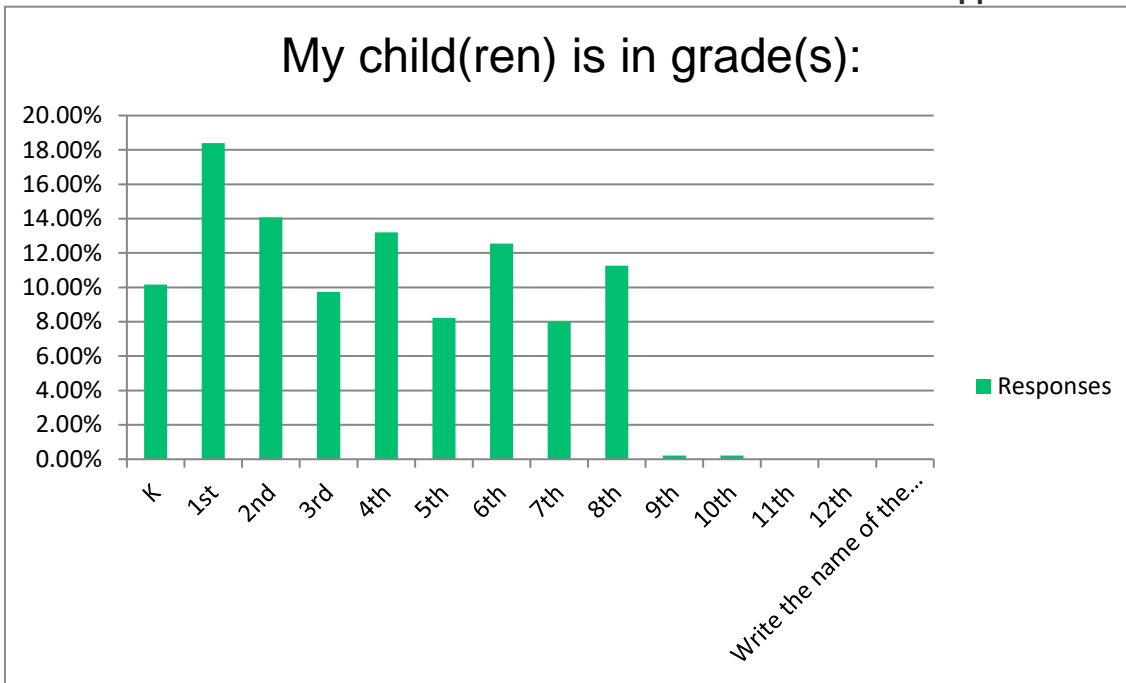
Answer Choices	Responses	
Alpha: Cornerstone Academy (CAPS)	100.00%	465
Alpha: Blanca Alvarado (BAMS)	0.00%	0
Alpha: Jose Hernandez (JHMS)	0.00%	0
Alpha: Cindy Avitia (CAHS)	0.43%	2
Answered		465
Skipped		0



Alpha Family Survey (April 2019)

My child(ren) is in grade(s):

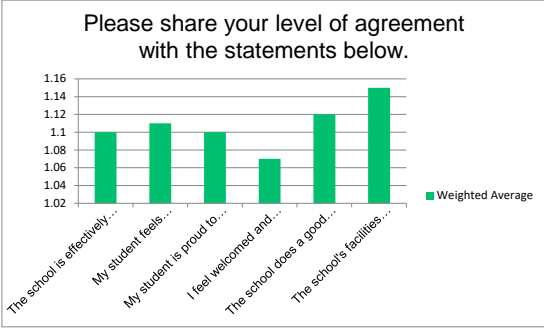
Answer Choices	Responses	
K	10.17%	47
1st	18.40%	85
2nd	14.07%	65
3rd	9.74%	45
4th	13.20%	61
5th	8.23%	38
6th	12.55%	58
7th	8.01%	37
8th	11.26%	52
9th	0.22%	1
10th	0.22%	1
11th	0.00%	0
12th	0.00%	0
Write the name of the teacher(s) whom you meet with at your Parent	0.00%	0
	Answered	462
	Skipped	3



Alpha Family Survey (April 2019)

Please share your level of agreement with the statements below.

	Agree / Đồng ý / De acuerdo	Disagree / Bất Đồng ý / En desacuerdo	Unsure	Total	Weighted Average			
The school is effectively preparing my student to be successful in coll	94.62%	440	0.43%	2	4.95%	23	465	1.1
My student feels physically and emotionally safe at school.Học sinh c	93.55%	435	1.72%	8	4.73%	22	465	1.11
My student is proud to be a member of his/her school.Học sinh của t	94.19%	438	1.94%	9	3.87%	18	465	1.1
I feel welcomed and heard by school staff when I have a question or c	95.05%	442	2.80%	13	2.15%	10	465	1.07
The school does a good job of family engagement through the opport	92.67%	430	2.80%	13	4.53%	21	464	1.12
The school's facilities are clean and welcoming.Khuôn viên của trườn	91.11%	420	3.25%	15	5.64%	26	461	1.15
				Answered			465	
				Skipped			0	



Alpha Family Survey (April 2019)

(Optional) Please share 2 things you most appreciate about the school.(Tùy chọn) Xin hãy chia sẻ 2 điều thích nhất về trường(Opcional) Por favor comparta 2 cosas que más aprecias de la escuela.

Answer Choices	Responses
1)	99.66% 290
2)	68.73% 200
Answered	291
Skipped	174

Respondents	Response Date	1)	Tags	2)	Tags
1	Apr 22 2019 0:	Good school hours for work	Friendly Staff		
2	Apr 22 2019 1:	Dedicated Teachers	Safe environment		
3	Apr 19 2019 0:	Cirriculum	Uniform and timings		
4	Apr 19 2019 1:	always a welcoming environment			
5	Apr 19 2019 1:	RPH	All staff and teachers		
6	Apr 19 2019 1:	Great teachers			
7	Apr 19 2019 1:	caring staff	Always welcoming		
8	Apr 19 2019 1:	staff are very helpful			
9	Apr 19 2019 1:	la seguridad de los estudiantes			
10	Apr 19 2019 1:	after school program coral is very helpful			
11	Apr 19 2019 1:	coral after school program			
12	Apr 19 2019 0:	staff very friendly			
13	Apr 19 2019 0:	teacher and staff			
14	Apr 19 2019 0:	staff and teacher friendly			
15	Apr 19 2019 0:	Teachers and staff are helpful			
16	Apr 19 2019 0:	The teachers are passionat	the staff all care for the students		
17	Apr 19 2019 0:	Greeting students in the mc	Office staff		
18	Apr 19 2019 0:	Teachers are amazing			
19	Apr 19 2019 0:	Office staff are always welcoming	and treat us as family		
20	Apr 19 2019 0:	Staff are very welcoming			
21	Apr 19 2019 0:	Teachers and staff are always very helpful			
22	Apr 18 2019 0:	Staffs are very helpful with i	Teachers are very well responsive		
23	Apr 18 2019 0:	Staff	Activities		
24	Apr 18 2019 1:	na	na		
25	Apr 18 2019 1:	none	none		
26	Apr 18 2019 1:	none	none		
27	Apr 17 2019 0:	Organazation	academic system		
28	Apr 17 2019 0:	Great staff			
29	Apr 17 2019 0:	The teachers	the things the students are learning		
30	Apr 17 2019 0:	Staff are friendly and profes	very clean school		
31	Apr 17 2019 0:	la amabilidad de los maestr	comunicacion con los maestros		
32	Apr 17 2019 0:	very good teachers			
33	Apr 17 2019 0:	La atencion de los maestro:	la puntualidad		
34	Apr 17 2019 0:	Fast Response	Friendly		
35	Apr 17 2019 0:	listen to parents suggestion	build strong scholars		
36	Apr 17 2019 0:	Snacks for kinder			
37	Apr 17 2019 0:	Teachers	Front office staff		
38	Apr 17 2019 0:	Good techer	Safe school		
39	Apr 17 2019 0:	Kinder & younger grade hol	individual playground		
40	Apr 17 2019 0:	La dedicacion a los alumno	la puntualidad		
41	Apr 17 2019 0:	Teacher and Staff are frien	Clean Environment		
42	Apr 17 2019 0:	la seguridad de los ninos	Le ayudan mucho a los ninos		
43	Apr 17 2019 0:	Professional Teacher	Care Teacher		
44	Apr 17 2019 0:	Great teachers	Amazing staff		
45	Apr 17 2019 0:	Evaluate every day	my Kids is happy to goto school		
46	Apr 17 2019 0:	academics	great class sizes		
47	Apr 17 2019 0:	Good education	Safe and Clean environment		
48	Apr 17 2019 0:	Education	Staff		
49	Apr 17 2019 0:	They have great teachers	Great staff		
50	Apr 17 2019 0:	academic are great			
51	Apr 17 2019 0:	Teachers			
52	Apr 17 2019 0:	Teachers and their teaching	School Campus		
53	Apr 17 2019 0:	Staff are very kind and welcom	ing		
54	Apr 17 2019 0:	Zero tolerance for bullying	Office staff		
55	Apr 17 2019 0:	That our voices are heard and	taken into consideration		
56	Apr 17 2019 0:	Que los maestros estan al	pendente de los estudiantes		
57	Apr 17 2019 0:	Full Days	Good Program		
58	Apr 17 2019 0:	Personal support for studen	Families Support each other		
59	Apr 17 2019 0:	after school Programs			
60	Apr 17 2019 0:	Field Trips & Safety			
61	Apr 17 2019 0:	Teacher to student ratio in	class room		
62	Apr 17 2019 0:	Everyone is very welcoming	the teachers are great		
63	Apr 17 2019 0:	Teachers			
64	Apr 17 2019 0:	Very good teachers	The academic at this school is great		
65	Apr 17 2019 0:	Teacher are very hands on	with families and their students		
66	Apr 17 2019 0:	Disiplina	El trabajo y atencion de los maestros con los estudiantes		
67	Apr 17 2019 0:	Good teachers			
68	Apr 17 2019 0:	All staff are very kind and	always very helpful		
69	Apr 17 2019 0:	Very nice teachers			
70	Apr 17 2019 0:	School hours	teachers		
71	Apr 17 2019 0:	Los maestros			
72	Apr 17 2019 0:	son muy responsables con	ayudan a los estudiantes cuando ahi una problema		
73	Apr 17 2019 0:	good teacher	good environment		
74	Apr 17 2019 0:	Knowing every student			
75	Apr 17 2019 1:	I appreciate the open door ;	I appreciate that the school is from Kindergarten to 8th grade		
76	Apr 17 2019 1:	Very nice teachers	Staff are nice		
77	Apr 17 2019 1:	Best office staff i have ever	Great teachers		
78	Apr 17 2019 1:	good learning environment	great staff		
79	Apr 17 2019 1:	office staff always helpful	teachers are very nice		
80	Apr 17 2019 1:	Friendly staff	clean facilities		
81	Apr 17 2019 1:	safe	Friendly and kind staff and teachers		
82	Apr 17 2019 1:	Safety	Friendly		
83	Apr 17 2019 1:	great homework	Great teachers		
84	Apr 17 2019 1:	safe school for my student	Teacher		
85	Apr 17 2019 1:	education	Staff		
86	Apr 17 2019 1:	office staff	All teachers		
87	Apr 17 2019 1:	staff greet students when th	a lot of different things for student		
88	Apr 17 2019 1:	Academic program and lon	high reading levels		
89	Apr 17 2019 1:	Faculty staff are very friend	communication with my student and teacher		
90	Apr 17 2019 1:	Tener los maestro mejores	Mi hijo se sente seguro en la escuela		
91	Apr 17 2019 1:	Great support for the students			
92	Apr 17 2019 1:	Teachers are very nice			
93	Apr 17 2019 1:	Clean and safe	Teachers are always open for communication		
94	Apr 17 2019 1:	clean	Staff very friendly		
95	Apr 17 2019 1:	teachers	staff		
96	Apr 17 2019 1:	Good education	Good teachers		

97	Apr 17 2019 1	Office staff	Teachers are always hands on with everything
98	Apr 17 2019 1	Teacher are very understand	office staff
99	Apr 17 2019 1	teachers	
100	Apr 17 2019 1	All staff	The whole school
101	Apr 17 2019 1	the staff	our teachers
102	Apr 17 2019 1	The educational support for the support and caring front office staff at caps and the way all teacher care the students	
103	Apr 17 2019 1	Los maestros	Las clases
104	Apr 17 2019 1	All teacher	Office staff
105	Apr 17 2019 1	Office staff are very friendly	Teachers are very friendly
106	Apr 17 2019 1	La personas en la oficina	Los maestros
107	Apr 17 2019 1	Office staff	Teachers
108	Apr 17 2019 1	Teachers	The playground
109	Apr 17 2019 1	Good education	take well of students
110	Apr 17 2019 1	Friendly teacher and staff	Clean and safe environment
111	Apr 17 2019 1	the teachers	
112	Apr 17 2019 1	its more of a family feeling	its close to our home
113	Apr 17 2019 1	the start time and end time	All teacher are nice and friendly
114	Apr 17 2019 1	La comunicacion con los p	la atencion asia el estudiante
115	Apr 17 2019 1	Los maestros	la offician
116	Apr 17 2019 1	Muy bueno communication	el ano escolar
117	Apr 17 2019 1	Helping my student n schoc	Making her smart
118	Apr 17 2019 1	Teachers	
119	Apr 17 2019 1	Los maestros	las tareas
120	Apr 17 2019 1	Su seguridad	El nivel de ensenanza
121	Apr 17 2019 1	Staff	
122	Apr 17 2019 1	Staff	
123	Apr 17 2019 1	make me child feel confider	All teachers are so friendly
124	Apr 17 2019 1	the playground	the classes
125	Apr 17 2019 1	Staff in the office	All Teachers
126	Apr 17 2019 0	Very good teachers	Very nice principal
127	Apr 17 2019 0	office ataff	Teachers are very kind
128	Apr 17 2019 0	playground	Dedicated teachers and staff
129	Apr 17 2019 0	Staff	
130	Apr 16 2019 0	The communication	
131	Apr 16 2019 0	Everyone is treated fairly	Clean school
132	Apr 16 2019 0	Staff is friendly	
133	Apr 16 2019 0	Resources	
134	Apr 16 2019 0	Teachers	Office Staff
135	Apr 16 2019 0	Clean	Friendly staff
136	Apr 16 2019 0	Staff	
137	Apr 16 2019 0	Teachers are supportive an	Excellent resources
138	Apr 16 2019 0	Office staff	
139	Apr 16 2019 0	All staff is friendly	Student respect
140	Apr 16 2019 0	The teachers	
141	Apr 16 2019 0	Friendly environment	Children build great social skills
142	Apr 16 2019 0	The teacher are helpful	
143	Apr 16 2019 0	Communication with staff is	Kids feel safe
144	Apr 16 2019 0	Teachers	
145	Apr 16 2019 0	staff very kind	
146	Apr 16 2019 0	All staff is friendly	
147	Apr 16 2019 0	Teacher and parent commu	Staff efficiency in ensuring son is safe
148	Apr 16 2019 0	All staff is friendly	
149	Apr 16 2019 0	School staff	
150	Apr 16 2019 0	Coral	Field trips
151	Apr 16 2019 0	Teachers respond to parent	School staff cares about students
152	Apr 16 2019 0	Teachers and staff are friendly	
153	Apr 16 2019 0	Snacks for kinders	just enough homework for student
154	Apr 16 2019 0	All staff is friendly	
155	Apr 16 2019 0	Staff	
156	Apr 16 2019 0	All staff is friendly	
157	Apr 16 2019 0	Long hours learning at schc	Several field trips throughout the year
158	Apr 16 2019 0	My son is learning	Teachers are helpful
159	Apr 16 2019 0	All staff is friendly	
160	Apr 16 2019 0	Dedication from all staff	Sincere staff
161	Apr 16 2019 0	school Spirit	Morning traffic
162	Apr 16 2019 0	Friendly teachers and staff	
163	Apr 16 2019 0	Office Staff always welcomi	Teacher kindness
164	Apr 16 2019 0	Office staff	
165	Apr 16 2019 0	Carefully explanations to p	Teachers are focused on student growth
166	Apr 16 2019 0	great staff communication	
167	Apr 16 2019 0	Friendly staff	Great academic curriculum
168	Apr 16 2019 0	The kindness from the teachers and staff	
169	Apr 16 2019 0	All staff is friendly	
170	Apr 16 2019 0	Disiplina	Seguridad
171	Apr 16 2019 0	Help from the teachers and staff	
172	Apr 16 2019 0	Teachers and staff are friendly	
173	Apr 16 2019 0	Youthful teachers	Competitive academic circiculum
174	Apr 16 2019 0	all staff	Prepared for college
175	Apr 16 2019 0	The way they teach	The activities
176	Apr 16 2019 0	staff Community	Welcoming Staff
177	Apr 16 2019 0	All staff is friendly	School staff cares about student safety
178	Apr 16 2019 0	The teachers are very helpf	The office staff are very friendly
179	Apr 16 2019 1	Teacher and Staff are frienc	Communication
180	Apr 16 2019 1	Teacher and Staff are friendly	
181	Apr 16 2019 10:34 AM		I like that I can reach out to her teacher when I have a concern
182	Apr 16 2019 1	La seguridad al entrar y salir de los ninos	
183	Apr 16 2019 1	Teacher and Staff are frienc	good behavior requested from students
184	Apr 16 2019 1	Security	Communication
185	Apr 16 2019 1	Ms. Yamamoto reached out	I like that I can reach out to her teacher when I have a concern
186	Apr 16 2019 1	Diciplina	
187	Apr 16 2019 1	Teacher and Staff are friendly	
188	Apr 16 2019 1	Nice & Educated teacher	teachers remembered my kids and parents
189	Apr 16 2019 1	Performance	
190	Apr 16 2019 1	Teacher and Staff are friendly	
191	Apr 16 2019 1	HOurs	Academy
192	Apr 16 2019 1	Safety	Teachers are close and friendly
193	Apr 16 2019 1	Communication	Security
194	Apr 16 2019 1	Teacher and Staff are friendly	
195	Apr 16 2019 1	Teacher and Staff are frienc	Encouragement
196	Apr 16 2019 1	Atencion	Amabilidad del personal y maestros
197	Apr 16 2019 1	Safety	School Work
198	Apr 16 2019 1	K-4 Grade has good educat	the staff are nice
199	Apr 16 2019 1	The teacher encourage and My student does well and feels safe in school	
200	Apr 16 2019 1	Education	Family Engagement
201	Apr 16 2019 1	Teachers are really nice and sweet	

202 Apr 16 2019 11 kids safety

203 Apr 16 2019 11 Listen to parents options an Teacher and staff are Very Nice

204 Apr 16 2019 11 teachers one on one with students (Ms.Blackstone) is the best

205 Apr 16 2019 11 Staff & Teachers are dedicated

206 Apr 16 2019 0: Great staff good Cirriculum

207 Apr 16 2019 0: teachers and their teaching teachers and staff kindness

208 Apr 16 2019 0: Teachers office staff

209 Apr 16 2019 0: My son is constantly challer They are always very welcoming and caring

210 Apr 16 2019 0: allowance of parents to drop principal/ teacher greet scholar at gate every morning

211 Apr 16 2019 0: teachers is willing to help st All staff members are very welcoming

212 Apr 16 2019 0: Teacher and Staff are frienc teachers help students in any way possible to learn

213 Apr 16 2019 0: Teachers are professional teachers are kind and Friendly

214 Apr 16 2019 0: proper behavior requested from the student

215 Apr 16 2019 0: proper behavior requested from the student

216 Apr 16 2019 0: proper behavior requested f clean and proper appearance requested from students

217 Apr 16 2019 0: good math skills, reading sl clean surroundings

218 Apr 16 2019 0: Teacher and Staff are friendly

219 Apr 16 2019 0: Teachers environment

220 Apr 16 2019 0: on site after school staff long hours

221 Apr 15 2019 0: Long hours

222 Apr 15 2019 0: Teachers environment

223 Apr 15 2019 0: Teachers School staff

224 Apr 15 2019 0: Good math skills Reading skills

225 Apr 15 2019 0: proper behavior requested f clean and proper appearance requested from students

226 Apr 15 2019 0: Teachers are professional teachers are kind and Friendly

227 Apr 15 2019 0: letting parents drop scholar principal/ teacher greet scholar at gate every morning

228 Apr 15 2019 0: Teacher is willing to help st All staff members are very welcoming

229 Apr 15 2019 0: Ms. acda is very kind Staff

230 Apr 15 2019 0: My son is constantly challer They are always very welcoming and caring

231 Apr 15 2019 0: Teachers & staff

232 Apr 15 2019 0: Office people Teacher

233 Apr 15 2019 0: Teacher and their teachings: Teacher and staff kindness

234 Apr 15 2019 0: Great staff good Cirriculum

235 Apr 15 2019 0: Staff & Teachers are dedicated

236 Apr 15 2019 0: teacher one on one time w/ students (Ms. Blackstone your the best!)

237 Apr 15 2019 0: Listen to parents options an Teacher and staff are Very Nice

238 Apr 15 2019 0: Staff and teachers are welcoming

239 Apr 15 2019 0: la seguridad de los ninos Les ayudan mucho a los ninos

240 Apr 15 2019 0: Teachers are really nice and sweett

241 Apr 15 2019 0: Education Family Engagement

242 Apr 15 2019 0: The teacher encourage and My student does well and feels safe in school

243 Apr 15 2019 0: K-4 Grade has good educat the staff are nice

244 Apr 15 2019 0: Safety School Work

245 Apr 15 2019 0: Atencion Amabilidad del personal y maestros

246 Apr 15 2019 0: Teacher and Staff are frienc Encouragement

247 Apr 15 2019 0 Teachers School staff

248 Apr 15 2019 0 Communication Security

249 Apr 15 2019 0 Safety Teachers are close and friendly

250 Apr 15 2019 0 HOURS Academy

251 Apr 15 2019 0 Staff are nice Teachers are working hard and really nice

252 Apr 15 2019 0 Performance

253 Apr 15 2019 0 Nice & Educated teacher Teacher and staff remember students and parents

254 Apr 15 2019 0 Teachers are very nice

255 Apr 15 2019 0 Diciplina

256 Apr 15 2019 0 Ms. Yamamoto reached out I like that I can reach out to her teacher when I have a concern

257 Apr 15 2019 0 Security Communication

258 Apr 15 2019 0 Good behavior requested fro teachers help students in any way possible to learn

259 Apr 15 2019 0 La seguridad al entrar y salir de los ninos

260 Apr 11 2019 11 The TEACHERS genuinely care for the students. The other faculty and front office staff DO NOT.

261 Apr 07 2019 0: Providing longer school ho Providing a on site after school which is reasonable price

262 Apr 07 2019 0: Providing longer school ho Providing a on site after school which is reasonable price

263 Apr 04 2019 0: Very kind and nice staff extra effort to show up to welcoming students at the gate in the morning.

264 Apr 04 2019 0: The teachers Curriculum

265 Apr 04 2019 1: Front office staff are always My children's teachers are really approachable and flexible.

266 Apr 04 2019 0: Pride values The staff who care about your children and them familiarizing with you and your family

267 Apr 03 2019 0 N/A N/A

268 Apr 03 2019 0: The community The hours of operation

269 Apr 03 2019 0: Que siempre me mandan mensajes.

270 Apr 02 2019 0: Really great and happy tea: Children are safe in a smaller school with generally good and caring parents

271 Apr 02 2019 0: Safe motivation

272 Apr 02 2019 0: Friendly Making sure kids knows how to do their work

273 Apr 01 2019 0: N/A N/A

274 Apr 01 2019 0: PRI-J El horario

275 Apr 01 2019 0: Staff is friendly and profess Academic work is age appropriate

276 Apr 01 2019 0: Teachers Staffs

277 Apr 01 2019 11 Hospitality Family Engagement

278 Mar 31 2019 1 School Staffs and teachers Everyone works hard to help the students.

279 Mar 31 2019 1 Helpful and Nicely staffs Great communication between teachers and parents

280 Mar 31 2019 0 Teachers/staff are always v Teachers/staff are helpful and open to communicating

281 Mar 29 2019 0 Friendly Staffs The teachers are awesome

282 Mar 29 2019 0 The nice teachers The nice school

283 Mar 29 2019 0 teachers are very responsib parents engagement is very high

284 Mar 29 2019 0 Cleanliness and good curric Field Trips allowed students exposed themselves to different things

285 Mar 28 2019 0 El personal bilingüe Y el ambiente sano

286 Mar 28 2019 0 Friendly staff and knowledg Welcome, clean and safe environment

287 Mar 28 2019 0 Aprecio que el personal de La comunicacion con la maestra de mi hija/o

288 Mar 28 2019 0 The hardwork of all the tea: The friendly office staff

289 Mar 27 2019 0 Teachers and staff are supportive of not only student but his/her family

290 Mar 27 2019 0 Make my kid feed confident All the teachers look do friendly .

291 Mar 27 2019 0 Easy to reach out to my chi Specials

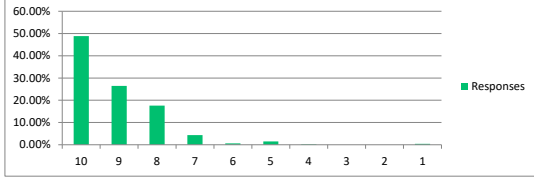
- 216 Apr 02 2019 0 Cars cartoon in French dur. New happier color option for the shirts (black/no good-blue, grey, pretty much anything other than black which is also too hot during summer)
- 217 Apr 02 2019 0 Summer Program
- 218 Apr 02 2019 0 Not too much homework for Latin school time for students to enjoy more free time
- 219 Apr 01 2019 0 For the principal to show to. Students had behavior
- 220 Apr 01 2019 0 El cambio que pedira solo a la directora y subdirectora este mes involucrada
- 221 Apr 01 2019 0 Need more outdoor activities. Playground
- 222 Mar 31 2019 1 more sport programs. Cleaner restrooms.
- 223 Mar 29 2019 1 open teachers hall
- 224 Mar 29 2019 2 Reston great teachers/hall.
- 225 Mar 29 2019 1 open of classes (office) facility, playground, baseball/soccer field
- 226 Mar 29 2019 0 Traffic control during and a. Safety for the children
- 227 Mar 28 2019 0 Puntos rojos en el cam. Ninguno con los maestros que hacen educación física. Le gritan mucho alno tener y los intimidan. También las directoras no son conscientes con las reglas que tienen el la escuela.
- 228 Mar 28 2019 0 Más niños en el cam. Necesito cámaras around the camera
- 229 Mar 27 2019 0 Communicating things school wide
- 230 Mar 27 2019 0 Drive newsletters to home. More after school activities.

Alpha Family Survey (April 2019)

Overall, I would rate my school: (1 to 10, 10 being highest)Tất cả, Tôi đánh giá trường của tôi (1 đến 10, 10 là cao nhất)En general, calificaría mi escuela: (de 1 a 10, siendo 10 el más alto)

Answer Choices	Responses	
10	48.81%	225
9	26.46%	122
8	17.57%	81
7	4.34%	20
6	0.65%	3
5	1.52%	7
4	0.22%	1
3	0.00%	0
2	0.00%	0
1	0.43%	2
Answered		461
Skipped		4

Overall, I would rate my school: (1 to 10, 10 being highest)Tất cả, Tôi đánh giá trường của tôi (1 đến 10, 10 là cao nhất)En general, calificaría mi escuela: (de 1 a 10, siendo 10 el más alto)





CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Alpha Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Alpha Public Schools and Alpha: Blanca Alvarado School, Alpha: Cindy Avitia High School, Alpha: Cornerstone Academy, and Alpha: Jose Hernandez School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

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

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

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

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position,

or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Alpha Public Schools' filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

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

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and shall comply with any applicable provisions of the Charter School bylaws.

If the Board determines that a conflict of interest exists, the Charter School shall not enter into a contract or transaction (1) in which a director directly

or indirectly has a material financial interest; or (2) with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are a director and have a material financial interest.

EXHIBIT A

Designated Position

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, COO, CFO/Treasurer, CSO, Secretary, etc.)
 - D. Principals of Charter Schools
 - E. Director of Finance
 - F. School Operations Managers
 - G. Consultants¹
 - H. Other Employees²

¹ The Chief Executive Officer may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ "Other Employees" include employees with authority to make purchases that may foreseeably and materially affect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

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

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

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

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

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

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

Category 2 Reporting:

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

Category 3 Reporting:

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



<p>Alpha: Cornerstone Academy School 1598 Lucretia Ave San Jose, CA 95122 Principal: Marion Dickel mariondickel@alphapublicschools.org</p>	<p>Alpha: Cindy Avitia High School 1881 Cunningham Ave San Jose, CA 95122 Principal: Jorge Arellano jarellano@alphapublicschools.org</p>
<p>Alpha: Blanca Alvarado School 1601 Cunningham Ave San Jose, CA 95122 Principal: Cynthia Martinez Nava cnava@alphapublicschools.org</p>	<p>Alpha: Jose Hernandez School 1601 Cunningham Ave San Jose, CA 95122 Principal: Dr. Rosie Carlson rcarlson@alphapublicschools.org</p>

FAMILY HANDBOOK

2019-2020

- *SPANISH/VIETNAMESE TRANSLATION AVAILABLE IN MAIN OFFICE
- * *TRADUCCIÓN EN ESPAÑOL ESTAN DISPONIBLE EN LA OFICINA PRINCIPAL*
- * *DỊCH TIẾNG VIỆT CÓ SẴN TRONG VĂN PHÒNG*

Mission and Vision

Lottery and Enrollment Procedures

School Year Calendar

School Schedules

Attendance – General

Excused Absences

Unexcused Absences

Verifying Absences

Appointments

Early Dismissal

Disenrollment (Start of the School Year)/Involuntary Removal

Excessive Absences

Excessive Late Arrivals

Arrival & Dismissal Policy

Late Pick-Up Policy

Homework

Student Discipline, Suspension, & Expulsion

School Uniforms

Family Involvement Policy

Promotion/Retention Policy

Teacher Qualifications

Special Education Policy

School Lunch Program

Homeless Students

Student Records

Pupil Record Challenges Policy

Grading Policy

State Testing

Other Information and Policies

- Student Belongings
- Classroom Parties, Birthdays, and Other Events
- School Accountability Report Card

Appropriate Use of Technology

Use of Electronic Mail Addresses

Health and Safety

- Fingerprinting and Background Checks
- Immunizations
- Administration of Medications
- First Aid, CPR, and Health Screening
- Exposure Control Plan For Blood Borne Pathogens

Classroom and School Visitation, Volunteer, and Removal Policy

Independent Study Policy

Annual Notices

- Cal Grant Program Notice
- Concussion / Head Injury Annual Notice
- Sexual Health Education Annual Notice
- Animal Dissections
- Availability of Health Insurance
- Availability of Prospectus
- California Healthy Kids Survey
- Diabetes
- Education of Foster Children and Youth
- Professional Boundaries: Staff/Student Interaction Policy
- Human Trafficking Prevention
- Mental Health Services
- Pregnant and Parenting Students
- School Bus and Passenger Safety
- School Wellness Policy
- Sudden Cardiac Arrest Prevention and Automated External Defibrillators

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

General Complaints Policy

- Internal Complaint Policy
- Policy for Complaints Against Employees

Nondiscrimination

Uniform Complaint Policy and Procedures

Notifications

Uniform Complaint Procedures

General Complaint Form

Uniform Complaint Procedure Form

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Mission and Vision

We believe that all children have a fundamental right to an excellent education. Alpha Public Schools (“Alpha” or “School” or “Charter School”) will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Lottery and Enrollment Procedures

Admission to Alpha Public Schools is determined by a lottery system. Admissions preferences are given to siblings of current students, children of Alpha staff and board members (Cornerstone Academy only), and students residing in the District per the school’s charter. Seats are offered to students according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. School staff will notify families when space becomes available and specify the timeframe for accepting the open space and submitting all paperwork.

Newly accepted students must be present during the first week of school or may risk losing their space.

School Year Calendar

The most up to date school year calendar is available on the Alpha Public Schools website (www.alphapublicschools.org) and in the main office

School Schedules

Alpha: Cornerstone Academy Preparatory School operates from 7:45 a.m. until 3:15 p.m., every day except Thursday which is minimum day (12:45 p.m. Dismissal).

Alpha: Blanca Alvarado School operates from 8:30 a.m. until 4:00 p.m., every day except Thursday which is minimum day (1:00 p.m. Dismissal).

Alpha: Jose Hernandez School operates from 8:00 a.m. until 3:30 p.m., every day except Thursday which is minimum day (12:30 p.m. Dismissal).

Alpha: Cindy Avitia High School operates from 8:00 a.m. until 3:30 p.m., every day except Thursday which is minimum day (12:30 p.m. Dismissal). Note: Your child may be required to stay for additional help from their teacher until 4:00 p.m. on select days. If your child is required to stay we will notify you by text message.

All Alpha students are required to arrive at school on time and to remain in school until dismissal.

Attendance – General

Attendance is the first step in ensuring academic achievement. **Regular attendance is required.** Parents and guardians are required to ensure that their children are in school and face strict penalties if they fail to meet these obligations pursuant to California law.

Alpha Public Schools loses approximately \$50 in state funding each day that a student is absent from school. Losing this funding means fewer resources for your child and their teachers.

Excused Absences

A student may be excused legally from school when the absence is due to:

- Personal illness or injury;
- Quarantine under the direction of a county or city health officer;
- Medical, dental, optometric, or chiropractic services rendered;
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attendance at funeral services for a member of the immediate family (1 day in state, 3 days out of state). "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's household;
- Participation in religious instruction/exercises in accordance with school policy: No more than four (4) school days per month;
- Jury Duty
- Attendance at a pupil's naturalization ceremony to become a United States citizen
- Spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School;
- Serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code
- Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The School does not require a note from the doctor for this excusal.)
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
- Authorized at the discretion of a school administrator, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse. A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.

- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil’s parent or guardian provides a written note to the school authorities explaining the reason for the pupil’s absence.
- Upon written request of the parent or guardian and approval of the Principal or his/her designee and pursuant to board policy, a student’s personal justifiable absence may be excused. Reasons include, but are not limited to:
 - Appearance in court;
 - Observation of a holiday or ceremony of his/her religion;
 - Attendance at religious retreats not to exceed four (4) hours per semester;
 - Attendance at funeral services (for other than the immediate family);

Unexcused Absences

Unexcused absences are recorded for those absences not meeting the criteria for an “excused” absence as listed above including, but not limited to, personal family vacations, an unjustifiable and/or unverified student absence, or any other absence deemed “unexcused” by the school’s administrative team. Excessive unexcused absences (more than 10% of school days) will place your student at risk for not being promoted to the next grade.

Verifying Absences

The School will keep records of all student absences. **Parents are required to contact the school the same day or in advance of the absence to verify their student’s absence.** A phone call, voicemail, or email verification is acceptable. Please do your best to call or email the office staff by 8:30am.

Attendance Contact Information	
Alpha: Cornerstone Academy Email: blegaspi@alphapublicschools.org or Inguyen@alphapublicschools.org Phone: (408) 361-3876	Alpha: Blanca Alvarado School Email: mmontoya@alphapublicschools.org Phone: (408) 780-0831 ext. 105
Alpha: Jose Hernandez School Email: cmendoza@alphapublicschools.org Phone: (408) 780-1551 Ext. 303	Alpha: Cindy Avitia High School Email: druiz@alphapublicschools.org Phone: (408) 791-1558 Ext. 452

If the School does not receive notification from the parent, the School’s staff will make reasonable efforts to contact the student’s parent(s) or guardian(s) by telephone, writing, or in person. Other methods to verify absences include:

- Notes received from parent, guardian, or their representative;

- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - Name of student;
 - Name of parent/guardian or parent representative;
 - Name of verifying employee;
 - Date or dates of absence; and
 - Reason for absence
- Visit to the student's home by the verifying school employee or authorized representative; A written recording shall be made, including information outlined above;
- Any other reasonable method that establishes the fact of the student's absence. This may include information gained from others judged to be reliable. A written recording shall be made, including information outlined above; and
- Absence verification forms from a licensed medical professional.
 - When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Appointments

Medical appointments should be made after school hours. The best times are after 4:00 p.m. on weekdays and after 1:30 p.m. on minimum Thursdays. If a student does have a medical appointment during the school day, they should not miss the entire day.

Early Dismissal

Students are expected to stay in school until the very end of the day. Early pickups are disruptive to the learning environment and problematic for our teachers. No early pick-ups will be permitted thirty (30) minutes prior to dismissal without prior approval from the School staff. Students who are frequently picked up early are subject to being considered truant and may lose in school privileges.

Disenrollment (Start of the School Year)/Involuntary Removal

New students who fail to show up for the first three (3) consecutive days of the school year will be contacted and may be disenrolled from the School. Before the School disenrolls any student, whether at the start of the school year or for other attendance related reasons, the parent or guardian of the student will be provided written notice, in the student's or parent/guardian's native language, of the School's intent to remove the student no less than five (5) school days

before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for expulsions, including the right to request a hearing,, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "disenroll" or "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

If the parent/guardian is nonresponsive to the written notice described above, the Student will be disenrolled as of the effective date set forth in the written notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Excessive Absences

In a given school year, if a student has three (3) unexcused absences or is tardy or absent for more than any thirty (30) minute period during the school day without a valid excuse on three (3) occasions, or any combination thereof, they are considered truant. The School will work with families to find solutions to excessive absenteeism and tardiness, including notifying parents formally. However, if there is no change in behavior, the School may file the appropriate reports with the School Attendance Review Board (SARB) or the Santa Clara County District Attorney's Office. The School will work to support families to improve attendance but excessively absent students may be subject to consequences, including losing field trip privileges, exclusion from special events that occur during the regular school day, and other activities or events that occur during the regular school day, as deemed appropriate by the School's administration.

Excessive Late Arrivals

All students are expected to arrive at school on time. A student must report to the office if he or she is late for school. Tardiness is only excused if a student has a medical, dental, or legal appointment, there has been a death in the family (as described above as valid excusals), or for one of the reasons described above for excused absences. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from a parent or doctor.

In a given school year, if a student has excessive (10% of total number of school days) late arrivals of more than thirty (30) minutes, he or she will be considered a chronic truant and will be subject

to consequences, including losing field trip privileges, exclusion from special events that occur during, the regular school day, and other activities or events that occur during the regular school day, as deemed appropriate by the School’s administration.

The School will enforce these policies uniformly, fairly, and consistently among all students.

Arrival & Dismissal Policy

Information	
<p>Alpha: Cornerstone Academy Supervision begins at: 7:15am Breakfast begins at: 7:15am Dismissal begins at 3:15pm Supervision ends at: 3:30pm</p>	<p>Alpha: Blanca Alvarado School Supervision begins at: 8:05am Breakfast begins at: 7:50am Dismissal begins at 4:00pm Supervision ends at: 4:10pm</p>
<p>Alpha: Jose Hernandez School Supervision begins at: 7:35am Breakfast begins at: 7:35am Dismissal begins at 3:30pm Supervision ends at: 3:45pm</p>	<p>Alpha: Cindy Avitia High School Supervision begins at: 7:30am Breakfast begins at: 7:30am Dismissal begins at 3:30pm Supervision ends at: 4:00pm</p>

- Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building prior to the School opening.
- Students are expected to respect all school property and all surrounding property while waiting for admittance into the school.
- Supervision ends 10-15 minutes after dismissal on Minimum Thursdays.
- Families are responsible for picking up students on time. Kindergarten students must be picked up from the classrooms so families must park legally and walk onto campus.
- (K-8) No student will be allowed to leave the School without an adult escort or parent/guardian permission.
- (K-8) No student will be allowed to leave the School with an adult who is not his legal parent/guardian unless the parent/guardian has specified the adult as an authorized individual on the authorization form. This form must be submitted to the front office.
- (K-8) Families MUST submit a release form (provided in August) listing the names and information for any individuals, besides parent(s) / guardian(s), who regularly are authorized to pick up their children.

Late Pick-Up Policy

Please pick-up your student on time or to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related event, or other emergency. Late pick-ups will not be tolerated for any reason. Staff time is valuable, and you may be subject to consequences for failing to timely pick up your child.

The following consequences will apply for late pick-ups:

- After the first late pick-up, the parent/guardian will receive a verbal warning.
- Each subsequent late pick-up will result in a written warning to the parent/guardian and a copy of the School's policy on late pickups.
- If a student is picked up late more than five (5) times, a conference will be scheduled with the parent/guardian and the administration.
- Any time there is a late pick-up, the School may consider your child abandoned and call the local police department and/or the Department of Social Services/Child Protective Services to arrange pick-up for your child.
- **After ten (10) late pick-ups have occurred, the School may contact the local police department and/or the Department of Social Services/Child Protective Services to report child neglect by the parent/guardian. Written warnings will be submitted to authorities as evidence of child neglect.**

Homework

Homework is an essential part of the School's educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students are expected to complete homework regularly.

Student Discipline, Suspension, & Expulsion

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

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 School. In creating this policy, the School has reviewed California Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions and the language below closely follows the California Education Code. The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the 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. 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 School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The 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 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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 anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Any progressive discipline steps shall not preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C.

Enumerated Offenses

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

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) 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.
- 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) 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 School.
- ii) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
- 1) A message, text, sound, video, or image.
 - 2) 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 (i) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 4) Notwithstanding subparagraphs (i) and (ii) 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.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence
 - b) Brandishing a knife at another person
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
 - d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
- 3. Discretionary Expellable Offenses. Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) 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.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) 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 School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
 - 1) A message, text, sound, video, or image.
 - 2) 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 (i) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 4) Notwithstanding subparagraphs (i) and (ii) 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.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 in accordance with Education Code Section 47605(b)(5)(J)(i) . This

conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Authority to Expel

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

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

Expulsion Procedures

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 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.

- 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.
- The 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.
- 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.

- 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.
- 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.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 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.
- 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.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

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 of Directors 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

Written Notice to Expel

The Principal or designee following a decision of the Board of Directors 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 School.

The Principal 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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The 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.

Rehabilitation Plans

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

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 of Directors following a meeting with the Chief Schools Officer, Principal, and/or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Schools Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a

Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

- **Notification of SELPA:**
The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the School or the SELPA would be deemed to have knowledge that the student had a disability.
- **Services During Suspension:**
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- **Procedural Safeguards/Manifestation Determination:**
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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

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

- **Due Process Appeals**

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

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

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

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

- **Special Circumstances**

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior

is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,
 - Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.
 - Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

School Uniforms

All students must wear the School's uniform every day. If a student arrives out of uniform, a parent / guardian will be called and asked to bring in a uniform before the student is sent to class. Students may not change out of their uniform at any point during the school day. Students must wear uniforms on all school field trips and while on campus unless the School has directed otherwise. The School will work with families to ensure all students have access to uniforms

K-4 Dress Code

- Official burgundy Alpha polo or solid burgundy polo shirt
- Polo shirt must be at an appropriate length (at pockets) or must be tucked in
- Plain khaki dress pants, shorts, skirts, or skorts. Pants must not be sagging.
- Official burgundy Alpha sweatshirt or solid burgundy sweatshirt or hooded sweatshirt - all hoods must be removed when students are indoors
- Official burgundy Alpha sweater/sweater vest or solid burgundy sweater/sweater vest
- Optional long or short sleeve under polo (grey, black, burgundy, or white only)
- Optional black or brown belt
- Socks (no red or blue, other colors are acceptable)
- Sneakers or tennis shoes (little to no red or blue)
- Absolutely NO solid red or blue
- No makeup or excessive jewelry
- Nails must be clean, neat, and at a safe length
- No hats, headscarves, bandanas, etc. (Headwear is permitted for religious purpose only).

5-8 Dress Code

- Official black Alpha polo or solid black polo shirt
- Polo shirt must be at an appropriate length (at pockets) or must be tucked in
- Plain khaki or black dress pants or dress shorts (no cargo pockets or athletic shorts) - No spandex, stretch, corduroy or denim material for pants and no sagging pants, rolled up pant legs, or socks worn over pant legs
- Official Alpha sweatshirt or solid black sweatshirt or hooded sweatshirt - all hoods must be removed when students are indoors
- Outerwear (jackets, coats, etc.) must be solid black in color, no logos larger than the bottom of a fist
- Optional long or short sleeve under polo (grey, black, or white only)
- Optional black or brown belt
- Socks (no red or blue, other colors are acceptable)
- Sneakers or tennis shoes (little to no red or blue)
- Little to no makeup or excessive jewelry
- Nails must be clean, neat, and at a safe length
- No hats, headscarves, bandanas, etc. (Headwear is permitted for religious purpose only).

9-12 Dress Code

- Tops: Appropriate length (at pockets) or tucked in, solid black or gray Alpha shirt or collared shirt without any logos
 - Optional solid black, gray, or white undershirt

- Optional black, gray, or white sweater, sweatshirt, pullover, hoodie, or jacket. Logos should be no larger than a business card and all hoods must be removed when students are indoors
- Bottoms: Pants, jeans, shorts, or skirts must be fully black or khaki in color
 - No athletic wear including spandex, sweatpants, and leggings
 - No sagging pants, rolled up pant legs, or socks worn over pant legs
 - No rips
- Shoes & Accessories: Closed-toed shoes, no red or blue
 - Shoes with one colored logo smaller than a quarter
 - Solid black, gray, white, or brown belts
 - Socks that are not red, blue, maroon, or navy
 - Light makeup and simple jewelry
 - No high-heeled shoes or shoes with colored logos larger than a quarter
 - No solid red, blue, maroon, or navy backpacks or other accessories
 - No hats, headscarves, or bandanas, etc. (Headwear is permitted for religious purpose only).

9-12 Gym or Sports Clothing:

- Solid black, gray, or white t-shirt
- Black, khaki, gray, or white pants, jeans, or shorts (athletic wear permitted)
- Solid black, gray, or white undershirt
- Solid black, gray, or white sweater, sweatshirt, pullover, hoodie, or jacket
- No wearing gym clothes to school
- No tops with non-Alpha logos (except for the solid colored t-shirts noted above)
- No sagging pants, rolled up pant legs, or socks worn over pant legs
- No sleeveless shirts or tank tops for boys or girls.

Additional Information

- Students may be exempt from dress code during approved Spirit Weeks. Guidelines for Spirit Week Dress Code will be provided by the School. If a student is in violation of these guidelines, they will be required to wear the school uniform.
- Students in grades 5-8 may receive permission to wear jeans or free dress per the School's discretion. This is an earned privilege. Students earning free dress may not wear clothing that becomes a safety issue or a distraction to one's self or others and will lose the privilege if the school determines there is an issue.
- Students in grades 9-12 may receive permission to wear jeans or free dress, per the School's discretion. This is an earned privilege. Students earning free dress may not wear clothing that becomes a safety issue or a distraction to one's self or others and will lose the privilege if the school determines there is an issue.

The Schools reserve the right to determine whether or not any part of a student's dress is appropriate.

Whenever any element of physical appearance or grooming—even if it is allowable under the school's current rules—becomes a safety issue or distraction to one's self or to others, it is no

longer acceptable and steps will be taken to remove the distraction. This may include calling home to get a change of clothes or covering up the item in question.

Family Involvement Policy

The School encourages families to participate actively in their children's education. We strive to cultivate positive and productive relationships with all of our families.

The School recommends and encourages fifteen (15) volunteer hours from each family annually, although parental participation in any form is important to the School community and so we encourage participation in any form. However no parent/guardian is required to volunteer and no student will be punished for a parent/guardian's unwillingness or inability to volunteer. Families may earn hours by:

- Attending community meetings;
- Attending parent/teacher conferences;
- Participating in school event set-up, execution, and clean-up;
- Assisting with morning/afternoon traffic duty;
- Assisting teachers with classroom setup/cleanup or project preparation;
- Assisting teachers with classroom presentations;
- Serving as the Homeroom Parent (Cornerstone Academy only);
- Attending Expo Nights (Cindy Avitia only)
- Assisting office staff with paperwork;
- Donating school supplies or snacks to the classroom;
- Volunteering in the school library;
- Recruitment support;
- Carpool support
- Volunteering in the classroom (background check required); and
- Assisting school staff with recess duty (background check required)

Communication:

Our partnership with parents is dependent on frequent, detailed communication about student achievement and behavior. We will communicate with parents in some of the following ways:

- Phone calls
- Email
- Notes home
- Informal communication (e.g. drop off and pickup)
- Progress reports
- Report cards
- Conferences
- Formal meetings
- School events (e.g. community meetings, School Site Council)

A copy of the School's complete Family Involvement Policy is available in the main office.

Promotion/Retention Policy

Alpha provides support for the academic development of students through personalized instruction. Students will progress each year by completing the Alpha and State Standard curriculums necessary to support their success at the next grade level.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention will be identified as early in a child's school career as possible. As soon as identified, the teachers and School administration team will begin interventions to assist the student in the areas of concern. Parents will also be included in this discussion as early in the school year as possible.

9-12 students will be identified for promotion/retention on the basis of credits earned.

K-8 students will be identified for promotion/retention on the basis of:

- Academic achievement and standardized testing;
- Physical, social, psychological, and emotional considerations;
- Special needs; and
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:

- Overall student grades in English Language Arts, Math, Science, and Social Studies (grades below a 2.0/"C" average/70%)
 - High School: Students who score below the 2.0/"C" average/70% in 1 or 2 classes will need to retake the class during the summer immediately after the course ends or through credit recovery; High School retention is more fluid as student grade level is identified by credits earned.
- Alpha interim assessments in English Language Arts and Math;
- State testing (SBAC) scores in English Language Arts and Math;
- NWEA/Measure of Academic Progress (MAP) assessments in English Language Arts and Math;
- Attendance; and
- The meeting of the intervention goals determined by the Student Support Team ("SST") and principal discretion based on the above criteria.

A recommendation for retention will be made by a teacher. Once made, the parent/guardian will be invited to conference with the teacher(s), Principal, and other staff members as deemed necessary ("Retention Team"). Retention Team Conference invitation will be via telephone by teacher to the number parent/guardian provided to the Charter School, followed up by a written confirmation sent via US Mail to the address parent/guardian provided to the Charter School. Teacher will log all attempts to contact parent/guardian. If after two (2) documented attempts to

schedule a conference by phone, parent/guardian does not respond or attend the Retention Team Conference, the conference will be held without their presence.

Appeal Process

A parent has a right to appeal the decision to promote or retain a student. The appeal process is as follows:

Step 1: The parent/guardian must submit a written appeal to the Chief Schools Officer within ten (10) calendar days after formal written notification to retain or promote a student is given by the Principal. Formal written notification will be delivered by U.S. Mail to the parent/guardian and will include the due date for submission of an appeal. The parent/guardian's written appeal must include the parent's reasons for appeal, including evidence of the School's failure to follow the student promotion/retention policy as specified herein.

Step 2: Within thirty (30) calendar days of receipt of a written appeal from a parent, the Chief Schools Officer will hold a formal meeting with the parent and determine whether or not to sustain or overrule the decision to promote or retain. The School will give the parent reasonable notice of the date, time, and place of the meeting. The School will give the parent a full and fair opportunity to present evidence relevant to the request. The parent may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. *Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.*

Step 3: The Chief Schools Officer's decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Chief Schools Officer overrules the decision, the School must correct the decision to retain or promote, and inform the parent of the decision in writing within a reasonable period of time. However, the Chief Schools Officer shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

The decision of the Chief Schools Officer shall be final.

If the final decision of the Chief Schools Officer is unfavorable to the parent, or if the parent accepts an unfavorable decision by Principal, the parent shall be informed of their right to submit a written statement of objections to the decision to promote or retain. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

English Learners:

Alpha is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Alpha will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Alpha will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Learners, determined through the ELPAC testing process (English Language Proficiency Assessments for California)), could be considered “at risk” based on the challenges they face in acquiring mastery of subject areas in English. English Learners will be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade level proficiency.

Decisions regarding the promotion or retention of English Learners require special consideration. Following the supplemental instruction for the English Learner, if it is determined through the SST process that the student would benefit from retention, the above determinations and process will be followed.

Special Education:

Students with physical and/or mental disabilities, which interfere with the major life activity of learning, are provided protections under Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students with physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (“IDEA”) and have their educational needs supported through Special Education (specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric are to be utilized for students on an IEP (Individual Education Plan). Accommodations put in place for students who have a 504 Plan or are in Special Education may be considered when considering retention of the student. Retention may be considered for students on a 504 Plan or IEP if the academic, social, and emotional needs of the student would benefit from the repetition of a grade. However, the student’s special education team would be responsible for making the recommendation for retention.

If a student with a 504 Plan or IEP is initially identified as a candidate for retention, school leaders and teachers will immediately contact the student's case manager to discuss next steps.

Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Special Education Policy

The Board of Directors of the School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education in accordance with state and federal law.

The 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 ("IDEA").

The School shall participate as a local educational agency ("LEA") in a special education plan approved by the State Board of Education in accordance with Education Code Section 47641(a). Charter School shall comply with all applicable policies and practices of the El Dorado Charter Special Education Local Plan Area ("SELPA").

The School shall identify, refer, and assess students who have or may have exceptional needs that qualify them to receive special education services. This includes children with disabilities who are homeless or foster youth. The School's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, which may include response to intervention or the SST Process, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate.

Assessment

The School shall assess referred or eligible students in accordance with applicable state and federal law. Students shall be assessed in all areas related to the suspected disability. The School shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation and/or reevaluation of a student.

IEP Meetings

The School shall timely arrange and provide notice of IEP meetings. IEP team membership shall be in compliance with state and federal law. The School shall ensure that the following individuals are

in attendance at the IEP meetings: the Principal and/or the School designated representative with appropriate administrative authority; 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 parent/guardian; the student, if appropriate; and other School representatives who are knowledgeable about the regular education program at the School and/or about the student. The School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an administrator, a speech therapist, psychologist, resource specialist, and behavior specialist. The School shall document the IEP meeting and provide the notice of parental rights to the parent/guardian.

The IEP team shall make decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education. The programs, services, and placements shall be designed to provide each student with a free, appropriate public education in the least restrictive environment to meet the student's unique needs.

If a general education or special education teacher requests a review of an eligible student's placement in their classroom, instruction, or related services, an IEP meeting shall be convened within a reasonable amount of time. Teachers shall communicate such requests to the Principal.

IEP Implementation

The School shall implement IEPs after they are approved by the parent/guardian, and shall supervise the provision of services to ensure that each student receives the appropriate services in accordance with their educational plan.

For students who enroll during the school year in the School from another school district outside of the SELPA with a current IEP, the School shall conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, the School shall implement the existing IEP at the School, to the extent practicable or as otherwise agreed between the School and parent/guardian.

The School shall provide 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 School's non-special education students, whichever is more.

Staffing

All special education services at the School will be delivered by individuals or agencies qualified to provide special education services as required by state and federal law.

The School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Caseloads

The School shall ensure that caseloads for special education teachers and service providers are within the maximum caseloads established by law, and/or the SELPA plan.

Non-Public Placements/Non-Public Agencies

The School may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities to meet students' needs. When entering into agreements with nonpublic schools or agencies, the School shall consider the needs of the individual student and the recommendations of the IEP team.

The School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and agencies used to serve special education students. In addition, the IEP team shall monitor the progress of students placed in non-public programs towards the goals identified in the student's IEP.

Transportation

School shall ensure that appropriate transportation services are provided for students with disabilities if required by their IEP and as specified in their IEP. The School shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs, shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems, and shall ensure drivers are trained in the proper installation of mobile seating devices in the securement systems.

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission nor counseled out of the School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services. If you believe your child may be eligible for special education services, please contact Russ Michaud, Sr. Director of Special Education at rmichaud@alphaps.org.

Procedural Safeguards

In order to protect the rights of students with disabilities, the School shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law.

Parent/Guardian Concerns and Complaints

The School shall comply with Board adopted complaint policies and SELPA Procedural Safeguards with regard to parent/guardian complaints. Alpha recognizes that it is responsible for responding to parent/guardian concerns or complaints related to special education services. The School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

The School may initiate a due process hearing or request for mediation with respect to a student enrolled in the School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, School shall defend the case. In the event that the School determines that legal representation is needed, it shall select appropriate legal counsel.

School Lunch Program

Both breakfast and lunch will be available at the School. All families who feel they may qualify will need to complete a form that enables the school to participate in the free or reduced-price meal program. For families that do not qualify for free or reduced price lunch, the School will charge the family for meals.

Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods.

If the student forgets lunch at home or it must be dropped off, please leave the lunch at the main office.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

Alpha Public Schools designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV).):

Shara Hegde, Chief Schools Officer
2110 Story Rd, Suite 250
San Jose, CA 95122
(408) 401-9388

The School Liaison shall ensure that (42 U.S.C. Section 11432(g)):

- Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at the School.
- Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths and unaccompanied youths, such as schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the School charter, and Board policy.
- Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records to obtain necessary immunizations, or immunization or medical records.
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

The complete policy can also be accessed here: [McKinney-Vento Policy and Procedures](#)
For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Student Records

The School's administrative team is in charge of student records. Education records are any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by the School or by a party acting for the School. Education records consist of any item of information directly related to an identifiable pupil, including but not limited to date and place of birth, parent and/or guardian's address, mother's maiden name, and where the parties may be contacted for emergency purposes, subjects taken, grades received, standardized test results, academic specializations, school activities, special education records, disciplinary records, personal information, such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student, attendance records, and medical and health records.

What are generally not education records are records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; records maintained by a law enforcement unit of the school that were created by that law enforcement unit for the purpose of law enforcement (if applicable); records made and maintained in the normal course of business of a school employee that relate exclusively to the individual in that individual's capacity as an employee and are not available for use for any other purpose, records of a student who is 18 years or older or is attending an institution of postsecondary education and made in connection with medical treatment, which does not include remedial educational activities or activities that are part of the program of instruction at the School, records that only contain information about an individual after he or she is no longer a student, or grades on peer-graded papers before they are collected and recorded by a teacher.

Pupil records are maintained at each school where the pupil is attending. The Principal or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices.

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the Principal or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer’s area of competence, not based on the personal observation of a named person with the time and place of the observation noted, or otherwise in violation of the student’s privacy rights under FERPA.
 - Parents or eligible students who wish to ask the School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing and pursuant to the policy included below.

- The right to provide written consent before the School discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
 - Note that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family	Policy	Compliance	Office
U.S. Department of Education			
400	Maryland	Avenue,	SW
Washington,		DC	20202

- The right to request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

- To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)). When a student transfers schools, the School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the above. (§99.31(a)(2)).
- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order.(§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10)).
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by School.
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Directory Information:

The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the Principal in writing at the time of enrollment or re-enrollment.

Pupil Record Challenges Policy

The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent must file a written request with the Principal to correct or remove any information recorded in the written records concerning his or her child.

Within thirty (30) days of receipt of a written request from a parent, the Principal or the Principal's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Principal must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Principal denies any or all of the allegations and refuses to order the correction or the removal of the information, the Principal must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within thirty (30) days of the refusal, appeal the decision in writing to the Board of Directors. Within thirty (30) days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The CEO or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:Comment created

- The CEO/Superintendent of a public school other than the public school at which the record is on file
- A certificated employee; and
- A parent appointed by the CEO or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Principal, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

Grading Policy

Alpha Public Schools believes that grades should reflect academic performance and mastery of content. Our grading policy reflects a growth mindset and supports the relentless pursuit of excellence. We believe that our grades should not reflect elements of behavior and activities not directly related to student academic achievement (and that we should track and hold students accountable for this through other measures).

State Testing

Alpha Public Schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

Other Information and Policies

Student Belongings

Students may not bring any items to school that may potentially disrupt the learning environment.

Please note: School principals have the discretion to ban any items deemed to be a distraction at any point in the school year.

If students bring a cell phone to school, the School assumes no responsibility for the phone if it is lost, broken, or stolen. The following rules apply to student cell phones at Alpha:

K-4: Cell phones are not permitted. Phones will be confiscated and returned only to the parent/guardian.

5-8: Cell phone use is not permitted between the hours of 8 a.m. and 6 p.m. on campus with the exception of the designated dismissal area after 3:30 p.m.. Students in the after school program may not use their cell phones in the program. Students are highly encouraged to turn in their cell phone to the main office at the beginning of each day and collect it at the end of each day. If a cell phone is not turned into the front office and it is visible or audible during the school day for whatever reason, it will be confiscated and only returned to a guardian. Please note that the school is not liable for lost or damaged phones that were not turned into the front office.

9-12: Students must keep their cell phone and all other personal electronics off and out of sight during school hours except at designated times. Misuse of any personal electronic device will lead to confiscation and additional parent involvement.

Repeated violations of this policy may result in student discipline. The School will not be liable for any damage to such items.

The School will keep a Lost and Found box in the main office which will be accessible to students and parents/guardians.

Classroom Parties, Birthdays, and Other Events

K-4: The School does not allow individual classroom parties for birthdays. Classroom teachers have the option to designate a day to host a celebration for his or her class, scheduled for no longer than 20 minutes. This party may happen once per school year or once per month. This ensures that all students are celebrated, even those with birthdays during the summer or during holidays. On this day, parents are welcome to come to school, bring snacks, and celebrate with the class. Parents are requested to notify the School of any allergies on the School's medical forms, so the School can do its part to help avoid any health related emergencies. Treats such as cupcakes can be brought to school only with prior notice. Notice must be given at least 24 hours in advance. The treats must be dropped off at the front office and all snacks must be consumed within the classroom. The School encourages all parents who wish to participate in the monthly birthday celebration to closely communicate with the homeroom teacher.

5-8: The School does not allow individual classroom parties for birthdays. Classroom teachers have the option to designate a day to host a celebration for his or her class, scheduled for no longer than 20 minutes. This party may happen once per school year or once per month. This ensures that all students are celebrated, even those with birthdays during the summer or during holidays. On this day, parents are welcome to come to school, bring snacks, and celebrate with the class. Parents are requested to notify the School of any allergies on the School's medical forms, so the School can do its part to help avoid any health related emergencies. Treats such as cupcakes can be brought to school only with prior notice. Notice must be given at least 24 hours in advance. The treats must be dropped off at the front office and all snacks must be consumed within the classroom. The School encourages all parents who wish to participate in the monthly birthday celebration to closely communicate with the homeroom teacher.

9-12: The School does not allow individual classroom parties for birthdays. Classroom teachers have the option to designate a day to host a celebration for his or her class, scheduled for no longer than 25 minutes during lunch. This party may happen once per school year or once per month. This ensures that all students are celebrated, even those with birthdays during the summer or during holidays. On this day, parents are welcome to come to school, bring snacks, and celebrate with the class. Parents are requested to notify the School of any allergies on the School's medical forms, so the School can do its part to help avoid any health related emergencies. Treats such as cupcakes can be brought to school only with prior notice. Notice must be given at least 24 hours in advance to the main office. The treats must be dropped off at the front office and all snacks must be consumed within the designated classroom. All food should only be consumed. No food should be thrown or put on any part of another person. The School encourages all parents who wish to participate in the monthly birthday celebration to closely communicate with the advisory teacher.

School Accountability Report Card

School Accountability Report Cards (SARC) are updated and reported each year in the spring for the previous year. The SARC is available on the school webpage at www.alphapublicschools.org, and also available in hard copy at the school's main office.

Appropriate Use of Technology

This section outlines the rules governing parents, students, and employees use of school data communications networks, the intranet and internet safety, and to provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

Individuals affiliated with the School have numerous opportunities to use computing resources provided for school-related activities. However, access to these computing resources is a privilege and individual responsibilities accompany that privilege. It is the intention of the School to provide a non-hostile learning environment that minimizes the risk of offending, intimidating, harassing, or otherwise disrespecting other students or employees.

Restricting Access to Inappropriate Content

Charter schools that provide pupils with access to the internet or to an online service are advised to maintain a policy regarding access to sites that contain content that is inappropriate for the school setting.

Use of School Data Communications Networks and the Internet Safety Policy

Children's Internet Protection Act Compliance: It is the policy of the School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA").

Definitions

- Network: Two or more computer systems linked to allow communication. The school's network connects schools and support offices to provide data communications, such as e-mail, file sharing, and internet access.
- Internet: A global network of interconnected networks.
- World Wide Web: A global, hypertext-based information system accessible through the internet via HTTP protocol.
- Universal Resource Locator (URL): The address of a source of information on the internet.
- E-mail: Electronic mail messaging over communications network.
- File server: A shared computer providing data storage and services to users.
- School data: Information maintained and processed in the conduct of school business as required by state or federal mandate and/or school procedure. Confidentiality restrictions

may apply to information maintained as school data records and to all copies of those records.

- System administrator: Person(s) responsible for providing and/or managing network services (e.g., file servers, electronic mail, and internet services).
- Security administrator: Person(s) responsible for providing network security.
- Acceptable Use Policy: School guidelines for students, parents/guardians, and employees regarding acceptable use of the internet and school networks.
- Acceptable Use Agreement: A contract between a student and parent/guardian and a school containing a reference to acceptable use of the internet and school networks. This contract must be signed by the student and his/her parent/guardian upon enrolling at a school. A contract must be signed at each new school the student enrolls in.
- Technology Protection Measure: A specific technology that blocks or filters internet access to visual depictions that are (a) obscene matter, as the term is defined in section 311 of the California Penal Code or section 1460 of Title 18, United States Code; (b) child pornography, as that term is defined in section 2256 of Title 18, United States Code; or (c) inappropriate for minors.
- Harmful Matter: As defined in Section 313 of the Penal Code.
- Sexual Act; Sexual Contact: As defined in section 2246 of Title 18, United States Code.
- Minor: For the purposes of this administrative procedure, an individual who has not attained the age of 18.
- Child Pornography: As defined in section 2256 of Title 18, United States Code.
- Computer: Any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer.

Acceptable Use

The use of School network services is a privilege and is to be limited to School business as authorized by Board policy. School-level practice should support and complement School policy and procedure and should be tied to specific curriculum goals and objectives. Use of the school's network services by students, parents, and school employees should support school policy and procedure in the performance of their assigned duties.

Prohibited Use

- Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to distribution of:
 - Any information that violates or infringes upon the rights of any other person.
 - Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
 - Advertisements, solicitations, commercial ventures, or political lobbying.
 - Any information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
 - Any material that violates copyright laws.
- Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited (California Penal Code section 502).

- Cyberbullying - The use of modern communication technologies (such as listed below) to intentionally embarrass, humiliate, threaten or intimidate an individual or group via any of the following:
 - Email
 - Instant Messaging
 - Chat Rooms
 - Web Sites
 - Social Networking Sites
 - Cell Phones and other forms of technology
- Harassment or illegal discrimination with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, immigration status, sexual orientation, or membership or activity in a local commission.
- Misuse of the school property, including, but not limited to, theft or damage to equipment or software, knowingly running or installing viruses, attempting to circumvent the installed technology protection measure, using the system for mayhem or to disrupt work and school activities, or attempting to degrade the performance of integrity of any campus network or computer system.

Warning

The school reserves the right to monitor internet/intranet, e-mail, and networked application usage. No student or employee should have any expectation of privacy as to his/her usage. The school reserves the right to inspect any and all files on school computers or school servers connected to school networks and to take custody and possession of those files and computers.

Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or school security administrator may close an account at any time deemed necessary. Depending upon the seriousness of the offense, any combination of the following will be enforced: Penal Code, Education Code, school procedures, or school site discipline.

Expectations

- Etiquette: The use of the school's data communications networks requires that users abide by accepted rules of network etiquette. These include, but are not limited to, the following:
 - Be polite. Do not send abusive, inflammatory, or obscene messages to others. Use language that is appropriate for an educational setting.
 - Respect privacy. Do not reveal personal information about students or staff.
 - Be considerate. Do not use the network in a way that would disrupt the use of the network by other users.
- Electronic Mail: Users of electronic mail systems should not consider electronic communications to be either private or secure; such communications are subject to review by authorized school personnel and may be subject to review by the public under the Public Records Act. Other conditions for use include, but are not limited to, the following:
 - Individuals are to identify themselves accurately and honestly in e-mail communications. Email account names and/or addresses may not be altered to impersonate another individual or to create a false identity.

- The school retains the copyright to any material deemed to be school data. Use of school data sent as e-mail messages or as enclosures will be in accordance with copyright law and school standards.
- Messages relating to or in support of violent or illegal activities must be reported to appropriate authorities such as a school administrator.

Responsibilities

The School maintains reasonable precautions to restrict access to inappropriate content and materials that do not support approved educational objectives. Staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

- Parents/guardians, students, and staff should understand that it is not possible to control all material on a public network and they accept responsibility for complying with school procedures and with standards of acceptable use. The School shall ensure that all School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the School is able exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.
- Guidelines for parents/students. Students and parents must sign the “Acceptable Use Agreement” before using a laptop computer for School assignments. Students and parents/guardians accept responsibility for following terms of the agreement and understand that violation can result in loss of access privileges and disciplinary action.
- Education, Supervision and Monitoring. It shall be the responsibility of all staff members of the school to educate, supervise and monitor appropriate usage of the online computer network and access to the internet in accordance with this procedure and CIPA, the Neighborhood Children’s internet Protection Act, and the Protecting Children in the 21st Century Act.
- Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Department or designated representatives. The Technology Department will assist the school by providing training materials and online resources for age-appropriate training of students who use the school’s internet facilities.
- The teacher shall be responsible for ensuring that each student receives this training before accessing the school’s internet facilities. The training provided will be designed to promote the school’s commitment to internet safety.

Following receipt of internet safety training, the student will acknowledge that he/she received the training, understood it, and will adhere to the provisions of the school’s acceptable use policies.

Technology Protection Measures

To the extent practical, technology protection measures (or “internet filters”) shall be used to block access to inappropriate information or filter internet, or other forms of electronic communications. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed inappropriate. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, steps shall be taken to promote the safety and security of users of the school online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Security: Security on any computer system is a high priority, especially when the system involves many users. If any user identifies a security problem with school systems, he/she must notify the security administrator at the Technology Department, either in person, in writing, or via the network. Users should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied network access. Violations include, but are not limited to, the following:

- Illicitly gaining entry, or “hacking,” into a computer system or obtaining account passwords.
- Intentionally creating or distributing a computer virus.
- Using school systems or equipment to knowingly disable or overload any computer system or network or to circumvent the security of a computer system.
- Knowingly bypassing a school “firewall” used for blocking inappropriate internet sites and for security screening.
- Knowing violations of the Acceptable Use Agreement.

Implementation

- The school must receive a signed “Acceptable Use Agreement” for each student before student is provided access to internet or any school network.
- Students shall receive the internet safety training, in accordance with this procedure and will acknowledge that he/she received the training, understood it, and will adhere to this procedure and the “Acceptable Use Agreement.
- A student shall be provided access to internet or to the school network only after receipt of the training in this procedure and submitting to the school his/her signed “Acceptable Use Agreement” which shall be retained at the school.

Use of Electronic Mail Addresses

The School may gather electronic mail (“email”) addresses from parents/guardians for use by the School for purposes of notifying parents/guardians of pertinent School information. The provision of an email address by a parent/guardian to the School is optional.

The School and the Network Team will have access to email addresses gathered from parents/guardians for purposes of communicating official School business only. School-wide email communication will be executed in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

The School will provide email addresses to school-sponsored parent groups. These groups may only use email addresses gathered from parents/guardians for official school business and in accordance with policies and procedures and in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

A parent/guardian who does not wish to have their email address shared with the School and/or parent groups can either a) choose not to provide an email address to the School (at risk of not receiving School-wide communication via email); or b) notify the School in writing of the parent/guardian's objection at any time during a school year.

If a parent/guardian receives a communication that they believe is contrary to this policy, the parent/guardian may report the email to the Principal for investigation and resolution. The Principal shall report the results of any such investigation to the Chief Schools Officer who may reopen the investigation if the Board does not believe the matter was appropriately resolved.

This policy is not intended to and should not prevent free communication amongst parents/guardians or School employees who have willingly provided one another with email addresses. The School encourages parent/guardians who have received email communication with which they feel uncomfortable or which they find objectionable to communicate directly to the sender for resolution.

This policy shall not impact parent rights as provided under the policy regarding Directory Information.

Health and Safety

Fingerprinting and Background Checks

Alpha Public Schools shall fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a School employee, prior to volunteering at the School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

The Human Resources Manager or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1. The Chief Schools Officer or designee shall monitor compliance with this policy.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten who are not exempt will need the following immunization requirements:

Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses

NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.

Students entering 7th grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
Varicella	Two (2) Doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of MMR.

The School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School’s record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the Department of Health Services as required by law.

The School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose

immunization records are not available or are missing. However, this does not alter the School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If the School discovers that an admitted student who is not exempt from the immunization requirements has not received all required immunizations and does not meet the conditional admission requirements set forth below, the School will notify his/her parent/guardian. If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude this student from attendance. The student shall remain excluded from the School's campuses until he/she is fully immunized. The student shall also be reported to the School Registrar.

The Principal, or designee, may arrange for qualified medical personnel to administer immunizations at the School to any student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Exemptions are allowed under the following conditions:

- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370. This statement must contain a statement identifying the specific nature and probable duration of the medical condition. If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease
- Students who are enrolled in the School's home-based study program or independent study program and do not receive any classroom-based instruction;
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the School, shall be allowed to enroll at School without being fully immunized until the student enrolls in the next grade span.;
 - "Grade span" means each of the following:
 - Birth to preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

This Policy does not prohibit a pupil who qualifies for an individualized education program (“IEP”), pursuant to federal law and the California Education Code, from accessing any special education and related services required by his or her individualized education program.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Conditional Admittance

Students may be conditionally admitted to the School. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due. The Principal or designee shall review the immunization record of each student admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law

Documentary Proof

The Principal shall maintain the student’s immunization information in the student’s mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Administration of Medications

Administration of Medication, Epinephrine, or Inhaled Asthma Medication Per Doctor’s Order

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements as follows:

- In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the School shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school

personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

- Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
- The School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
- In order for a pupil to be assisted by designated school personnel in administering medication, other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.

Response to Diabetic or Hypoglycemic Emergency

The School provides school personnel with voluntary emergency medical training to provide emergency medical assistance to pupils with diabetes suffering from severe hypoglycemia, and volunteer personnel shall provide this emergency care, in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the pupil. A School employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training established shall include all of the following:

- Recognition and treatment of hypoglycemia.
- Administration of glucagon.
- Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the pupil's parent or guardian and licensed health care provider.

- Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training.
- A school employee shall notify the Principal if he or she administers glucagon pursuant to this Policy.
- All materials necessary to administer the glucagon shall be provided by the parent or guardian of the pupil.
- In the case of a pupil who is able to self-test and monitor his or her blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the pupil, a pupil with diabetes shall be permitted to test his or her blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the school or school grounds, during any school-related activity, and, upon specific request by a parent or guardian, in a private location.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

First Aid, CPR, and Health Screening

First Aid:

Alpha Public Schools recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

Vision, Hearing and Scoliosis:

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Physical Examinations:

A parent or guardian may file annually with the Principal a written and signed statement stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health:

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional.

Head Lice:

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the administrative team as soon as possible. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Blood Borne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Principal shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Classroom and School Visitation, Volunteer, and Removal Policy

While the School encourages parents/guardians and other interested members of the community to visit the charter school and view the educational program, the School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

- Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
- A volunteer shall also have on file with the School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
- Volunteering must be arranged with the classroom teacher and school leadership team or designee, at least forty-eight (48) hours in advance. Non-school aged siblings are not permitted on campus or in the classroom when the parent/guardian is volunteering.

- A volunteer may not volunteer in the classroom for more than three (3) hours per month without permission from the classroom teacher or a member of the school leadership team.
- Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
- Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
- Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
- Volunteerism by parents is encouraged but not mandatory. Volunteer hours are applied to the non-mandatory fifteen (15) hours of volunteering requested pursuant to the Family Handbook.
- This Policy does not authorize the School to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, *et seq.*, to facilitate visits during regular school days:

- Visits during school hours should first be arranged with the teacher and Principal or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee. Except for unusual circumstances, approved by the Principal, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.
- When there are a large number of requests, the School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one of the scheduled days.

- All visitors, including parents or guardians of currently enrolled students, shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
- If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. The School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the School, consistent with the law. The Principal will report to the School's Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
- The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is willfully disrupting the school, its students, its teachers, or its other employees. Consent can be withdrawn for up to fourteen (14) days.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
- The classroom teacher has full discretion as to their use of volunteers and the time and duration of in-class volunteer participation.
- Visitors volunteering in classrooms shall follow all other guidelines indicated elsewhere in this policy. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid, the volunteer may leave their volunteer position for that day.

- Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer's own child, with the exception of light reminders to students to stay on task.
- Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Principal within five (5) days after the denial or revocation. The Principal shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven (7) business days after receipt of the request. The Principal shall respond within seven (7) business days.
- The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
- At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

- Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
- Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
- Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Independent Study Policy

The purpose of this policy is to govern the use of Independent Study (“IS”) for students who may be absent for an extended period of time.

Independent Study requires approval from the Principal or his/her designee in writing. In an extenuating circumstance (i.e. serious illness or injury) the Principal, or designee, may approve additional IS days following conference with the parents and teacher. The Principal, or designee, reserves the right to deny Independent Study for any reason.

Independent Study is conducted solely for the educational benefit of the students attending the School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an independent study program during an extended absence. Parents are to give advance notice when possible of a request for independent study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Principal approval, a certificated staff member/teacher will work with the parent to implement an independent study program in an expedited manner with less than one (1) school day notice.

The Board of Directors has adopted the following statements in accordance with Education Code Section 51747:

- 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 school work shall be thirty (30) days. The assignment(s) must be completed and returned to the teacher through a face to face meeting, facsimile, mail, or other credible method of meeting and reviewed upon completion of the Independent Study Program for all grades, unless extended by the Principal, or designee, in consultation with the teacher.
- An evaluation will be made by a committee made up of the student’s teacher and the Principal as to whether it is in the student’s best interest to participate in the independent study program during an absence upon the student missing 3 assignments. A written record of the findings of this evaluation shall be placed in the student’s permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.
- A current, written independent study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items listed below:
 - The manner, time, frequency and place for submitting a student’s assignments and for reporting his or her progress.

- The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the student.
 - A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student’s assigned work, and the number of missed assignments before an evaluation of whether or not the student should be allowed to continue in independent study.
 - The duration of the independent study agreement, including the beginning and ending dates for the student’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one (1) school year.
 - 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 that independent study is an optional educational alternative in which no student 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, before the commencement of independent study, by the student, the student’s parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all other persons who have direct responsibility for providing instructional assistance to the student. 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.
- Attendance Accounting:
 - The School recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that the School is in session, and asks that this “daily engagement” be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

- The School asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

The School may establish regulations to implement these policies in accordance with the law.

Annual Notices

Cal Grant Program Notice

The School is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or before February 1.

Concussion / Head Injury Annual Notice

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sexual Health Education Annual Notice

The purpose of the School’s sexual health education and/or HIV/AIDS prevention education is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The School will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year in accordance with state guidelines, standards, and regulations to its students

in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

Parents or guardians may:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
- Request a copy of Education Codes sections 51930 through 51939.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants.
- When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Animal Dissections

Students at the School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil

shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

Availability of Prospectus

Upon request, the School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Healthy Kids Survey

The School will administer the California Healthy Kids Survey (“CHKS”) to those 5th and 7th grade students whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Diabetes

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster Children and Youth

The School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office.

Professional Boundaries: Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

- Examples of PERMITTED actions (NOT corporal punishment)
 - Stopping a student from fighting with another student;
 - Preventing a pupil from committing an act of vandalism;
 - Defending yourself from physical injury or assault by a student;
 - Forcing a pupil to give up a weapon or dangerous object;
 - Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- Examples of PROHIBITED actions (corporal punishment)
 - Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - Making unruly students perform physical acts that cause pain as a form of Punishment;
 - Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

- Unacceptable Staff/Student Behaviors (Violations of this Policy)
 - Giving gifts to an individual student that are of a personal and intimate nature.
 - Kissing of any kind.

- Any type of unnecessary physical contact with a student in a private situation.
 - Intentionally being alone with a student away from the school.
 - Making or participating in sexually inappropriate comments.
 - Sexual jokes.
 - Seeking emotional involvement with a student for your benefit.
 - Listening to or telling stories that are sexually oriented.
 - Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
 - Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Unacceptable Staff/Student Behaviors without written Parent and Manager Permission (These behaviors should only be exercised when a staff member has written parent and manager permission.)
 - Giving students a ride to/from school or school activities.
 - Being alone in a room with a student at school with the door closed.
 - Allowing students in your home.
- Cautionary Staff/Student Behaviors
 - Remarks about the physical attributes or development of anyone.
 - Excessive attention toward a particular student.
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors
 - Getting parents' written consent for any after-school activity.
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions.
 - Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to using School technology).
 - Keeping the door open when alone with a student.
 - Keeping reasonable space between you and your students.
 - Stopping and correcting students if they cross your own personal boundaries.
 - Keeping parents informed when a significant issue develops about a student.
 - Keeping after-class discussions with a student professional and concise.
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
 - Involving your manager if conflict arises with the student.
 - Informing your manager about situations that have the potential to become more severe.
 - Making detailed notes about an incident that could evolve into a more serious situation later.

- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

Human Trafficking Prevention

The School will inform parents/guardians regarding human trafficking prevention through the following mechanism: Written communication with parents/guardians

The School will inform students regarding how social media and mobile device applications are used for human trafficking through the following methods: Classroom Instruction

Mental Health Services

The School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a School counselor by coming into the office during school hours and making an appointment to speak with a counselor. Our School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the school Principal to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the main office of the school.

Available in the Community:

Immediate/Emergency Support:

- **Uplift Crisis Stabilization (formerly EMQ):** (408) 379-9085

- The Mobile Crisis Program provides 24-hour intervention to children and adolescents in the community who are experiencing acute psychological crisis. Included are a 5150 assessment (mental health hospitalization) along with safety planning and referrals to community based mental health services. Length of service is two to four hours.
- **Crisis Call Center (National Suicide Prevention Lifeline): (800) 273-8255**
- **Alum Rock Counseling Center - Crisis Line: (408) 294-0579**

Community Counseling Resources (long term support):

- **Santa Clara County, Department of Mental Health**
 - 800.704.0900 | <http://www.sccgov.org/sites/mhd/Pages/default.aspx>
 - This will take you to a call center. They will take your information and refer you to the appropriate agency.
- **YWCA**
 - (408) 295-4011 | <http://ywca-sv.org/contact/index.php> | 375 S. 3 rd Street in San Jose
 - Income based sliding scale available
- **Gardner Health Services**
 - (408) 918-2600 | <http://www.gardnerfamilyhealth.org/> | 160 E. Virginia Street in San Jose
 - You must call the call center at (800) 704-0900 prior to calling the number above
- **Almaden Valley Counseling Service**
 - (408) 997-0200 | <http://www.avcounseling.org/> | 6529 Crown Blvd Suite D in San Jose
- **Uplift Family Services (Formerly EMQ Families First)**
 - (408) 379-3796 | <http://upliftfs.org/> | 1310 Tully Road, Suite 101 in San Jose
 - Medi-Cal accepted
- **Alum Rock Counseling Center**
 - (408) 510-5190 | <http://www.alumrockcc.org> | 75 E. Santa Clara Street in San Jose
 - Medi-Cal accepted

The Santa Clara County Department of Mental Health will refer you a counseling agency based on the specific needs of you and your child.

Phone Number: 800-704-0900 Call between: 9am – 5pm

- If you do not have medical insurance they will still refer you to a counseling agency.
- If you have Medi-Cal or Medicare, please have your insurance number ready.
- If you have medical insurance other than Medi-Cal or Medicare, you must first call your insurance provider to find out what mental health services they offer. If they do not provide the service you need, call the SCCDMH and they will refer you to a counseling agency.

Phone Prompts:

- Press 1 for English Press 2 for Spanish

- Press 1 for Suicide Hotline **Press 2 for Referral** Press 3 for General Information
- Press 1 for Services for an Adult **Press 2 for Services for a Child**
- **Press 1 for Mental Health** Press 2 for Substance Abuse

A receptionist will answer and will ask for:

- Your name and your child's name
- Your medical insurance number (if you have medical insurance)
- What your mental health concerns are for your child. Based on your concerns, the receptionist will make a recommendation to the appropriate community-based agency.

For additional information, please see the Mental Health Resources and Community Mental Health Resources posted on the School's website.

Pregnant and Parenting Students

The School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the School. The complaint may be filed in writing with the compliance officer:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

School Bus and Passenger Safety

Upon registration, the School is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, the School must also provide safety instruction to all students in kindergarten through eight (8th) grade who receive home-to-school transportation. A copy of the complete Policy is available upon request at the main office.

School Wellness Policy

The School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at School, must review the information sheet on sudden cardiac arrest via the link below: <https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Alpha Public Schools believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the School prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as “misconduct prohibited by this policy.”

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor, or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Shara Hegde, Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment educational, or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making performance more difficult because of the employee's or student's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic Act" means the creation or transmission originated on or off the school site, 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:

- A message, text, sound, video or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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 the definition of "bullying," above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," 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.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," 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.
- An act of "cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where

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

- Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” 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.

Grievance Procedures

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator, listed above:

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. However, oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. e Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, Coordinator, a staff person, or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

The School acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct

prohibited by this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. If the Coordinator, or administrative designee determines that an investigation will take longer than thirty (30) school days, he or she will inform the complainant.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation or complaints under this Policy are maintained in a secure location.

Appeal

Should the Complainant find the Coordinator or designee resolution's unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Chief Schools Officer. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in misconduct prohibited by this policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the School.

General Complaints Policy

Internal Complaint Policy

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher, principal, and then follow these steps:

Any complaint shall be put in writing using the "Complaint Form" and addressed to the Principal. A written complaint shall include:

- The full name of each person involved
- A brief but specific summary of the complaint and the facts surrounding it
- A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Chief Schools Officer.

The Chief Schools Officer may seek additional investigation by the Principal as he/she deems necessary and will issue a resolution. The Chief Schools Officer will make the final determination regarding the dispute and shall notify the Complainant of the resolution within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a

responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

- Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Chief Schools Officer. The decision of the Chief Schools Officer shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Nondiscrimination

The School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in

Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Uniform Complaint Policy and Procedures

Scope

The School’s policy is to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- Complaints of unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any School’s program or activity.
- Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Foster and Homeless Youth Services; Every Student Succeeds Act/No Child Left Behind Act (2001) Programs (Title I-VII); Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical

and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Pregnant and Parenting Pupils, Pupils from Military Families, Migratory Pupils, and Special Education Programs.

- A complaint may also be filed with the Principal or Compliance Officer alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - If the School finds merit in a pupil fees complaint the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control Accountability Plan, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the School shall provide a remedy to the affected pupil.
- Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the School shall provide a remedy to the affected pupil.
- Complaints of noncompliance with the Charter School's School Safety Plan.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The School's Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School's compliance with law:

Chief Schools Officer
 Alpha Public Schools
 2110 Story Rd. Suite 250
 San Jose, CA 95122

The Chief Schools Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief Schools Officer or designee.

Should a complaint be filed against the Chief Schools Officer, the compliance officer for that case shall be the CEO.

Notifications

The Chief Schools Officer or designee shall annually provide written notification of the School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's Decision.
- A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation, and/or bullying occurred, or six (6) months from the date when the Complainant first obtained knowledge of the facts of the unlawful alleged discrimination, harassment, intimidation, and/or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, and/or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, and/or bullying.

Pupil fees complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The School's decision shall be in writing and sent to the Complainant. The School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

- The findings of fact based on evidence gathered.
- The conclusion(s) of law.
- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted.
- Notice of the Complainant's right to appeal the School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
- For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision.

Upon notification by the CDE that the Complainant has appealed the School's decision, the Chief Schools Officer or designee shall forward the following documents to the CDE:

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision.
- A copy of the investigation files, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the School's complaint procedures.
- Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

General Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint
against: _____

List any witnesses that were
present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Safety Planning |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula/LCAP |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Migratory Pupils | <input type="checkbox"/> Lactating Pupils |
| <input type="checkbox"/> Foster/Homeless Youth | <input type="checkbox"/> Pupils from Military Families | <input type="checkbox"/> Juvenile Court School Pupils |
| <input type="checkbox"/> Every Student Succeeds Act Prog. | | <input type="checkbox"/> Pregnant and Parenting Pupils |

For allegations of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Nationality/National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Race or ethnicity | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Religion | <input type="checkbox"/> Genetic information |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Immigration Status/Citizenship |
| <input type="checkbox"/> Medical Condition | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd, Suite 250
San Jose, CA 95122

Alpha Public Schools

**Title IX, Harassment, Intimidation, Discrimination, and Bullying
Complaint Form**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____



David M. Toston, Associate Superintendent, El Dorado County Office of Education
Giniese Quann, Director Charter SELPA

Procedural Guide for Special Education

Table of Contents

WHEN TO CONTACT A SELPA REPRESENTATIVE	3
PRE-REFERRAL PROCESS	3
CHILD FIND BASICS.....	4
REFERRAL PROCESS.....	5
PROCEDURAL SAFEGUARDS.....	6
PRIOR WRITTEN NOTICE	7
GENERAL TIMELINES	10
ASSESSMENT PLANS.....	14
ASSESSMENT, TEST SELECTION AND REPORTS.....	16
INDIVIDUALIZED EDUCATION PROGRAM MEETING	26
ELIGIBILITY CRITERIA	33
INDIVIDUAL HEALTH PLANS/SCHOOL NURSE SERVICES	44
ANNUAL REVIEW AND RE-EVALUATION	45
CURRICULUM ADAPTATIONS.....	47
PARENT PARTICIPATION	50
CONSERVATORSHIP	52
SURROGATE PARENT PROCEDURES.....	53
“AGE OUT” TIMELINES	58
PARENTAL CONSENT AND PARENTAL REVOCATION OF CONSENT	58
AGE OF MAJORITY.....	60
INTERIM PLACEMENT.....	60
HOME-HOSPITAL INSTRUCTION, HOME INSTRUCTION AND INDEPENDENT STUDY.....	61
SCHOOL SPONSORED NONACADEMIC AND EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS.....	65
EXTENDED SCHOOL YEAR.....	67
GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES.....	68
SPECIAL EDUCATION TRANSPORTATION	71
STATE SPECIAL SCHOOLS AND SERVICES	76
FUNCTIONAL BEHAVIOR ASSESSMENT	78
BEHAVIOR INTERVENTION PLAN	80
SHORTENED DAY GUIDELINES	83
BEHAVIORAL EMERGENCY INTERVENTIONS.....	86
SUSPENSION, EXPULSION AND MANIFESTATION DETERMINATION	88
NON-PUBLIC SCHOOLS AND NON-PUBLIC AGENCIES REFERRAL PROCEDURES.....	94
UNILATERAL PLACEMENTS.....	95
SPECIAL EDUCATION RECORD.....	96
INDEPENDENT EDUCATIONAL EVALUATIONS.....	101
LOCAL COMPLAINT PROCEDURES.....	106

El Dorado County Charter SELPA Procedural Guidelines

CALIFORNIA DEPARTMENT OF EDUCATION COMPLAINT AND INVESTIGATION PROCEDURES 107
DUE PROCESS AND MEDIATION..... 109



WHEN TO CONTACT A SELPA REPRESENTATIVE

In California, every local education agency (LEA) is required to belong to a Special Education Local Plan Area (SELPA). The SELPA is a consortia of LEAs responsible for the development of special education policies and procedures, distribution of federal and state special education funds, and providing a range of professional development pertaining to special education.

Individuals at an LEA/district should contact a SELPA representative about a student-related issue when:

- Conducting a manifestation determination.
- Considering a non-public school (NPS), day treatment or residential facility.
- The team is unable to come to resolution on any component of the IEP.
- Requested by any IEP team member (parent or school).
- The LEA/district or parent would like a facilitated IEP meeting.
- There has been a request for records from the parents or an attorney.
- There is an attorney or advocate involved with the case.
- The parent requests to record the meeting.
- The parent has filed a request for due process hearing or mediation only.
- The parent has filed a California Department of Education (CDE) or Office of Civil Rights (OCR) complaint.
- The parent is having difficulty understanding legal elements/ processes around special education and outside guidance would be helpful.
- An IEE request has been made.
- Any time more information is needed to provide additional consultation on policy and procedures of special education.



PRE-REFERRAL PROCESS

Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Concerns may be addressed in a Student Study Team (SST) Meeting. This meeting may be initiated by school staff or parents/guardians/student. During the SST meeting, the Student Study Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning. Areas that are important to discuss and document during the SST meeting are:

- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavior
- Academics: Performance and results of interventions

Although a referral for special education assessment may be initiated by a Student Study Team (SST), parent, teacher, student or other person with knowledge of the student, current law requires that all options in the general program be implemented before referral to special education. These options may include, but are not limited to, the following:

- Accommodations within the general education program
- Research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) model)
- Consultation with appropriate staff
- Referral to alternative programs within the LEA/district
- Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

All options are to be explored and documented by the general education staff prior to a referral for special education. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general education staff.

When all of the resources of general education have been exhausted, the student may be referred for special education consideration.

In the event that a parent makes a written request for a special education evaluation, the LEA/district must respond within 15 days. Should the LEA/district determine testing is merited, they would respond by sending an assessment plan and a Prior Written Notice (PWN) and Procedural Safeguards.



CHILD FIND BASICS

Each state is required by IDEA to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states require each LEA/district to conduct what are known as Child Find activities. Such activities may include:

- The use of a “Child Find Notice Letter” (located in the SEIS Document Library under IEP forms).
- Include targeted questions regarding areas of need and/or previous Special Education services in enrollment packets.
- Carefully screen the files and enrollment documentation of all children transferring into the LEA/district to identify children who may have been receiving special services in their prior LEA/district.
- Provide information to parents that explains the LEA’s/district’s special services and who to contact if they suspect their child may have a disability.
- Utilize a clear parent and teacher referral system (i.e. Student Study Team process).
- Provide annual in-service activities to assist teachers in making appropriate referrals.
- Screen all children entering kindergarten to identify children with suspected disabilities.
- Review files of all students with a health plan to screen for suspected disabilities.
- Publish a child find notice in the LEA/district newsletter or website.
- Send Child Find notices to community agencies in conjunction with preschool screening activities.

Additionally, a LEA/district may be violating its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student’s need for special education and related services.



REFERRAL PROCESS

Referrals may be submitted by the following persons:

- Student Study Team/Student Intervention Team comprised of teachers, education specialists, administration etc.
- Parents
- School Staff
- Student may self-refer
- Community Agency

All referrals should be submitted to the pupil's LEA/district of attendance. If the student is not of school age, the child shall be referred to the district of residence.

The specific procedures for handling referrals are to be determined in each LEA/district; however, written documentation must be included in the referral that appropriate alternatives, accommodations and interventions have been implemented. Written documentation should include, but is not limited to, the "Referral Form" located in the SEIS Document Library.

All referrals for special education and related services shall initiate the assessment process and shall be documented. Either a parent or a public agency may initiate a request for an initial evaluation to determine if a student is a student with a disability 34 CFR 300.301(b). When a verbal referral is made, a staff member of the LEA/district or Special Educational Local Plan Area (SELPA) may assist the individual in making a written request for assessment for special education.

Upon receipt of the written referral, the administrator/designee or Education Specialist must initiate one of the following actions:

1. If referral information is incomplete or is not clear, contact the referral source and request additional information in order to process the referral in a timely manner.
2. If referral is complete, take one of the following actions:
 - A. LEA/district personnel will notify the parent that a referral was made, input student into SEIS, develop an "Assessment Plan" (located in the SEIS Document Library), and deliver the completed plan, a copy of parental safeguards and a Prior Written Notice (PWN) to the parents within 15 calendar days from receipt of the referral.
 - B. If the referral is received and it is determined to be an inappropriate request, a meeting should be scheduled with parents and/or referring party to address their educational concerns and review the purpose and scope of special education. The LEA/district must also respond in writing within 15 days with a PWN explaining why the request for assessment is not being accepted and processed.

A referral for special education must follow legal timelines. For additional information on timelines, see the section of this procedural guide entitled "General Timelines".



PROCEDURAL SAFEGUARDS

Parents of children with disabilities from ages three through twenty-one have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards.

The El Dorado County SELPA maintains a copy of the “Notice of Procedural Safeguards and Parents’ Rights” in the SEIS Document Library.

A copy of the “Notice of Procedural Safeguards and Parents’ Rights” must be offered to the parent a minimum of one time yearly. Best practice suggests giving it to the parent to review at the start of every IEP meeting. The LEA/district should ensure the parent(s) understand the notice by inquiring as to whether parent(s) have any questions or would like further clarification and document the receipt on the signature page of the IEP.

LEA/district must provide the parents of a child with a disability with notice of the procedural safeguards at least once every year. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation.
- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

Under IDEA, the procedural safeguards notice must be:

- Written in a language understandable to the general public; and
- Provided in the native language of the parent or in another mode of communication that is used by the parent, unless it is clearly not feasible to do so. [§300.503(c)]

If the native language or other mode of communication used by the parent is not a written language, then the school must take steps to ensure:

- That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- That the parent understands the content of the notice; and
- That there is written evidence that these requirements have been met. [§300.503(c)]



PRIOR WRITTEN NOTICE

What is prior written notice (PWN)?

Prior written notice is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE).

A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation by an LEA/district.

Under what circumstances is prior written notice required?

Prior written notice is a document that is required following the proposal and/or refusal related to the initiation or change in the identification, evaluation, educational placement, or offer of FAPE (34 CFR 500.503).

An IEP team may make decisions regarding the identification of a student including, but not limited to:

- Determination of initial identification (eligibility) for special education
- Refusal to identify a student as eligible
- Changing the identification of a student (eligibility category)
- Termination if identification (student no longer found eligible)

An IEP team may make decisions regarding the evaluation of a student including, but not limited to:

- Requesting consent for initial evaluation
- Requesting consent for reevaluation
- Refusal to conduct an evaluation requested by a parent
- Proposal or refusal to provide a requested independent educational evaluation (IEE)

An IEP team may make decisions regarding the placement of a student including, but not limited to:

- Offering initial placement
- Proposing a change in educational placement
- Refusal to change placement as requested by a parent
- Termination of special education placement due to student being found no longer eligible
- Proposal or refusal to offer placement to parent who has unilaterally placed a student with an IEP in a residential facility or nonpublic school

Graduation with a regular high school diploma is also considered a change of placement, though not through IEP team decision, thus requiring the provision of prior written notice. Additionally, any

disciplinary removal of more than 10 consecutive days, or a series of removals accumulating more than 10 days is considered a change of placement, triggering the prior written notice requirement.

An IEP team may make decisions regarding the provision of Free Appropriate Public Education (FAPE) to a student including, but not limited to:

- Changes in IEP services, including addition, deletion, change in minutes, frequency location, or refusal to change a service
- Changes in accommodations/modifications or refusal to change per parent request
- Change(s) in annual goals or refusal to change goals per parent request
- Changes in how a student will participate in statewide and districtwide assessments
- Refusal to provide a specific instructional methodology requested by a parent

Any changes made to FAPE in an IEP through the amendment process also generate the requirement to provide prior written notice.

Parents may submit a letter revoking consent for special education services when they no longer wish for their child to receive special education services or be considered a child with a disability. An LEA/district must terminate provision of special education services upon receipt of a revocation of consent, thus generating the requirement to provide prior written notice. When an LEA/district receives revocation of consent from a parent, they may offer a meeting to discuss the request, but the parent may not be required to attend any additional meetings, and are not required to provide an explanation for their request. The U.S. Department of Education requires that an LEA/ district “promptly” respond to a parent written revocation letter with a PWN (34 CFR 300.503).The PWN must be provided prior to ending any services, and allows parents the opportunity to consider the change(s) that will result from revoking consent.

What are the required elements of prior written notice?

In order to be considered compliant, a prior written notice must include 7 required elements, including:

1. A description of the action proposed or refused by the LEA/district;
2. An explanation of why the LEA/district proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
4. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
6. A description of other options considered by the IEP Team and the reason why those options were rejected; and
7. A description of the factors that are relevant to the LEA’s/district’s proposal or refusal.

In addition to including these elements, PWN must be provided in language that is understandable to parents and the general public, and should be provided in the native language of the parent unless it is not feasible to do so. In order to ensure that the PWN is understandable, it is recommended that it be written without the use of acronyms or abbreviations. It should serve as a stand-alone document that can

be understood by a person who does not have other reports and/or IEP documents to which they may refer. Phrases such as “N/A” and “see above” should be avoided.

How soon after educational decisions should prior written notice be sent?

Though there aren't any specific timelines around when to provide prior written notice, it must be provided “within a reasonable timeline prior to action (34 CFR 300.503(a)).” This means PWN must be given to parents in a reasonable time before the LEA/district implements that action, but after the LEA's/district's decision on the proposal or refusal has been made. It is recommended that the LEA/district use common sense when considering the timeline for providing a PWN. It should be provided after the meeting but soon enough so that a parent has time to review and voice a response prior to the change in the IEP takes place.

How should prior written notice be formatted?

Neither federal nor state special education regulations specify the format in which prior written notice must be provided. Permissible formats include formal letter on letterhead, use of fill in the blank forms (located in the SEIS document library), and use of the IEP document. It is recommended that an LEA/district exercise caution when considering the use of an IEP document to provide prior written notice. Though “there is nothing in the IDEA that would prohibit a public agency from using the IEP as part of the prior written notice so long as the document(s) the parent receives meet all the requirements,” it is not generally the case that an IEP document contains the 7 elements that are required for PWN to be considered compliant. If the LEA/district is not confident that all the required elements for PWN exist in the IEP document, it is strongly recommended that a separate prior written notice be provided along with a copy of the IEP.

How should the LEA/ district document that prior written notice has been provided?

IDEA does not require that a parent acknowledge receipt of prior written notice. Since the LEA/district will not be in receipt of copies of prior written notices with parent signatures or other confirmations of receipt, it is recommended that the LEA/district develops a system and record-keeping mechanism to document that the prior written notices have been provided.



GENERAL TIMELINES

SPECIAL EDUCATION TIMELINES			
Initial Assessment and IEP Development			
Service	Timeline	Exceptions/Considerations	Regulation
Proposal of Assessment Plan (AP) of Initial Assessment *Attach Procedural Safeguards and Prior Written Notice (PWN)	15 calendar days from date of referral	*Exception of school breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year	EC 56043(a) EC 56321(a)
IEP team meeting to review initial assessments	60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need	*Student enrolls in another LEA/district *Student is not made available	EC 56043(c) EC 56302.1
IEP Meetings			
Service	Timeline	Exceptions/Considerations	Regulation
Annual IEP review	Not to exceed 12 months (365 days) from the date of the last IEP	N/A	EC 56043 (d), (j) EC 56343 (d) EC 56380
IEP team meeting to review reassessments including triennials	60 calendar days after the receipt of parent consent on the Assessment Plan	*Exception for school breaks in excess of 5 school days *If the referral is received 30 days or fewer before end of school year, the IEP is due within the first 30 calendar days of the next school year	EC 56043 (f) (l) EC 56343 (a) EC 56344 (a)
Parent requests an IEP meeting for a child with an existing IEP	30 calendar days after written request is received	*Exception for school breaks in excess of 5 school days *If a verbal request is made by the parent, the LEA/District must assist the parent in making the request in writing	EC 56043 (l) EC 56343.5

El Dorado County Charter SELPA Procedural Guidelines

IEP Meetings <i>continued</i>			
Service	Timeline	Exception/Considerations	Regulation
IEP to review student's lack of progress toward IEP goals	No specific timeline	Recommendation: Convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress	EC 56343 (b)
Notify parents of the IEP team meeting and send the IEP Notice of Meeting	Early enough to ensure an opportunity to attend the meeting	Recommendation: At least 10 school days prior to the meeting date	EC 56043 (e) EC 56341.5 (b)
Notice of Procedural Safeguards	*Inform parent(s) of procedural safeguards at each IEP meeting *Give a copy of procedural safeguards at least once each school year	N/A	EC 56500.1 34 CFR 300.504
Implement the signed IEP	As soon as possible after receiving the signed IEP from the parent	Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner	EC 56043 (i) EC 56344 (b)
Progress reports on IEP goals provided to the parent(s)	As indicated on the IEP	Recommendation: At least as often as general education progress reports	EC 56345 (a) (3)
Re-evaluations			
Service	Timeline	Exceptions/Considerations	Regulation
Triennial eligibility review	Every 3 years based on the date of the last triennial review	*May occur more often if needed, but no more than once per year, unless the IEP team agrees *Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review *Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date	EC 56043 (k) EC 56381

Re-evaluations <i>continued</i>			
Service	Timeline	Exceptions/Considerations	Regulation
Proposal for re-assessment	15 calendar days from the date of referral	*Exception for school breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP would be due within the first 10 days of the following school year	EC 56043 (a) EC 56321 (a)
Individual Transition Plans (ITP)			
Service	Timeline	Exceptions/Considerations	Regulation
Individual Transition Plan (ITP)	Must be in the IEP when the student turns 16	ITP's must be reviewed annually	EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
Student informed of transfer of rights at age 18	Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed	Recommendation: Provide additional notice upon the student turning age 18	EC 56041.5 EC 56043 (g) (3) EC 56345 (g)
Notice to parent(s) of student's graduation from high school with a diploma	Prior Written Notice must be provided	N/A	EC 56500.5
Independent Educational Evaluation (IEE)			
Service	Timeline	Exceptions/Considerations	Regulation
Respond to a request for an IEE	No specific statutory timeline, but should respond without unnecessary delay	Recommendation: respond within 10-15 calendar days after the request is received	34 CFR 300.502 (b)

Discipline			
Service	Timeline	Exceptions/Considerations	Regulation
Provide parent(s) with notice of change of placement if student has been removed from current placement as well as a copy of procedural safeguards	Decision is made to remove student for disciplinary purposes for less than 10 school days	Refer to 34 CFR section 300.530	34 CFR 300.530 (h)
Conduct a manifestation review	Within 10 schooldays after the decision is made to remove the student for disciplinary purposes that result in the removal of the student for 10 days within the same school year	Refer to 34 CFR section 300.530	34 CFR section 300.530 (e)
Student Records/Records Request			
Service	Timeline	Exceptions/Considerations	Regulation
Provide parent(s) with copies of student records	After an oral or written request from parent(s); the records should be provided within 5 business days	N/A	EC 56043 (n) EC 56504
Provide new LEA/District with special education records	5 business days after request for records from new LEA/District is received	N/A	EC 56043 (o)



ASSESSMENT PLANS

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.

Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students.

An AP can be initiated for several reasons. Some examples may include:

- Upon parent request
- To initiate an assessment for an initial evaluation
- To initiate an assessment for a triennial evaluation
- If a student is identified as having a new possible area of need, such as behavior or speech and language

Parental consent is not required before:

- Reviewing existing data.
- Administering a test or other assessment that is administered to all students.

Parent Request for Assessment

According to EC 56043(a), if a parent is requesting an assessment, the LEA/district must respond within 15 days of the written request.

A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early. There are circumstances in which holding the triennial IEP meeting early will reset the annual and triennial IEP dates.

The LEA/district may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE). The LEA/district shall include data in the PWN to ensure that the student does not require assessment. Careful consideration is strongly encouraged prior to pursuing this option.

Assessment Timelines

Any time a referral to assess a student is proposed, an Assessment Plan (AP) will be developed and sent to the parent for review within 15 calendar days of receipt of the referral. The parent shall have up to 15 calendar days from the receipt of the proposed AP to either grant or decline the proposed assessment.

El Dorado County Charter SELPA Procedural Guidelines

Contact with the parent is strongly encouraged as a reminder to return the signed AP or to allow the parent to communicate concerns. When completing Triennial and Transition evaluations, it should be noted that existing IEP due dates may supersede the 60 day assessment plan timeline.

- **Initial Referral:** The AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral for initial assessment for special education eligibility. The assessment team has 60 days to conduct assessments and hold an IEP meeting to determine initial eligibility for services.
- **Triennial Evaluation:** The AP will be developed and sent to the parent for review, giving the evaluation team enough time to complete the assessments prior to the triennial due date. The IEP team has 60 days to conduct assessments and hold an IEP meeting to determine if the student continues to qualify for special education services.
 - It should be noted that the triennial IEP due date, as listed on the “Information / Eligibility” section of the current IEP, is the date in which the IEP must be held, regardless of the 60 day assessment timeline.
- **Transition Evaluation:** The AP will be developed and sent to the parent for review, giving enough time to complete and review the transition assessments and hold the IEP prior to the student’s 16th birthday.
- **Other Requests for Evaluation:** Upon request for assessment by the parent or other interested parties, the AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral.

When a referral has been made 10 calendar days or less to the end of the academic school year, the assessment plan must be developed within the first 10 calendar days of the following school year.

Assessment Plan Content Guidelines

The proposed AP (along with a Prior Written Notice (PWN)) given to parents or guardians shall meet all the following requirements:

1. Be individualized to reflect the concerns of the referring entity as well as concerns from any other party involved in the student’s learning.
2. Be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so is clearly not feasible.
3. Explain the types of assessments to be conducted and the professional personnel responsible for the administration and interpretation of the assessment. SELPA suggests that assessors be listed by titles rather than by their name.
4. Address all areas of suspected disability.
5. State that no educational placement will result from the assessment without the consent of the parent.

Areas of Assessment

The AP must be comprehensive and allow for assessing the student in all areas related to the suspected disability, including, if appropriate:

1. Health and developmental history

2. Vision, including low vision, and hearing (to be completed within the past year)
3. Motor abilities
4. Speech and language function
5. General intelligence or cognitive level
6. Processing skills
7. Academic achievement
8. Adaptive skills
9. Orientation and mobility skills
10. Career and vocational interests (transition planning)
11. Social and emotional and behavioral status
12. Any other area of suspected disability

Please note: Because of the Larry P. litigation, the use of cognitive tests is prohibited for African-American students, even with informed parental consent. For further information on selecting appropriate tests for African American students, please see the procedural guide section entitled "Assessment, Test Selection and Reports".

Obtaining Parental Consent to Assess

An assessment shall not be conducted unless the written consent of the parent is obtained. Assessment may begin immediately upon receipt of parent consent.

An Assessment Plan (AP) will need to be presented to the parent in person, emailed, sent home with the student, and/or mailed to the student/parent/guardian address on file. In some cases, the school may need to require a return receipt to provide documentation that the parent received the assessment plan.

When the AP is presented to the parent for review, the following should be attached:

1. A copy of the notice of Parental Rights and Procedural Safeguards
2. A Prior Written Notice

If a parent is not identified or the location of the parent is unknown, a surrogate parent must be appointed to represent the individual with exceptional needs. For more information on processes involved with surrogate parents, please see the section of this Procedural Guide entitled "Surrogate Parents". If the child is a ward of the state and is not residing with his or her parent, the LEA/district shall make reasonable efforts to obtain the informed consent from the parent.

Consent for initial assessment shall not be construed as consent for initial placement or initial provision of special education and related services to the student.



ASSESSMENT, TEST SELECTION AND REPORTS

General Guidelines for Conducting Assessments:

Assessments must:

1. Address all areas related to the suspected disability.
2. Be conducted by a multidisciplinary team, including the parent.
3. Include, if appropriate:
 - Health and developmental history
 - Vision, including low vision, and hearing (unless completed within the past year)
 - Motor abilities
 - Speech and language function
 - General intelligence or cognitive level
 - Processing skills
 - Academic achievement
 - Adaptive skills
 - Orientation and mobility skills
 - Career and vocational interests (transition planning)
 - Social, emotional and behavioral functioning
 - Any other area of educationally related suspected disability

At least one member of the assessment team, other than the student's general education or special education teacher, shall observe the student's performance in the classroom setting and document the observation.

No single procedure/assessment is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Only by collecting data through a *variety of approaches* (e.g., observations, interviews, tests, curriculum-based assessment, and so on) and from a *variety of sources* (parents, teachers, specialists, and student) can an adequate picture be obtained of the student's strengths and weaknesses.

Legal Timelines

If an assessment is proposed for evaluation/re-evaluation for special education services, the assessment team who recommends the evaluation has 15 calendar days from the date of the referral to create the Assessment Plan and provide it to the parents (the "Assessment Plan" form is located in SEIS).

If an assessment is proposed within the last 10 days of the end of the regular school year, then the Assessment Plan must be developed within the first 10 days of the next school year.

The assessment will be completed and an IEP meeting held to review the results of the assessment within 60 calendar days from the date of receipt of the signed Assessment Plan. The 60 day timeline does not include days between the pupil's regular school sessions, terms, or days of school vacation in excess of five school days.

El Dorado County Charter SELPA Procedural Guidelines

If the signed assessment plan is received within the last 30 days of school the school year, assessments must be completed and the IEP Meeting held within the first 30 days of the next school year.

Service/ Obligation	Timeline	Exceptions/ Notes/ Considerations	Authority
Propose an assessment plan for initial assessment.	15 calendar days from date of referral.	<ul style="list-style-type: none"> • School breaks in excess of 5 school days still apply. • If referral received 10 days or fewer before end of school year, then due within first 10 days of next school year. • <i>Note:</i> Attach procedural safeguards notice to proposed assessment plan and prior written notice. 	EC §56043(a) EC §56321(a)
IEP team meeting to review initial assessments.	60 calendar days to determine the student’s eligibility and areas of need after receipt of parent consent to assessment plan.	<ul style="list-style-type: none"> • Exception: Student enrolls in another LEA. • Exception: Student not made available. • If AP received 30 days or fewer before end of school year, then due within first 30 days of next school year • 60 day timeline <u>stops</u> for breaks in excess of 5 days, such as: days between the pupil’s regular school sessions, terms, or days of school vacation 	EC §56043(c) EC §56302.1 EC §56344(a)

Assessment Considerations (Vision, Hearing, Health, and Medical)

All students being assessed for initial and three year reviews shall be screened in the areas of hearing and vision, unless parent consent is denied. All students continuing to fail a threshold hearing test shall be assessed by appropriately trained personnel for hearing, such as an audiologist. This is the responsibility of the LEA/district and access to these services shall be provided by the LEA/district.

For students with residual vision, a low vision assessment shall be conducted by a specialist.

For students who have been medically diagnosed with a chronic illness or acute health problem, relevant information shall be included within the assessment and reviewed by the IEP team.

Test Selection and Administration

Tests and other assessment materials must meet all of the following requirements:

- Are selected and administered so as not be to racially, culturally or sexually discriminatory.

- Are provided and administered in the student's native language or other mode of communication, unless the Assessment Plan indicates reasons why such provision and administration are clearly not feasible.
- Are used for purposes for which the assessments or measures are valid and reliable.
- Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.
- Are tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Best ensure that when a test administered to a student with impaired sensory, manual, or speaking skills produces test results that accurately reflect the student's aptitude, achievement level, or any other factors the test purports to measure and not the student's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.
- Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency.

Assessors should attempt to use the most up-to-date version of assessment tools and ensure that assessment tools are valid, reliable, and appropriately normed. Test selection is at the discretion of the assessor using the best practices set forth in their field of expertise. Eligibility decisions should not be made based upon data from assessment tools that are obsolete.

In addition, assessments and reassessments shall be administered by qualified personnel who are competent in the language and written communication mode of the student. They should also have a knowledge and understanding of the cultural and ethnic background of the student. All testing shall be conducted by persons knowledgeable of the suspected disability.

Test Selection Considerations for African-American Students

In the state of California, the use of cognitive tests is prohibited for African-American students as a result of the Larry P. vs. Riles litigation, even with informed parental consent. Parents are not required to self-identify their race or ethnicity. In the case of lack of self-identification, the California Department of Education (CDE) suggests that observer identification should be used. If an assessment report is found that includes information on IQ testing of an African-American student, please follow the procedure set out in the sub-section entitled *Purging Assessment Reports and Records* at the end of this section.

The following intelligence tests are prohibited based upon the original 1979 Larry P. court decision:

- Arthur Point Scale of Performance Test
- Cattell Infant Intelligence Scale
- Columbia Mental Maturity Scale
- Draw-a-Person (Good enough)
- Gessell Developmental Schedule
- Goodenough- Harris Drawing Test
- Leiter International Performance Scale
- Merrill- Palmer Pre-School Performance Test
- Peabody Picture Vocabulary Test (P147)
- Raven Progressive Matrices
- Slosson Intelligence Test

- Stanford - Binet
- Van Alstyne Picture Vocabulary
- Wechsler Intelligence Scale for Children (WISC)
- Wechsler Intelligence Scale for Children-Revised (WISC- R)
- Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)

The 1986 Larry P. Settlement recommended additional tests, which purport to be or are understood to be a standardized test of intelligence, would be subject to the Larry P. prohibitions. These may include but are not limited to the following tests:

- Cognitive Abilities Test
- Expressive One-Word Picture Vocabulary Test (EOWPVT)
- K- ABC Mental Processing Subtests
- McCarthy Scales of Children's Abilities
- Structure of Intellect Learning Aptitude Test
- Test of Nonverbal Intelligence (TONI)
- Test of Nonverbal Intelligence- II (TONI- II)
- Test of Cognitive Ability from the Woodcock-Johnson (including the cognitive section of the Bateria Woodcock Psico-Educativa en Espanol)
- Test of Cognitive Ability from the Woodcock- Johnson- Revised (WJ- R)
- Test of Cognitive Ability from the Woodcock- Johnson -III (WJ -III)
- Cognitive Subtest of the Battelle Developmental Inventories

Any tests that have undergone revisions that appear on these lists should be considered prohibited to use with African-American students.

Although not banned by the courts or specifically addressed by the CDE, multidisciplinary assessment personnel are “cautioned against” using tests which might be regarded as IQ tests and/or have been validated primarily through correlation with identified tests of intelligence. These include, but are not limited to, the following (as well as previously noted and prohibited tests listed above):

- Differential Abilities Scale (DAS)
- Detroit Test of Learning Aptitude, all forms
- Language Processing Tests
- Matrix Analogies Test
- Nonverbal Test of Cognitive Skills
- Ross Test of Higher Cognitive Skills
- Test of Adolescent Language
- Test de Vocabulario en Imágenes Peabody

The above lists may not be inclusive of all assessment tools which should be prohibited or used with caution in the assessment of African-American students. In making a determination of whether a test falls under the IQ test ban for African-American students one should consider:

- Is the test standardized and does it purport to measure intelligence (cognition, mental ability or aptitude)?
- Are the test results reported in the form of IQ or mental age?
- Does evidence of the (construct) validity of the test rely on correlations with IQ tests?

An affirmative answer to any of these questions indicates that use of the test may fall within the ban.

Test Selection and Assessment Considerations for Students Who are English Language Learners

The following requirements of test selection and administration are specifically related to students who are in stages of English Language Development (ELD). Tests must:

- Be selected and administered so as not to be racially, culturally or sexually discriminatory.
- Be provided and administered in the student's native language or other mode of communication, unless the Assessment Plan indicates reasons why such provision and administration are clearly not feasible (students who have been formally re-designated/reclassified as Fluent English Proficient may not need testing in their native language).
- Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency.

Best practices include the use of informal assessment in addition to standardized measures. Informal and formal assessment procedures should include:

- Background information
- Developmental milestones
- Language use: home survey to determine predominant language
- Interviews with parents and teachers regarding students language use and academic progress
- Health history
- Observations in multiple settings
- Assessment in both native language and acquiring language
- Criterion-referenced measures

When evaluating students who are in the stages of EL development, it is important to consider the following:

- Nonverbal Tests of Intelligence: Nonverbal tests are often used in testing bilingual students. Unfortunately, nonverbal measures of intelligence are less reliable than verbal measures as they measure limited aspects of overall intellectual ability.
- Translated Tests: Assessors are cautioned against use of translated tests due to impact on validity. While it is not difficult to translate a test, it may be difficult to translate psychometric properties from one language to another. For example, a word in English may have different meaning when translated into another language such as Spanish, Hmong, Russian, or Chinese. Furthermore, translation assumes that the EL student has the same cultural background as the norming population, which may not be the case.
- Use of Interpreters: The use of trained bilingual paraprofessionals is an invaluable resource to an evaluator when she/he does not speak the language(s) of the student to be assessed. Qualified individuals can be used to gather information in interviews and to collect data from non-standardized, criterion-referenced instruments.
- Test Results: Assessors should interpret results with caution and take into account developmental history, observations, and other forms of data to inform decisions.

Possible indicators for a language disability are listed below.

- The student has made slow progress in learning English and academics despite accommodations and special classroom interventions. It is suggested that interventions are evidence based and implemented with consistency and fidelity for 6-8 week periods before evaluating effectiveness.
- The student has a significant medical history that may have impaired speech and language development.
- Family reports impairment in the primary/native language.
- Teachers and parents report student is learning very differently from other siblings and/or students who have had similar linguistic background and learning opportunities.
- The student has signs of language loss that seem to transcend normal limits.

Reports must document the use of an interpreter. As appropriate, assessment reports should also include, but not be limited to some or all of the following:

- The impact of language, cultural, environmental and economic factors on learning.
- The presence of a disability or impairment in both native language and language(s) student is acquiring.
- How standardized tests and techniques were altered, if appropriate.
- Use of translation of English tests, including reference to validity and reliability.
- Limitations of non-verbal measures, and comparison of those results to other areas assessed.
- Examiner's level of language proficiency in language other than English and its effect on interpretation of results.
- Use of an interpreter and its effect on the tests results and overall assessment.
- Cross-validation of information from the home setting that supports findings from more formal measures.

Additionally, when determining eligibility criteria for ELD students, it is necessary to determine that their learning problems are not primarily the result of environmental, cultural or economic disadvantage.

It is important that the following factors be revisited when completing a triennial reevaluation:

- Student's language level in both languages (such as CELDT scores)
- History of language of instruction
- Change in language used at home
- Response to Interventions
- English Learners who qualify for Special Education services may not meet the district/ LEA's reclassification criteria. Therefore, reclassification of English Learners should be considered. In order to consider reclassification, the IEP team should be expanded to include district/ LEA English Learner program personnel.

Types of Assessment

Please note: This list is not inclusive of all possible special education related assessments, rather it is intended to provide an overview of the most common assessments.

Type of Assessment	Minimum Qualifications
Academic Achievement	Credentialed Special Education Teacher Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Behavior	Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Physical Education	Credentialed Adapted Physical Education Specialist
Assistive Technology	Certified or Licensed Speech/Language Pathologist Occupational Therapist Certified Assistive Technology Specialist
Auditory Acuity	Licensed Educational Audiologist Clinical or Rehabilitative Services Credential Language, Speech and Hearing and Audiology Credential
Auditory Perception/Auditory Processing	Language, Speech and Hearing and Audiology Credential Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Deaf and Hard-of-Hearing Licensed Educational Psychologist Pupil Personnel Services Credential
Functional Behavioral Assessment	Credentialed Special Education Teacher Pupil Personnel Services Credential Licensed Marriage and Family Therapist Licensed Clinical Social Worker Licensed Educational Psychologist Board Certified Behavior Analyst
Cognitive	Licensed Educational Psychologist Pupil Personnel Services Credential
Health	Licensed Physician Registered Nurse School Nurse Services Credential
Motor	Licensed Physical Therapist Registered Occupational Therapist Adaptive Physical Education Specialist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Physical and Health Impairment
Physical Therapy	Licensed Physical Therapist
Social/Emotional	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Licensed Marriage and Family Therapist

El Dorado County Charter SELPA Procedural Guidelines

	Pupil Personnel Services Credential
Transition/Vocational	Credentialed Special Education Teacher Adult Education Credential with a Career Development Authorization Pupil Personnel Services Credential
Visual Acuity/ Developmental Vision	Licensed Optometrist Licensed Ophthalmologist Education Specialist Instruction Credential: Visual Impairments
Visual Motor	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Pupil Personnel Services Credential
Functional Vision	Education Specialist Instruction Credential: Visual Impairments

Assessment Reports

The personnel who assess the student shall prepare a written report of the results of each assessment. The report shall include, but not be limited to, the following:

- Whether the student may need special education and related services and the basis for making that determination;
- The relevant behavior noted during the observation of the student in an appropriate setting and the relationship of that behavior to the student's academic and social functioning;
- Summarize relevant background information (including the educationally relevant health and development, and medical findings, if any);
- Make a determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate;
- Assessment in all areas of suspected disability;
- Be understandable;
- List tests conducted;
- State areas of educational need/interventions previously attempted and their results;
- Include interviews and/ or questionnaires;
- Include assessment results and conclusions;
- Make recommendations for teaching strategies and additional assessment if necessary;
- Include a statement on whether student appears to meet eligibility criteria, with specific criteria stated (it may be relevant to not only determine eligibility, but also to rule out other areas of suspected disability).

If an assessment is not conducted under standard conditions, meaning that some condition of the test has been changed, a description of the extent to which it varied from standard conditions must be included in the assessment report. For example, if an interpreter must be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected.

The LEA/district may not to use any single procedure as the sole criterion for determining whether a student is a student with a disability. Multiple measures must be used.

A copy of the assessment report and the documentation of recommendation for eligibility shall be given to the parent or guardian. LEAs/districts can prepare and present an assessment report, provided they make it clear to the parents that the eligibility criteria listed is a recommendation to the IEP team by the psychologist, but that eligibility is ultimately the IEP team's decision. LEAs/districts must avoid any predetermination of program, services, and placement.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports.

- Outside reports may be submitted by the parent for consideration by team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability.
- Outside reports do not automatically determine eligibility or drive goals. Schools must conduct their own evaluations to examine student health/mental health needs in the school setting and how those needs impact the student's education or how the medically diagnosed condition manifests in the school setting.
- An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting. For example, a student with a medical diagnosis of ADHD does not necessarily automatically qualify under OHI.

Presentation of Assessment Reports

IDEA requires a LEA/district to ensure that an IEP team for a child with a disability includes:

- The parents of the child.
- Not less than one general education teacher of the child (if the child is or may be participating in the general education environment).
- Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child.
- A LEA/district representative who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of LEA/district resources.
- An individual who can interpret the instructional implications of evaluation results.
- At the discretion of the parent or the LEA/district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
- Whenever appropriate, the child.

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credentials may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, best practice would be to complete as much as possible of the meeting and

reconvene at a different time to review the assessment results. A team member "Excusal" form (found in SEIS) would be required for absent team members.

Purging Reports and Records

In California, LEAs/districts are prohibited from administering IQ tests to African-American students. If the records of an African-American student are received from out-of-state and/or another agency and contain IQ test information, the IQ scores (and all references to them) must be purged. The following steps are recommended when it becomes necessary to purge IQ information from a student record:

1. Review the case file to determine if prohibited information is contained therein.
2. Remove any prohibited protocols and all assessment reports which contain IQ information.
3. Copy the original report.
4. Use a black tip marker or liquid "white-out" to remove the following information on the copy:
 - Any reference to a test instrument which yields an IQ score or standard score that is an indication of cognitive functioning.
 - Any test data summary scores from the test instrument(s).
 - Commentary in the report or IEP, which discusses the student's performance on the test instrument(s).
5. Make a copy of the purged report. File this in the student record.
6. Destroy the copy with the black tip marker or liquid "white-out."
7. Notify the parent/guardian that the student's records are being sealed.
8. Seal the original report, any relevant protocols, and a copy of the letter sent to the parent/guardian in an envelope. Indicate the student's name and destruction date of five years hence on the outside of the envelope. Also attach a label indicating the envelope is only to be opened for purpose of litigation, official state or federal audits, or upon parent request.
9. Add the student's name to an LEA/district level master list of students whose files have been purged and reports sealed due to the Larry P. vs. Riles ruling.



INDIVIDUALIZED EDUCATION PROGRAM MEETING

Parent Notification

Parents are critical and necessary members of the Individualized Education Program (IEP) team and shall be given sufficient written notice of the IEP meeting so that they can attend and participate. To ensure parent participation the following is advised:

- Contact parents and IEP team members (at school and outside service providers) to arrange a meeting at a mutually agreed upon time and place.
- Send parents a Meeting Notice a minimum of 10 days prior to the IEP Meeting (Meeting Notice form is available in SEIS).
- On the Meeting Notice indicate the purpose of the meeting, time, location and the titles of those in attendance.
- Ask parent to sign and return the Meeting Notice.
- Arrange for an interpreter if necessary.
- Notify all members of the IEP team of the upcoming meeting to ensure their attendance.
- Place a copy of the signed Meeting Notice in the student's special education file.

Recording IEP Meetings

Parents, LEA/districts, and the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' notice. If the recording is at the request of the LEA/district or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

IEP Team Membership

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

1. An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
2. Not less than one general education teacher. The El Dorado County Charter SELPA advises that the student's current general education teacher attend the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of his or her age should attend.
3. The student's special education teacher(s).
4. The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.

When appropriate, the IEP team may also include:

- The student.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.
- An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.

For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.

Membership Excusal

IDEA 2004 allows for the excusal of the following IEP team members.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and the LEA/district agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and the LEA/district consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS) and
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.

When an IEP team member is excused, other team members should refrain from reinterpreting the data of the excused team member or answering questions outside of the scope of their credentials.

Agenda

It is essential that a well-organized and structured IEP team meeting be conducted. The agenda which follows is recommended as a guide for conducting IEP team meetings. Depending on the purpose of the meeting, the IEP Meeting agenda may be amended. Efforts should be made to present information in a manner that is easily understood by all members of the IEP team, including the parents. This includes providing parents with translated documents when necessary.

1. Welcome: Welcome all participants to the meeting and thank them for their participation.
2. Introduction of All Persons Present: Record the names, titles, agency/school of all attendees, including individuals who may be participating by phone, in meeting notes. Use the Excusal Form if necessary and obtain parent signature. The IEP team may wish to sign attendance sheet at this point or at the close of the IEP.
3. Purpose: The meeting facilitator should briefly review the purpose of the meeting.

El Dorado County Charter SELPA Procedural Guidelines

4. **Agenda Overview:** The meeting facilitator should briefly review the proposed agenda and request additional agenda items or questions from IEP meeting team members. The IEP team shall finalize and agree on an agenda before continuing the meeting.
5. **Child/Parent Rights:** Provide/verify that the parents have received a copy of their Notice of Parental Rights and Procedural Safeguards. The meeting facilitator shall ask the parents if they have any questions or would like further clarification regarding their rights and procedural safeguards. A copy of Parent Rights and Procedural Safeguards should be presented at minimum one time annually, but it is suggested that they be provided at the beginning of each IEP Meeting. Parents may decline an additional copy of these rights, although one must be offered. It is recommended that the note-taker document in the IEP notes that these rights were offered and accepted or offered and declined and whether or not the parent had any questions.
6. **Review of Information/Eligibility Page:** Review the Information/Eligibility page of the IEP to make sure that parent(s) address(es) and phone number(s) are up-to-date.
7. **Establish Time Parameters:** The meeting facilitator should review the previously agreed upon start and end time for the IEP meeting. If anyone has to leave the meeting at a specific time, address it with the entire team and document the time the individual(s) leave in the IEP meeting notes. An excusal form should be completed and signed by the parent and the Administrative Designee. If the parent disagrees with someone's request to leave early, the team will have to adjourn the meeting at the point of the member's departure and schedule a continuation meeting when the member can attend the entire meeting. Assign a designated person to be the timekeeper, if necessary.
8. **Student Strengths/Preferences/Interests:** Any member of the IEP team may provide strengths of this student to the team. They may be academic, social, behavioral strengths or student preferences, likes, hobbies, talents.
9. **Parent Concerns:** Parents should have an opportunity to share their concerns and provide relevant information to the team. The person taking the notes should document how the parent concerns were addressed during the meeting or make a plan for how to address that concern in the future.
10. **Present Levels of Performance:** The meeting facilitator should request each IEP meeting participant to provide data to update the student's present levels of performance, including the parent(s)/guardian(s). Each classroom teacher should provide input, as well as parents and each assessor. When appropriate (student will turn 16 years of age before next annual IEP) complete transition paperwork in conjunction with present levels, goals and services.
11. **Review of Assessment Reports:** This may include the General Education, Special Education, Specialists, and other agencies. Assessment reports are usually reviewed during the student's triennial IEP which occurs every three years. Individuals who assessed the student and are qualified to interpret the results in their reports should report out on the assessments conducted. Discuss all reports at the IEP (even if parent has received a draft copy and has no questions) for the benefit of all the IEP team members. Reports may be summarized.

12. Statement of Eligibility/Non-eligibility: If eligibility is being considered or reviewed the following applies:

- If the IEP team determines that the student is not eligible for special education services, document on the IEP form that “assessment results indicate that special education services are not appropriate at this time” and check the box on the form indicating “not eligible”.
- If further assessment is needed to clarify eligibility, the IEP team meeting may be suspended pending further testing or evaluation, but reconvened as soon as possible.
- If the student is not eligible for special education services, but educational concerns are present, the IEP team meeting should be concluded. Adjourn the meeting at this time. Then general education support options may be explored, including possible referral to the Student Study Team (SST) and/or consideration of an assessment for 504 eligibility.
- If the student is determined by the IEP team to be eligible for special education, proceed with the rest of the IEP meeting agenda.

13. Special Factors:

- Assistive technology: Does the student require assistive technology devices and/or services to access learning? Did the team have an assistive technology assessment completed?
- Low incidence: Does the student require low incidence services, equipment and/or materials to meet educational goals? Is this student eligible under a low incidence disability (visual or hearing impairment, severe orthopedic impairment or any combination thereof).
- Blindness or visual impairment: If the student is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

14. Deaf or Hard of Hearing: Consider the communication needs of the child, including:

- Child's language and communication needs,
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode,
- Academic level, and
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode

15. English Learner: Is the student an English Language Learner, yes or no?

- If yes, does the student need primary language support?
- If yes, who will provide language support?
- What will be the language of instruction for the student?
- Who will provide ELD services to student?

- What type of ELD services will be provided?

16. Behavior: Does student's behavior impede learning of self or others, yes or no?

- If yes, specify positive behavior interventions, strategies, and supports. Consider whether a behavioral goal and/or a Behavior Intervention Plan (BIP) is appropriate depending on student's needs.

17. Areas of Need: For student to receive educational benefit, what areas of need do goals need to be written in? The areas of need should align with the present levels and be supported by data.

- Assessment reports conducted by specialists trained in these specific areas should provide information indicating need for specialized materials, devices or supports.

18. Review of Progress on Current Goals/Objectives: At annual and triennial meetings, IEP teams must address the previous year's goals and objectives and note on the document whether goals were met. If previous goals were not met, document action to be taken (i.e. continue, discontinue or modify) and revise the goal.

19. New Goal/Objectives Based on Current Needs: At an initial, annual and triennial meetings the IEP team shall develop goals tied to the areas of need identified by assessments and /or present levels. As a team, the IEP meeting participants shall establish goals and short term objectives for all areas of need that were identified in the present levels of performance.

Each measurable annual goal, including academic and functional goals, shall be designed to do the following:

- Meet the individual's needs that result from the individual's disability in order to enable the pupil to be involved in and make progress in the general curriculum
- Meet each of the pupil's other educational needs that result from the individual's disability
- Be linguistically appropriate for the student, if the student is an English Language Learner

20. Statewide Assessments: Fill in participation information including accommodations and modifications. Accommodations should be updated for each student on an IEP. Please see the SEIS Document Library for additional information. The following guideline presents the current universal tools, designated supports, and accommodations adopted by the State of California for the Smarter Balanced Assessment Consortium (SBAC) assessment. The SBAC assessment took the place of the California Standards Test (CST).

- **Universal tools** are access features that are available to all students based on student preference and selection.
 - Embedded: Breaks, calculator, digital notepad, English dictionary, English glossary, expandable passages, global notes, highlighter, keyboard navigation, mark for review, math tools, spell check, strikethrough, writing tools, and zoom.
 - Non-Embedded: Breaks, English dictionary, scratch paper, and thesaurus.

- **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate).
 - Embedded: Color contrast, masking, text-to-speech, translated test directions, translations (glossary), translations (stacked), and turn off any universal tools.
 - Non-embedded: Bilingual dictionary, color contrast, color overlay, magnification, read aloud, scribe, separate setting, translated test directions, translation (glossary)

- **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these the opportunity to show what they know and can do. Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).
 - Embedded: American Sign Language, braille, closed captioning, text-to-speech.
 - Non-embedded: Abacus, alternate response options, calculator, multiplication table, noise buffers, print on demand, read aloud, scribe, speech-to-text.

21. Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student: The IEP team shall develop a list of supplementary aids and services, based on peer-reviewed research to the extent possible. Frequency, duration and location of services to be provided must be specified on the IEP. It is not recommended to write in “as needed” for duration or frequency. The IEP team shall also document program modifications or supports for school personnel. The services, supplementary aids, program modifications, and/or supports will be provided to enable the student to do the following:

- To progress towards obtaining their annual goals
- To be involved in and make progress in the general education curriculum in accordance with their present levels and functional performance
- To participate in extra-curricular and non-academic activities
- To be educated and participate with other students with exceptional needs and non-disabled peers

EDCOE SELPA suggests that the IEP include all accommodations and supports a student needs, including those tied to behavior intervention plans or state testing. If a student requires classroom support, it would be documented at the top portion of the Services-Offer of FAPE (Free and Appropriate Public Education) form under supplementary aids, services & other supports. Classroom support refers to support in the classroom which may include additional adult support. If a student requires individualized support from an aide, it would be documented on the bottom portion of the services-offer of FAPE form under special education and related services.

22. Accommodations/Modifications: Consider what classroom and campus supports will the student need to obtain educational benefit. These accommodations and modifications are those that the student requires that are beyond what is currently available to general education students.

23. Offer of Program/Services Based on Goals/Objectives: In considering program alternatives, the IEP team shall make a recommendation based on the individual needs of the student and not on the category under which the student is determined to be eligible for special education.

The IEP team shall consider the full continuum of program options to ensure that all students are provided a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) and document options considered on the services page of the IEP.

After reviewing all program options, the IEP team shall recommend appropriate related services, calculated to offer the student the opportunity to achieve educational benefit.

24. Educational Setting: What is the most appropriate placement in the Least Restrictive Environment (LRE) for this student? Each public agency must ensure that:
- A. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - B. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]

Additional Considerations:

- Percentage (%) of time in/out of general education classes and rationale for time out of general education
- Indicate other agencies working with the student
- Indicate promotion criteria
- Progress monitoring/progress reporting
- Special education transportation
- Graduation plan (if appropriate)

25. Extended School Year (ESY): Complete the “Extended School Year” (ESY) forms located in SEIS to help the team determine if a student needs ESY support. For more information, see the “Extended School Year” section of this procedural guide.

26. Ending the Meeting:

- Confirm Agreements
- Obtain Signatures:
 - All IEP team members, including parents and student (when student is present) sign in attendance of the IEP. If parents agree to the IEP and placement of their child, they will also sign in consent to the IEP document.
 - If the parent does not consent to all components of the IEP, then the parent should indicate those areas of exception on the signature page. If the parent needs more writing space, an additional piece of paper can be used and attached to the IEP. Whether the parent submits their letter of exception at the IEP meeting or returns

with a letter that explains the areas of exception, it shall be accepted as a supplemental document to the IEP and attached in SEIS.

- The notes page should reference the additional page of exceptions. If a parent submits consent to some components of the IEP and lists exceptions to others, the case manager should work with parent to schedule a future IEP meeting to discuss the areas of exception. Any areas of the IEP that the parent does not consent to will become areas of exception and will not be implemented.
- The components of the program to which the parents have consented may be implemented so as not to delay providing supports and services to the student.
- Written parent permission must be obtained prior to initiating services and/or educational placement. The services and/or placement will begin following parent's written approval of the IEP.

27. Follow Up: If there are any outstanding agenda items or concerns that the IEP team was not able to discuss/reach consensus on, another IEP meeting shall be scheduled as soon as team can set a mutually agreeable meeting date.

- Provide parents with a copy of the IEP.
- LEA/district may need to send parents a Prior Written Notice (PWN) after the meeting. The purpose of this is to document any changes or proposed changes to the IEP. For information regarding Prior Written Notices, see the PWN section of this procedural guide.



TRANSITION PLANNING AND STUDENT-LED TRANSITION MEETINGS

As a student with disabilities moves into the teen years, the IEP focuses more on the interests of the student and what he or she hopes for the future, and it is the IEP team's responsibility to create a transition individualized education program to support those interests.

Transition, in reference to individuals receiving special education services, is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

The student's IEP must be updated, prior to their 16th birthday (or younger if deemed appropriate by the IEP Team), to include the following transition components:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the student in reaching those goals; and
- Beginning not later than one year before the student reaches the age of majority under state law (18 in California), a statement that the student has been informed of the student's rights under Part B, if any, that will transfer to the student on reaching the age of majority, must be included in the IEP.

The LEA/district must invite the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.

If a purpose of a student's IEP Team meeting will be the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA/ district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the student's IEP Team meeting.

Overview of Transition Planning

Collaborate closely with the student through each step of the process:

- 1) Transition Assessment: Conduct age-appropriate assessments to determine interests, aptitudes and areas of need.
- 2) Assessment Results: Describe student's strengths and present levels of performance, achievement, and functioning.
- 3) Measureable Postsecondary Goals: Based upon assessment information and present levels, develop student-centered measurable postsecondary goals.
- 4) Course of Study: Determine course of study that will support the student's transition goals.
- 5) Coordinated Set of Activities to Support Transition Goals: Develop a "coordinated set of activities" that support the measurable postsecondary goals and transition plan.
- 6) Transition Services: Determine transition services and document in student's IEP.
- 7) Student Led Transition (IEP) Meeting: Assist the student to plan and prepare to lead the IEP meeting. Be sure to include these additional components:
 - a) Age of Majority: Document the information shared with the student around the Age of Majority. Please see section of this Procedural Guide entitled, "Age of Majority" for more details on this topic.
 - b) Invite Appropriate Outside Agencies: Ensure appropriate agencies are invited to the IEP meeting.
- 8) Implementation: Implement the IEP, monitor progress on goals and course of study, modify and update plan annually.
- 9) Annual Review of Goals and Updates to Plan: Develop annual IEP goals that align with and support the transition plan and postsecondary goals.
- 10) Summary of Performance: The Summary of Performance must be completed in the final year of a student's high school education. It is intended for postsecondary schools, service providers, and employers, to be used at the student's discretion.

Transition Assessment

Transition Assessment is the ongoing process of collecting data on the individual's needs, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment is the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP. Transition assessment should include activities, assessments, content, environments, instruction, and/or materials that reflect a student's chronological age.

Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition- employment, postsecondary education and training, and independent living.

It is best practice to use information in addition to a student's self-report when assessing for transition. Input from parents, teachers, and other providers is helpful in determining needs a student may have but not recognize themselves in employment, independent living, and education.

Tools that can be used to assess a student's transition needs may include:

- Psycho-educational Assessments
- Job Evaluations
- Labor market Surveys\Aptitudes Tests
- Progress on IEP Goals
- Transition Inventories
- Observations & Record Reviews
- Interest Surveys
- Personality Inventories
- Academic Assessments/ Curriculum Based Assessments
- Computerized Career Systems
- Student and family interviews

If doing individual transition assessment, there should be an assessment plan signed by the parent or guardian. Some assessments are often done as a group activity, and may not require an assessment plan. For example, if a whole class is taking an online career interest inventory, individual parent consent is not required. But, if an individual student is asked to complete a career interest inventory and the assignment is not required class wide, an assessment plan must be signed for parent consent.

Document the assessment(s) done each year in the transition assessment section of the IEP. Include the name and date of each tool used, a brief summary of the results, and outcomes of any work, training or community service in which the student has participated.

Measurable Postsecondary Goals

Measurable Postsecondary Goals (MPSGs) should be student centered and directed by assessment. They typically focus on 12-24 months after high school graduation or completion. It's important that the goals are measurable and identify an outcome rather than a process. These measurable postsecondary goals must be reviewed and updated annually, but they may not change annually. They may become more specific as a student matures.

Measurable postsecondary goals are required for all students in two areas: 1) training/education and, 2) employment. Measurable postsecondary goals in the area of training/education may include college studies (university and community college), occupational certification, technical training, industry certification, or on the job training. Measurable postsecondary goals in the area of employment might include paid, competitive, supported or sheltered employment. It may also include unpaid opportunities such as volunteering in a training capacity, military, etc.

A third measurable postsecondary goal in the area of Independent Living is recommended but not required. It is up to the student's IEP Team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the student to receive FAPE (71 Fed. Reg. 46668 (Aug. 14, 2006)). Measurable postsecondary goals in the area of independent living should be considered for students who are Regional Center clients, students taking alternative assessments, students on a non-diploma track, and for students with medical and mental health issues. Recommended best practice is to have a goal in independent living for all students with an IEP.

Suggested IEP Language for Measurable Postsecondary Goals

The IEP template in SEIS starts the MPSG with "Upon completion of school I will..." From that point on, you could choose to add specificity, i.e. "receive a certificate of completion and..." or "receive a high school diploma and..." and align MPSGs with the outcome identified in the student's Course of Study.

Use results-oriented terms such as, "Will enroll in, will work at, will live independently," etc. (Avoid "hope to," or "plan to," or "will seek employment," etc.). Use descriptors such as full-time, part-time, independently, with adult support, etc.

Annual goals should be specifically and directly linked to the measurable postsecondary goals. Annual goals must be reasonably calculated to assist the student in achieving readiness for postsecondary goals. Skills targeted should be based on identified areas of student need, and there should be at least one annual goal tied to each measurable postsecondary goal.

Course of Study

Federal and state law require that transition pages in an IEP include a multi-year description of coursework planned to achieve the student's desired postsecondary goals from the student's current year to the anticipated graduation or exit year. A transcript does not meet this requirement unless it includes courses the student will take in the future, by year, that are specifically related to the student's postsecondary goals. List any courses that are LEA/ district, student, or site specific and how they link to measurable postsecondary goals.

Based on a review of legislation and California Education Code (CEC) that inform the course of study for the state of California, and with the goal of making sure we do not create liabilities for any students, the California Secondary Transition Leadership Team has recommended:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and postsecondary transition goals.
2. For students who plan to earn a high school diploma the student must meet state and district graduation requirements.
3. Elective classes or those meeting the state and district graduation requirements such as performing and visual arts, foreign language (language other than English including American

Sign Language), and career technical classes should reflect the individual student's career interests and postsecondary goals.

4. The course of study should be sufficiently generic to be portable across district or state lines.

5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status and other educational performance measures. The course of study should also be reviewed at least once annually for all students.

6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting postsecondary education and employment goals. (Some employers require a diploma to meet their minimum requirement when considering job applicants).

7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.

8. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and postsecondary goals.

Compiled by Sue Sawyer, California Transition Alliance, 2015, *Secondary Transition Planning: The Basics*

Note: The certificate of completion option is available to those students who are not able to complete the requirements for a regular high school diploma as offered by the LEA/district. These students are eligible for educational placement and services in accordance with their IEP until the age of 22. If the school is a charter school, the governing board of the LEA/district approves the requirements for the certificate of completion graduation option. In a standard public school, the certificate of completion option is in accordance with EC 56390.

Coordinated Set of Activities to Support Transition Goals

IDEA requires a "coordinated set of activities" for individual students to meet their postsecondary goals. These activities should be listed in the transition pages of the student's IEP, and must be individualized based on the needs of the student. While some activities included in the list may be general activities offered to all students at a school site, other activities should be identified that help each individual student work toward their measurable postsecondary goals.

Many of these activities may already be happening at a school site and may benefit all students. Examples might include:

- Career Day for all students
- Visits to local community college(s)
- Visit local recreation centers

- Taking public transportation to community activities
- Community Service
- Job shadow other peers

Activities to support a student’s transition goals may be provided by a variety of properly qualified personnel, depending on the needs of the student. Some examples might include:

- A school counselor provides information on college admissions, financial aid or campus information
- An occupational therapist provides fine motor therapy for a student to be able to brush her hair on her own
- A special education teacher provides specialized academic instruction to improve math skills in the area banking and money management
- A case manager arranges for job shadowing opportunities in the community
- A “careers class” provides instruction in job search and interviewing skills

Transition Service Codes

Many service codes for transition services are 800 codes in SEIS/CASEMIS. Students who struggle with activities of daily living may need direct instruction in areas such as hygiene, cooking, budgeting, etc. In some cases “specialized academic instruction (code 330)” may be the appropriate service to support a measurable postsecondary goal in independent living, even though it is not an 800 code.

800 CASEMIS Codes available in SEIS are as follows:

820	College Awareness	
830	Vocational assessment, counseling, guidance, and career assessment	Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
840	Career awareness	Transition services include a provision for in self-advocacy, career planning, and career guidance.
850	Work experience education	Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
855	Job Coaching	Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job that can determine how the employee that is

El Dorado County Charter SELPA Procedural Guidelines

		experiencing difficulty learns best and formulate a training plan to improve job performance.
860	Mentoring	Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency linkages (referral and placement)	Service coordination and case management that facilitates the linkage of individualized education programs.
870	Travel Training (includes mobility training)	
890	Other transition services	These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies. (Note: This code should be used with caution and only when appropriate)
900	Other Special Education/Related Services	Any other specialized service required for a student with a disability to receive educational benefit.

Summary of Performance (Postsecondary Exit)

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:

For a student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the local education agency “shall provide the student with a summary of the student’s academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student’s postsecondary goals.”

§Sec. 300.305(e)(3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training, and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and supports in postsecondary settings. The information about students’ current level of functioning is intended to help postsecondary institutions consider accommodations for access. These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis (adapted from the Council for Educational Diagnostic Services, a division of the Council for Exceptional Children).

The Summary of Performance must be completed in the final year of a student’s high school education. It is intended for postsecondary schools, service providers, and employers, to be used at the student’s discretion. The different organizations may have their own standards regarding the documentation required to establish eligibility. Students may (but are not required to) share their Summary of Performance with colleges, adult agencies, vocational and rehabilitative centers, employers and others.

The SOP helps such organizations identify services and accommodations the student might need in the classroom, the workplace, or the community.

Each Summary of Performance must include information about the student's academic achievement, information about the student's functional performance, and recommendations on how to assist the student in meeting his/her postsecondary goals. IDEA does not identify a specific individual responsible for preparing the Summary of Performance. Typically, a student's special education teacher completes the SOP when a student exits high school.

There is no mandate in IDEA that requires a meeting to be held to discuss a Summary of Performance, and if a meeting is held, membership at the meeting is not prescribed. Typically, there can be a meeting with the case manager, student, and parent. If an exit IEP is being held, an SOP discussion could naturally occur during this meeting.

Performance Indicator

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, becoming effective on July 1, 2005. In conjunction with the reauthorization, the U. S. Department of Education required states to develop six-year State Performance Plans around 20 indicators, on which data is submitted annually in Annual Performance Reports.

The 13th Performance Indicator relates to transition services for students, and includes eight specific components to determine compliance around transition mandates:

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate (1) measurable postsecondary goals, (2) that are annually updated and based upon an age appropriate (3) transition assessment and (4) transition services, including (5) courses of study, that will reasonably enable the student to meet those postsecondary goals and (6) annual IEP goals related to the student's transition services' needs. There also must be evidence that the (7) student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any (8) participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority (20 U.S.C. 1416(a)(3)(B)).”

There are eight questions that must be answered in the Transition Plan of a student's IEP to satisfy Indicator 13:

1. Are there appropriate measurable postsecondary goals (MPSGs) that address education/training, employment, and as needed, independent living?
2. Are the MPSGs updated annually?
3. Is there evidence that MPSGs were based upon assessment?
4. Are there transition services in the IEP that will *reasonably enable* the student to meet the MPSGs?
5. Will the course of study (in the transition services) *reasonably enable* the student to meet the MPSGs?
6. Are there annual IEP goals related to the transition needs of the student?

7. Is there evidence the student was invited to the IEP?
8. Is there evidence of an invitation to the IEP extended to representative of involved agency (as appropriate)?

An IEP may be considered compliant in meeting the requirements of Indicator 13 if it includes evidence of the eight (8) required components stated above.

Student Participation in the IEP

IDEA requires the student be invited to the IEP meeting whenever appropriate. The IEP is based on the individual student's needs, strengths, preferences and interests. When planning for the transition from high school to post-school life, the student's input is essential for his or her success. In accordance with 34 CFR 300.321(a)(7), the public agency must invite a student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals under 34 CFR 300.320(b).

There are four areas where a student can be involved in the IEP process:

- Planning the IEP: includes laying the foundation for the meeting by identifying strengths and needs, establishing goals, considering options, and preparing materials for the IEP meeting.
- Drafting the IEP: provides practice in self-advocacy skills and includes having students create a draft of their IEP that reflects these strengths and needs, as well as their interests and preferences.
- Participating in the IEP meeting: in which students have the opportunity to share their interests, preferences, and needs and participate in dialogue with other members of the IEP team to develop a plan.
- Implementing the IEP: involves students evaluating how well they are achieving the goals identified in their IEP.

Konrad, M., & Test, D. W. (2004). Teaching middle-school students with disabilities to use an IEP template. *Career Development for Exceptional Individuals*, 27, 101-124.

Suggested Self-Advocacy strategies to prepare students to participate actively in the IEP:

- Inventory strengths: areas to improve or learn, goals and choices for learning or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- Provide inventory information: Use inventory, portfolio, presentation video, etc.
- Listen and respond: learn the proper times to listen and to respond.
- Ask questions: teach students to ask questions when they don't understand something.
- State goals: students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.
Compiled by Sue Sawyer, California Transition Alliance, 2015, ***Secondary Transition Planning: The Basics***

Below you will find a Student-Led IEP Script and Transition (IEP) Meeting Agenda.

SAMPLE STUDENT-LED IEP MEETING SCRIPT

Hello everyone. Welcome to my IEP meeting. I am _____.

Today we will talk about how I am doing in school right now, the progress I've made on my special education goals, my goals for the future, and what type of help I will need to reach my goals.

I will be leading this meeting, so please be sure to address me directly with all of your comments. Will everyone please introduce yourselves? Starting with... Thank you.

Here is a copy of your parent rights (hand to parent). When I turn 18, I will be legally responsible for myself (Team may discuss transfer of rights).

My strengths and interests are.....

The reason I have a right to special education services is because Iwhich makes it hard for me to

I am interested in working as a

Would anyone like to add to what I have already shared?

After high school I want to..... (Student shares Measureable Post-Secondary Goals)

My concerns about school are.... ..

What are your concerns, Mom or Dad?

Here is how I am doing in school right now:

- | | |
|-----------------------------------|------------------------|
| State testing | Credits I need to earn |
| Current grades | Attendance |
| Progress on last year's IEP goals | Work samples |

Student asks Team Members (specialists) to share reports in other areas (health, social, motor, vocational, living skills).

This year I want to..... (Student or teacher shares Annual Goals for this IEP)

The kind of help I will need is.....

The services I need are.....

- Support in.....
- Special attention on.....
- Work with.....

Are there any other questions or things we need to cover?

Will everyone please sign the attendance page?

Thanks for coming, everyone.

Suggested Transition Individualized Education Plan Agenda (with Annual IEP)

- 1. Welcome**
 - a. Introductions
 - b. Purpose of Meeting/Expected Outcomes
 - c. Agenda Overview
 - d. Review Child/Parent Rights

- 2. Present Levels of Performance**
 - a. Parent Concerns
 - b. Review of Reports (General Education, Related Service Providers, other agencies, if applicable)
 - c. Review of Progress on Current Goals/Objectives

- 3. Transition Plan (for Students 16 Years and Older)**
 - a. Discuss Student Strengths/Preferences/Interests
 - b. Review Results from Transition Assessments
 - c. Develop/Review Measurable Postsecondary Goals
 - d. Discuss Activities and Services to Support Postsecondary Goals
 - e. Document Course of Study
 - f. Discuss Age of Majority

- 4. New Goals/Objectives**
 - a. Based on Current Need Areas
 - b. Aligned with Postsecondary Goals
 - c. Based on Student's Plan for the Future

- 5. Special Factors**
 - a. Assistive Technology requirements, if needed
 - b. Low Incidence Requirements, if needed
 - c. Blindness or Visual Impairment, or Deaf or Hard of Hearing, if appropriate
 - d. English Learner, if appropriate
 - e. Behavior Supports, if needed
 - f. Areas of Need Identified
 - g. Participation in State/District-wide Assessments

- 6. Offer of Program/Services Based on Goals and Transition Plan**
 - a. Service Delivery Options (LRE)
 - b. Supplementary Aids, Services and Other Supports
 - c. Accommodations/Modifications
 - d. Special Education and Related Services
 - e. Review Transition Services

- 7. Offer of Educational Setting**
 - a. Percentage of time in/out of general education classes (*rationale for time out of general education*)
 - b. Other Agencies Involved

- c. Promotion Criteria
- d. Progress Monitoring/Progress Reporting
- e. Special Education Transportation
- f. Graduation Plan

8. Closing

- a. Confirm Agreements
- b. Gather Signatures

*At Exit IEP or Graduation IEP, complete the Summary of Performance.



INDIVIDUAL HEALTH PLANS/SCHOOL NURSE SERVICES

School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person (see CDE *Program Advisory on Medication Administration*, p. 7, www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf). School health services and school nurse services are considered related services under IDEA.

An "individual health plan" or "individualized health plan" generally focuses exclusively on addressing a student's medical needs and may be appropriate for a general education student through a 504 Plan as well as a student receiving special education services. "School health services" and "school nurse services" are services designed to enable a child with a disability to receive FAPE as described in the child's IEP.

An Individual Health Plan (IHP) is a formal written agreement developed in collaboration with the school staff (School Nurse), the student, the student's health care provider(s) and the student's family. An IHP is written for students whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance. Per the National Association of School Nurses (NASN) the IHP should include:

- Assessment: The data collection phase helps determine the student's current health status and any actual or potential health concerns.
- Diagnosis: The school nurse uses the assessment data to formulate a nursing diagnosis, including a diagnostic label, etiology, and presenting signs and symptoms.
- Outcome Identification: The school nurse identifies the desired results of nursing intervention and states these in measurable terms.
- Planning: Interventions are selected to achieve desired results.
- Implementation: The written IHP is put into practice and care provided is documented.
- Evaluation: The professional school nurse measures the effectiveness of nursing interventions in meeting the identified outcome. Changes are made to the plan as needed.

"School nurses strengthen and facilitate the educational process by improving and protecting the health status of children and by identification and assistance in the removal or modification of health-related barriers to learning in individual children. The major focus of school health services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is especially prepared and uniquely qualified in preventive health, health assessment, and referral procedures." *CA Education Code 49426*

"It is the intent of the Legislature that the governing board of each school district and each county superintendent of schools maintain fundamental school health services at a level that is adequate to accomplish all of the following:

- Preserve pupils' ability to learn
- Fulfill existing state requirements and policies regarding pupils' health
- Contain health care costs through preventive programs and education" *CA Education Code 49427*

Holders of the School Nurse Services Credential shall be authorized to perform the following services:

El Dorado County Charter SELPA Procedural Guidelines

- Conduct immunization programs
- Assess and evaluate the health & developmental status of pupils
- Interpret health and developmental assessments
- Design and implement individual student health maintenance plans
- Refer the pupil, parent, & guardian to community resources
- Maintain communication to promote needed treatments
- Interpret medical and nursing findings
- Consult with, conduct in-service training for, and serve as a resource person
- Develop and implement the health education curriculum
- Participate in implementing health instruction curriculum
- Counsel & assist pupils & parents in health-related adjustments
- Teach health-related subjects under the supervision of a classroom teacher

The California Department of Education has a page of comprehensive medical guidelines for LEAs/districts to use when developing individualized health plans. <http://www.cde.ca.gov/ls/he/hn/>



ELIGIBILITY CRITERIA

General Guidelines

According to Ed. Code Section 56320 § 3030, following an assessment, the IEP team, including assessment personnel, shall make the decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education and/or related services.

The IEP team shall take into account all of the relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education.

In making a determination of eligibility, a student shall not be determined to be an individual with exceptional needs if the determining factor is one of the following:

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in mathematics
- Due primarily to limited school experience or poor school attendance
- Is a result of environmental, cultural difference, or economic disadvantages
- Could be corrected through other interventions and supports offered within the general education program
- Limited-English proficiency

In order to receive special education and related services under Part B of IDEA, a child must be evaluated to determine both:

- A. Whether he or she has a disability, and
- B. Whether he or she, because of the disability, needs special education and related services.

The need for special education and related services is determined by the adverse effect of the disability on educational performance, despite consistently applied and documented general education accommodations in both academic and behavioral areas. Adverse effect on educational performance could be documented by the pervasive nature of a combination of the following:

- The student is not making satisfactory progress towards grade level standards.
- On grade reports, there is an overall pattern of poor or failing grades (equivalent of D's or F's) present for extended period of time.
- Quality and degree of task completion is significantly below the range of the class.
- On standardized and curriculum-based achievement tests, the student demonstrates a significant difference between ability and achievement.

Additionally, students may exhibit needs that are related to the disability but do not have adverse effect on their ability to progress in the general education curriculum. In order to qualify to receive special education and related services in these instances, the student must have adverse effect on educational benefit. Some examples include communication and socialization deficits that affect the student's ability to socialize with peers and work in groups. This may also be true of students with social emotional or behavioral difficulties.

For more information on referral to the California School for the Blind, California School for the Deaf, or Diagnostic Centers for additional assessment, please see the section titled, "State Special Schools and Services."

Eligibility Categories

- Specific Learning Disability (SLD)
- Other Health Impairment (OHI)
- Emotional Disturbance (ED)
- Speech or Language Impairment (SLI)
- Autism (AUT)
- Intellectual Disability (ID)
- Hard of Hearing (HH)
- Deafness (DEAF)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Deaf-Blindness (DB)
- Multiple Disabilities (MD)
- Traumatic Brain Injury (TBI)

A student with a disability who does not require special education supports and services to access or progress in the general education curriculum would not be considered eligible under any of the eligibility categories.

Eligibility Summarized: *The following information comes from Ed. Code Section 56320 § 3030.*

Specific Learning Disability (SLD)

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

A specific learning disability can include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. These conditions are medically diagnosed and do not automatically make a student eligible for special education and related services. A medical diagnosis may trigger an evaluation to determine the corresponding impairment in psychological processes and the need for special education and related services in the school setting.

The basic psychological processes include:

- Attention
- Visual processing
- Auditory processing
- Sensory-motor skills
- Cognitive processing

Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance, limited English proficiency, and it must have been documented that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction and intervention in general education settings, delivered by qualified personnel.

In determining whether a student has a specific learning disability, the public agency must ensure that the student is observed in the student's learning environment.

SLD Eligibility Models

Within all models, both of the following items apply:

- A. Disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage, and
- B. The student is observed in the student's learning environment.

Discrepancy Model

In determining whether a student has a specific learning disability, the public agency may consider whether a student has a severe discrepancy between intellectual ability and achievement in any of the following:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematical calculation
- Mathematical reasoning

The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the student. No single score, test, or procedure shall be used as the sole criterion for the decisions of the IEP team as to the student's eligibility for special education.

In determining the existence of a severe discrepancy, the IEP team shall use the following procedures. When standardized tests are considered to be valid for a specific student, a severe discrepancy is demonstrated by:

1. Converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared,
2. Computing the difference between these common standard scores, and
3. Comparing the computed difference to the standard criterion, which is the product of 1.5

multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests.

A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

If the standardized tests do not reveal a severe discrepancy, the IEP team may find that a severe discrepancy does exist (between cognitive ability and academic achievement), provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy.

The report shall contain information considered by the team, which shall include, but not be limited to:

- Data obtained from standardized assessment instruments
- Information provided by the parent
- Information provided by the student's present teacher
- Evidence of the student's performance in the general and/or special education classroom obtained from observations, work samples, and group test scores
- Consideration of the student's age, particularly for young students
- Any additional relevant information

A severe discrepancy shall not be primarily the result of limited school experience, poor school attendance, or limited English proficiency.

Per Larry P. vs. Riles litigation, African American students in the state of California cannot be administered cognitive assessments. For additional information on Test Selection and Eligibility for African American Students as a result of the Larry P. vs Riles litigation, please see the corresponding sub-section of "Assessment, Test Selection and Reports".

Response to Intervention Model (RtI) and Patterns of Strengths and Weaknesses Model (PSW)

Regardless of whether a student shows a severe discrepancy, a student may be determined to have a specific learning disability if:

- A. The student does not achieve adequately for the student's age or meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skill
 - Reading fluency skills
 - Reading comprehension
 - Mathematical calculation or
 - Mathematical reasoning

-AND-

- B. Response to Intervention Model (RtI) - The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention;

-OR-

Patterns of Strengths and Weaknesses Model (PSW)- The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using research/evidence-based assessments.

To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, or due to limited English-proficiency, the group making the decision must consider:

- A. Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel;

-AND-

- B. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Comparison Chart

Below is a comparison chart of the 3 types of SLD Eligibility Models.

Discrepancy Model	Response to Intervention (RtI) Model	Patterns of Strength and Weakness (PSW) Model
<p>The IQ-achievement discrepancy model assesses whether there is a significant difference between a student's scores on a test of general intelligence (e.g., an IQ test such as the WISC-IV) and scores obtained on a test of academic achievement (e.g., the Woodcock-Johnson Achievement Test).</p> <p>The IQ-achievement discrepancy model is the approach traditionally used to identify children with learning</p>	<p>The term Response to Intervention (RtI) refers to a process that emphasizes how well a student responds to meaningful changes in instruction. The essential elements of the RtI approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student</p>	<p>The Patterns of Strengths and Weaknesses model refers to a thorough examination of a student's basic psychological processes (i.e. visual, auditory, memory, attention, etc.) using a range of information gathered through standardized assessment (WISC-IV, WJ-IV Cog), criterion referenced assessment (i.e. DIBELS) and curriculum-based assessment tools.</p> <p>To qualify as a student with a Specific Learning Disability, the</p>

<p>disabilities. If a student’s score on the IQ test is at least two standard deviations (23-30 points) higher than his or her scores on an achievement test, the student is identified as having a significant discrepancy between IQ and achievement and, therefore, as having a Specific Learning Disability.</p>	<p>progress to inform instruction and make educational decisions.</p> <p>A student is identified as having a Specific Learning Disability if he or she displays insufficient response to scientific, research-based intervention as well as insufficient progress toward grade-level standards.</p>	<p>student must display a measured weakness in one or more of the basic psychological processes related to the specific performance and/or achievement weakness (area of concern as reported by observation and assessment data). Student must also display strength in one or more unrelated or minimally related processes.</p>
<p>Additional Considerations</p>		
<p>Although the law allows schools the option of using RTI and PSW procedures as part of the evaluation procedures for special education eligibility, comprehensive assessment is still required to ensure that IEP team members have carefully evaluated and considered all relevant aspects of a student's performance and history. Comprehensive assessment must occur prior to determining that a student has a disability which impacts progress in general curriculum, thus making him or her eligible for special education services.</p> <p>Final recommendations regarding eligibility and services will be determined by the IEP team.</p>		

Other Health Impairment (OHI)

Other health impairment means 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:

- A. 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;

-AND-

- B. Adversely affects a student’s educational performance.

OHI and ADHD

If a student exhibits ADHD-like behaviors, the IEP team should attempt to differentiate indicators that would be more closely associated with conditions such as:

- Substance abuse
- Mood disorders (i.e.: anxiety/depression)
- Conduct disorders
- Oppositional defiant disorder
- Malnutrition

School-based assessments do not diagnose ADHD or any other medical/mental health disorder(s), they document the presence of behavior that may be symptomatic of ADHD or other conditions. If the school deems a medical diagnosis necessary to determine special education eligibility, the school would be liable

to provide access to the medical diagnosis from the doctor along with responsible for the costs of the doctor's visits.

Emotional Disturbance (ED)

Emotional disturbance means 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 student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems
- Emotional disturbance includes schizophrenia.

The term does not apply to students who are socially maladjusted, unless it is determined that they also have an emotional disturbance.

School-based assessments do not diagnose mental health disorders. They document the presence of behavior that may be symptomatic of mental health disorders and how those symptoms impact educational performance.

Due to the complexity of ED assessments, assessors may wish to provide differential eligibility criteria to rule-in and/ or rule-out other areas of eligibility such as OHI, AUT, or SLD. ED assessments typically include both broadband and narrow band assessments in order to help IEP team members pinpoint specific areas of need and target IEP Goals. A thorough ED evaluation should encompass all the components of an Educationally Related Mental Health Services (ERMHS) assessment and provide ample documentation to support student's need for ERMHS services, which may include counseling or Behavior Intervention Plan (BIP). In very rare circumstances, a student who meets the eligibility criteria for ED may not additionally require ERMHS supports, including a BIP.

Speech or Language Impairment (SLI)

A student has a language or speech disorder once it is determined that the student's disorder meets one or more of the following criteria:

- Articulation disorder- The student displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the student's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. A student does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.
- Abnormal voice- A student has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

- Fluency disorders- A student has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the student and listener.
- Language disorder- The student has an expressive or receptive language disorder when he or she meets one of the following criteria:
 - The student scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or
 - The student scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in section a and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the student is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

Autism (AUT)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a student'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.

Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance.

A student who manifests the characteristics of autism after age three could be identified as having autism if the criteria are satisfied.

Autism can be medically diagnosed; however, a medical diagnosis does not automatically make a student eligible for special education and related services. A medical diagnosis may trigger a school-based evaluation to determine the corresponding need for special education and related services in the school setting. Conversely, a student does not require a medical diagnosis to meet eligibility criteria for Autism.

School-based assessments do not diagnose autism. They document the presence of behavior that may be symptomatic of autism or autism spectrum disorders and how those behaviors impact a student's learning performance.

Assessors may wish to provide differential eligibility criteria to rule-in and rule-out other areas of eligibility such as OHI, ED, or SLD. Other areas of assessment for students with Autism may include: pragmatic

language (speech) or a Functional Behavioral Assessment (FBA) resulting in a BIP.

Intellectual Disability (ID)

Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student’s educational performance.

Hard of Hearing (HH)

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student’s educational performance but that is not included under the definition of deafness in this section.

For more information on referral to the California School for the Deaf for additional assessment, please see the section titled, “State Special Schools and Services”.

Deafness (DEAF)

Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student’s educational performance.

For more information on referral to the California School for the Deaf for additional assessment, please see the section titled, “State Special Schools and Services”.

Visual Impairment (VI)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student’s educational performance. The term includes both partial sight and blindness.

For more information on referral to the California School for the Blind for additional assessment, please see the section titled, “State Special Schools and Services”.

Orthopedic Impairment (OI)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a student’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).

Deaf- Blindness (DB)

Deaf-blindness means 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 students with deafness or student with blindness.

For more information on referral to the California School for the Blind for additional assessment, please

see the section titled, "State Special Schools and Services".

Multiple Disabilities (MD)

Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

Traumatic Brain Injury (TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Neither the IDEA nor California law expressly require medical documentation of TBI prior to determining whether a student qualifies under the TBI eligibility category. If a parent provides the IEP team, either verbally or in writing, with information that a student has suffered a TBI, the IEP team should consider the information and determine whether the information suffices to prove the student suffers from a TBI or whether additional information is necessary. If the IEP team requires further information, such as a medical evaluation to determine whether the student is suffering from a TBI caused by external physical force or some other impairment, the district is required to provide the assessment at no cost to the parents, just as it would under any other disabling condition.

Other Considerations with Regards to Eligibility:

Attention Deficit Hyperactivity Disorder (ADHD)

A student whose educational performance is adversely affected by a suspected or diagnosed attention deficit hyperactivity disorder (ADHD) and after other documented interventions have proven unsuccessful, may meet eligibility requirements under the following categories:

- *Specific Learning Disability (SLD)* with a significant discrepancy between ability and achievement and a deficit in attention which is one of the five basic psychological processes; or
- *Emotionally Disturbed (ED)* when the lack of attention is causing a severe emotional condition so pervasive that it adversely affects educational performance; or
- *Other Health Impaired (OHI)* when ADHD is a chronic, acute health problem which causes a limited and/or heightened alertness to the educational environment and adversely impacts educational performance.

It may be beneficial for the Assessment Team to provide differential eligibility criteria (in assessment reports) to examine all three of the above criteria (SLD, ED, OHI) in order to rule-in or rule-out a category and assist the IEP team in documenting that these needs were fully explored.

Medical Diagnosis: ADHD, Autism, Other Medical Conditions, and/or Mental Health Disorders

Eligibility for special education and medical diagnosis are two different entities:

- Educational eligibility allows a student to access IDEA services and is determined by a school-based IEP team after school-based assessments are conducted.
- Medical diagnosis is a process conducted by a doctor or team of doctors to determine a medical need exists, which can include either a physical or a mental health disorder.

There is no requirement for medical documentation from a doctor in order for a student to become eligible for or continue to receive special education services, unless the IEP team deems it necessary.

If an IEP team suspects ADHD, autism, other medical conditions, and/or mental health disorders may be impacting a student's learning, the team should conduct a school-based assessment to look at the ways in which the suspected disability is manifesting at school and impacting the student's ability to learn.

In extremely rare circumstances, an IEP team may determine that additional medical documentation is required. If the school deems a medical diagnosis necessary to determine special education eligibility, the school would be liable to provide access to the medical diagnosis from the doctor along with responsible for the costs of the doctor's visits.

In order to access special education services, a student must have an assessment for special education conducted to examine how the student's learning is impacted by the disability. A doctor's recommendation, report, prescription, or letter is not sufficient to determine eligibility, but must be taken into account by the IEP team.

Accessing Related Services

In order for a student to access any related services, they must have an evaluation conducted by the appropriately credentialed specialist. The evaluation/assessment must identify that the student qualifies for the related service and the report must outline areas of need. The IEP team will then meet, discuss the assessment results, and develop present levels from the assessments results. The student's needs will be outlined in the present levels and those needs will drive goals and services. The goals should have baseline data to indicate present level of functioning. Services and goals should be updated at each annual IEP and re-evaluated at each triennial IEP. Should a service provider wish to exit a student from a related service, they should complete a full reevaluation to provide the IEP team with documentation that the related service is no longer necessary.



ANNUAL REVIEW AND RE-EVALUATION

Annual Review

The Individualized Educational Program (IEP) shall be scheduled for review by an IEP team at least once a year (determined by the month/day of the initial or annual IEP).

For students in residential placements, the case manager must conduct quarterly face-to-face meetings at the residential facility with the student to monitor the level of care and supervision and the implementation of the IEP accordance with state law.

For students placed in a community treatment facility, regular evaluations are necessary in order to determine continuing student needs and appropriate placement in the least restrictive environment.

In addition, a parent may request that an IEP review be conducted at any time. When the LEA/district receives such a request (preferably in writing), an IEP meeting must be held within 30 days.

It is necessary to hold an IEP meeting if the student is not making sufficient progress towards goals and objectives. Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Modify the IEP or program, including the provision of related services and other support services.
- Discuss appropriateness of current goals and modify as appropriate based on data and input from members of the IEP team.
- Review and discuss the appropriateness of the current educational program and/or placement.

Re-Evaluation (Triennial Reviews)

According to CFR Title 34 § 300.304, a reassessment of the pupil shall be conducted at least every three years or more frequently, if conditions warrant. As part of this re-evaluation, the IEP team shall review existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations.

If an assessment is warranted for a triennial evaluation, then an assessment plan will need to be completed and sent to the parent for signature. The procedures for completing an assessment plan are detailed in the "Assessment Plan" section of this Procedural Guide.

The triennial evaluation process is explained in the section entitled "Assessment, Test Selection and Reports" in this Procedural Guide.

As part of the triennial evaluation process, if the student qualifies under Specific Learning Disability (SLD) the psychologist must also complete the "SLD, page 1" (listed in each student's future IEP in SEIS) during the IEP and signatures on this page must be obtained.

Review of Records vs. Complete Re-Evaluation

The IEP team must identify what additional information, if any, is needed to establish:

- The present levels of performance.
- The educational needs of the student.
- Whether the student:
 - Continues to have a disability.
 - Continues to need special education and related services.
 - Requires any additions or modifications to the educational program in order to meet his/her annual goals and participate in the general curriculum.

The form entitled “Triennial Re-eval”, located in the future IEP record in SEIS, may assist in documenting the decision making process for this determination.

According to EC§ 56381 (g), a formal IEP meeting is not required to make the decision on whether additional assessment is necessary, unless requested by the parent, or agreement can’t be reached.

A reassessment of the pupil shall be conducted if the LEA/district determines that the educational or related service needs, including improved academic achievement and functional performance of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.

If the team agrees to a review of records, the Assessment Plan should reflect this decision and a Prior Written Notice should be provided to confirm the decision with parents.

Assessment is required in the following situations:

- Upon parent request (document on assessment plan) (EC § 56381(a))
- When dismissal from special education is being considered (EC § 56381(h))
- If the student has displayed inconsistencies in cognitive assessment results as indicated by two prior psycho-educational assessments

Circumstances When Re-Evaluations May Be Necessary

The following circumstances are examples of conditions warranting more frequent re-evaluation:

- If a substantial change has been observed in the student’s academic performance or disabling condition.
- If the IEP team suspects that the student has an additional area of eligibility for Special Education or needs that have not been previously assessed/accurately assessed.
- A request for change in placement may trigger a re-evaluation, particularly when the new placement is more restrictive. This is suggested, but not required by IDEA. Assessment prior to a placement change will ensure that the student’s eligibility is accurate, that appropriate needs have been defined via past assessments, and that supports, goals and services reflect identified needs.
- Re-evaluation is required prior to exiting a student from continued Special Education services:
 - If an LEA/district believes that a student no longer requires special education or related services, the student must be re-evaluated in all areas of suspected disability. The district

El Dorado County Charter SELPA Procedural Guidelines

may exit the child from special education if, after a comprehensive evaluation, it is determined that the student does not require Special Education and/or related services to obtain meaningful educational benefit. Related services include speech, occupational therapy, counseling, behavioral supports, adapted P.E, etc.



CURRICULUM ADAPTATIONS

General Guidelines

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

What are accommodations?

Accommodations are adaptations that enable a student with a disability to participate in educational programming and complete school work or tests with greater ease and success. Accommodations DO NOT fundamentally alter the curriculum or lower expectations or standards in instructional level, content or performance criteria. Accommodations are changes made to the curriculum in order to provide equal access to learning and equal opportunity to demonstrate what is known.

What are modifications?

Modifications are adaptations that provide a student with meaningful and productive learning experiences based on individual needs and abilities. Modifications DO fundamentally alter the curriculum or lower expectations or standards, in instructional level, content or performance criteria to meet the student's needs.

Adaptations to Assessments

Accommodations and modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Grading when adaptations have been made to the curriculum

Because accommodations do not fundamentally alter the curriculum, student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

How to determine the appropriate adaptations to curriculum

The IEP team may use the *Nine Types of Curriculum Adaptations* (Diana Browning Wright, Teaching and Learning, 2005) matrix to determine the most appropriate adaptations required for a student with a

El Dorado County Charter SELPA Procedural Guidelines

disability to gain access to the general curriculum. Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child’s IEP are being implemented.

Nine Types of Curriculum Adaptations

<p style="text-align: center;">• * Quantity</p> <p>Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.</p>	<p style="text-align: center;">* Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">* Level of Support</p> <p>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.</p>
<p style="text-align: center;">* Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, enlarge text, plan more concrete examples, and provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.</p>	<p style="text-align: center;">• * Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">* Output</p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</p>
<p style="text-align: center;">* Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).</p>	<p style="text-align: center;">• Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.</p>	<p style="text-align: center;">• Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> During a language lesson a student is learning toileting skills with an aide.</p>
<p><i>* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.</i></p> <p>• This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.</p>		
<p><small>Substantially altered by Diana Browning Wright with permission from Jeff Sprague, Ph.D. from an original by DeSchenes, C., Ebeling, D., & Sprague, J. (1994). Adapting Curriculum & Instruction in Inclusive Classrooms: A Teachers Desk Reference. ISDDCSCI Publication.</small></p> <p>Diana Browning Wright, <i>Teaching & Learning 2005</i></p>		



PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

Why Retention?

A student may be recommended for retention in their current grade by a parent, teacher or administrator for numerous reasons including a failure to meet grade level promotion criteria, concerns regarding developmental maturity, behavioral challenges, or extended periods of absence. Prior to making a final determination it is essential to carefully consider the student's individual needs, previous and future opportunities for support, and the scope of potential academic, social and emotional outcomes the student may experience as a result of retention. In order to make well-informed student-centered decisions, school team members must also remain knowledgeable of research regarding retention outcomes for students.

There are additional crucial considerations when making retention decisions for students with exceptional needs for whom an Individualized Education Plan (IEP) has been developed. Those considerations, as well as general information regarding promotion criteria, retention research outcomes, and alternatives to retention will be provided in this section.

Research Related to Retention

Retention research consistently indicates negative implications for students at all grade levels and into early adulthood. Currently, there is no empirical evidence that repeating a grade yields a positive effect on long-term academic achievement or social-emotional adjustment. Although initial achievement gains may occur, research suggests that gains decline within two to three years after which retained students perform the same or worse than similar groups of promoted students. Additionally, students who have been retained may experience: increased behavioral problems, lower self-esteem, decreased attendance, and lower academic outcomes in reading, written language and math².

The National Association of School Psychologists (NASP)³ proposes multiple explanations for the negative effects associated with grade retention. Potential explanations include: the absence of specific remedial strategies to enhance social or cognitive competence, a failure to address risk factors, and/or stigmatizing consequences of being over-age for one's grade.

At the secondary level, a consistently high correlation between retention and drop-out rates has been found even when controlling for academic achievement levels, as well as increased risks of health-compromising behaviors. Lastly, longitudinal research provides evidence that retained students have a greater probability of poorer educational and employment outcomes during late adolescence and early adulthood.

Conversely, NASP indicates that retention is less likely to yield negative effects for students who have difficulty in school due to a lack of opportunity for instruction rather than lack of ability. This effect is only the case if the student is no more than one year older than his or her classmates and the reason for the lack of opportunity (i.e. attendance, health or mobility problems) has been resolved. Whether retained or promoted, it is strongly recommended that students receive specific remediation to address skill or behavioral deficits and encourage positive social, emotional and academic outcomes.

Promotion Criteria for Students with Disabilities

Local governing board adopted standards for promotion apply to students with disabilities; however, IEP teams may choose to recommend individualized promotion standards for students with significant disabilities for whom substantial modifications to the general curriculum are made and defined in the student's IEP. The Individuals with Disabilities Education Act (IDEA) requires that the IEP specify any alternative promotion standards or requirements which may be based on the student's progress on IEP goals.

Retention of Students with Disabilities

If a student with exceptional needs is recommended for retention, it is suggested that the IEP team meet to thoroughly consider the impact of the disability on the student's ability to access general curriculum and ensure that the student has been provided appropriate services, accommodations and/or modifications with fidelity. IDEA does not specifically address standards for retention or promotion of students with disabilities, therefore the decision to retain is not considered an IEP placement decision. That said, the decision to retain a student with an IEP should be carefully and cautiously considered. Input may be provided by IEP team members; however the final determination is often made by a school administrator in consultation with the parent(s).

According to the California Department of Education (CDE)¹, if a student with a disability fails to meet board-adopted or individualized promotion standards, the IEP team should reconvene immediately to consider the following. Additionally, documentation of these discussions should be included in IEP notes:

- Does the current IEP address the student's academic, linguistic, social, emotional, and behavioral needs?
- Are accommodations and modifications as indicated in the IEP appropriate?
- Were all the services required by the student to make progress in the general education curriculum appropriately identified in the student's IEP?
- Were the linguistic needs of English Learners appropriately identified?
- Did the student receive all the services identified in the IEP?
- Was the student's promotion standard appropriate and clarified in the IEP?
- Was Extended School Year (ESY) considered?

If the IEP team answered NO to any of the above questions, it is recommended that the student not be retained due to the district/LEA's failure to implement the IEP. The IEP may be amended to reflect any required changes in service needed to allow the student to receive educational benefit. It may also be appropriate to provide supplemental educational services. Supplemental educational services are not to be provided during the regular instructional day and may be offered during the summer, before school, after school, on Saturdays, or during intersession, or in a combination thereof.

If all questions above were answered YES, yet the student failed to meet board approved or IEP determined promotion criteria, it is also recommended that the student participate in supplemental educational services developed by the local board pursuant to Education Code 37252.8. The IEP team should ensure that all supports and related services required for the student to benefit from supplemental instruction are clearly documented. If the student still does not meet the board-adopted or individualized promotion standards after receiving supplemental instruction, an IEP meeting should be convened to determine if additional assessment is required in order to develop an appropriate plan

to support student progress¹. Team members may also wish to include a statement in the IEP notes to document their recommendation for or against retention based on needs related to the student's disability. However, final determination regarding retention will be the decision of the general education administrator in consultation with the parent(s).

Although a parent is unable to request a due process hearing to object retention or promotion decisions, they may choose to file for due process if a denial of FAPE had a direct impact upon the retention decision. For example, if a student did not receive the IEP services designed to assist in meeting the promotion standards, the student's parents could challenge the lack of services as a denial of FAPE. Therefore, careful review of the student's IEP and access to services which provide meaningful educational benefit is essential when a recommendation for retention is made.

Detailed information on pupil promotion, retention and related supplemental instruction can be found on the CDE Pupil Promotion & Retention Web page¹.

Alternatives to Retention

Schools are encouraged to consider a wide array of evidence-based strategies in lieu of retention. Specifically, NASP recommends that educational professionals²:

- Encourage parents' involvement in their children's schools and education through frequent contact with teachers, supervision of homework, etc.
- Adopt age-appropriate, culturally sensitive and linguistically appropriate instructional strategies that accelerate progress in all classroom settings.
- Incorporate systematic assessment strategies, including continuous progress monitoring and formative evaluation, to enable ongoing modification of instructional efforts.
- Provide effective early intervention academic and mental health programs.
- Consider development of a school-wide Multi-Tiered System of Supports (MTSS) to bolster both academic and behavioral progress for all students.
- Use student support teams to assess and identify specific learning or behavior problems, design interventions to address those problems, and evaluate the efficacy of those interventions regularly.
- Use effective behavior management and cognitive behavior modification strategies to reduce classroom behavior problems.
- Provide appropriate education services for children with educational disabilities, including collaboration between regular, remedial, and special education professionals.
- Offer extended year, extended day, and summer programs that focus on facilitating the development of academic skills as needed.
- Implement tutoring and mentoring programs with peer, cross-age, or adult tutors.
- Incorporate comprehensive school-wide programs to promote the psychosocial and academic skills of all students.

Resources:

¹ California Department of Education (2015). *Promotion, Retention and Grading FAQ*. <http://www.cde.ca.gov/>

² National Association of School Psychologists. Jimerson, Shane R. PhD, NCSP and Sarah M. Woehr, & Amber M. Kaufman, MA (2007). *Grade Retention and Promotion: Information for Parents*

³ National Association of School Psychologists (2003). *Position Statement on Student Grade Retention and Social Promotion*



PARENT PARTICIPATION

Parents are an integral part of the Individualized Education Program (IEP) development process. IDEA makes parents mandatory members of the IEP team and outlines a number of procedural safeguards to ensure the full and meaningful participation of parents in the IEP process. Each LEA/district must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting and are afforded the opportunity to participate.

Definition of a Parent under IDEA

The 2006 IDEA Part B regulations, (34 CFR §300.30) clarify that a parent is:

- A biological or adoptive parent of a child.
- A foster parent--unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the state).
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
- A surrogate parent who has been appointed in accordance with when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.
- A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. For additional information please see the section of this Procedural Guide titled, "Surrogate Parent."

Divorced Parents

When the parents of a child with a disability are divorced, the parental rights under the IDEA apply to both parents, unless a court order states otherwise. An LEA/district should obtain a copy of court decrees that might affect the parent's right to participate or make educational decisions for the child, and to ensure participation of both parents, if appropriate.

Notice of Meeting

Under IDEA, to ensure that one or both of the parents are present at the IEP Team meeting, LEAs/districts must:

- A. Provide notice of an IEP meeting to parents early enough to ensure that they have the opportunity to attend the meeting. (for further information, see "Meeting Notice" section of the Procedural Guide)
- B. Schedule the meeting at a mutually agreed upon time and location.

The notice of meeting must:

- A. Indicate the purpose, time, and location of the meeting and who will be in attendance (note: personnel should be listed by title, not actual name);
- B. Inform the parents of the participation of other individuals on the IEP Team who have knowledge or special expertise about the child;
- C. For a child with a disability, beginning no later than the first IEP to be in effect when the child turns 16 years of age (or younger if determined appropriate by the IEP Team), the notice also must:
 - Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
 - Indicate that the LEA/district will invite the student; and
 - Identify any other agency that will be invited to send a representative.

Note: IDEA does not require a specific timeline requirement for parental notice of an IEP meeting. Ten school days is a customary period, based on a standard of reasonableness.

Meaningful Participation of Parents

The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to:

- A. The identification, evaluation, and educational placement of the child; and
- B. The provision of a free and appropriate education (FAPE) to the child.

If parent states in writing that they decline to participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA/district must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

LEAs/districts should consider the parents' concerns and suggestions and, to the extent appropriate, incorporate them into the IEP. LEAs/districts should consider the results of any independent educational evaluations and any information and reports submitted by the parents, and document these in the IEP.

Use of interpreters or other action, as appropriate

The LEA/district must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. It is advised that interpreters not serve dual roles on the IEP Team and that interpreters not be members of the IEP Team.

Parent Copy of Child's IEP

The LEA/district must provide the parent a copy of the child's IEP at no cost to the parent.

Conducting an IEP Team Meeting Without a Parent in Attendance

A meeting may be conducted without a parent in attendance only after multiple attempts by the LEA/district to schedule an IEP, and if the parent refuses to attend and communicates refusal to participate in the IEP process. The LEA/district should contact a SELPA Program Specialist for guidance.

The LEA/district should continue attempts to include the parent. The LEA/district should keep a record of attempts to arrange a mutually agreed on time and place, and offers to solicit parent participation, such as:

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to the parents and any responses received.
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.



CONSERVATORSHIP

A conservatorship is granted in a court proceeding where a superior court judge appoints a responsible person (“conservator”) to care for another adult (“conservatee”) who cannot care for themselves and/or their finances.

A limited conservatorship is specifically available for the benefit of adults with developmental disabilities. A limited conservator has the authority to do only those things that are granted at the time of appointment by the local superior court.

A limited conservator (usually a family member) may have the authority to:

- Decide where the conservatee will live.
- Manage the conservatee’s social affairs.
- Manage the conservatee’s financial affairs.
- Examine the conservatee’s confidential records and papers.
- Sign a contract for the conservatee.
- Give or withhold consent for medical treatments.
- Make decisions regarding education and vocational training.
- Give or withhold consent to the conservatee’s marriage.
- Control the conservatee’s sexual contacts and relationships.

After the filing of a petition for limited conservatorship with the Superior Court of the county in which the proposed conservatee lives, a proposed limited conservatee is assessed at a Regional Center to determine if she is indeed developmentally disabled. The Regional Center submits a written report of its findings and recommendations in regard to the conservatorship to the court. While the Regional Center report is not binding, it provides the court with guidance about the appropriateness of the conservatorship. Additionally, the court appoints an attorney and an investigator to represent the disabled adult as a means to make certain that the proposed conservatorship is of merit. Note: a District may ask to see a copy of the court documents to ensure compliance with court orders.

When a student with disabilities reaches the age of 18 the local educational agency shall provide a notice of procedural safeguards to both the student and the parents of the student. All other rights accorded to a parent shall transfer to the student with disabilities. The local educational agency shall notify the individual and the parent of the transfer of rights prior to the student’s 17th birthday, pursuant to CA Education Code. The parent of a student who has been determined to be incompetent under state law may seek conservatorship of the student.



“AGE OUT” TIMELINES

Eligibility for special education services under the IDEA generally terminates on the date the student graduates with a regular high school diploma, or when the student reaches her 22nd birthday, whichever comes first. A student's receipt of an alternative diploma or a certificate of completion does not terminate her right to receive special education and related services under the IDEA.

Students with disabilities who have not received a regular high school diploma and are between the ages of 19 and 21 years, inclusive, must be enrolled in or eligible for a special education program prior to her 19th birthday in order to continue receiving special education services. Any student who becomes 22 years of age during the months of January to June, inclusive, while participating in a special education program may continue her participation in the program for the remainder of the current fiscal year, including any extended school year (ESY) program for students with disabilities.

Any student age 21 eligible to participate in a special education program shall not be allowed to begin a new fiscal year in a program if she becomes 22 years of age in July, August, or September of that new fiscal year. However, if a student is in a year-round school program and is completing her individualized education program in a term that extends into the new fiscal year, then the student may complete that term.

Any student who becomes 22 years of age during the months of October, November, or December while participating in a special education program shall be terminated from the program on December 31 of the current fiscal year (the fiscal year runs from July 1 to June 30), unless the student would otherwise complete her individualized education program at the end of the current fiscal year. For example, if a student has a 22nd birthday in November, but is on track to receive a high school diploma in June of the same fiscal year, he or she would not continue to receive services past June, which is the end of that fiscal year.



SURROGATE PARENT PROCEDURES

Definition of a Parent under IDEA

The 2006 IDEA Part B regulations, (34 CFR §300.30) clarify that a parent is:

- A biological or adoptive parent of a child.
- A foster parent--unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the state).
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
- A surrogate parent who has been appointed in accordance with 34 CFR 300.519 or 20 USC 1439 (a) (5) or when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

Definition of a Surrogate Parent

A “surrogate parent” is an adult appointed by a Local Education Agency (LEA)/district or Special Education Local Plan Area (SELPA) to represent a pupil aged 0-21, for the purpose of their Individualized Education Program (IEP) to ensure that the rights of the pupil to a Free Appropriate Public Education (FAPE) are protected, when the biological parents, or the parents as defined by IDEA, cannot be found, or the courts have removed their educational rights and those rights have not been assigned to another.

When to Appoint a Surrogate Parent

An LEA/district shall appoint a surrogate parent for a child in accordance with Section 300.519 of Title 34 of the Code of Federal Regulation (CFR) under one or more of the following circumstances:

- No parent (as defined in §300.30) can be identified;
- The public agency, after reasonable efforts, cannot locate a parent;
- The child is a ward of the state under the laws of the State or the adult student is a ward of the court and has been found to be incompetent;
- The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)); or
- The child is referred for an initial Special Education evaluation.

A child may need an interim surrogate parent when he/she is initially placed in a SELPA, in order to meet the requirements for an immediate educational placement, while the status or location of the child's parent is researched. These children may be living in:

- Foster home
- Private group home
- State hospitals and other health facilities Correctional facilities

- Residential treatment centers

Reasonable efforts to contact parents include, but are not limited to, the following measures:

- Documented phone calls
- Letters, certified letters with return receipts
- Documented visits to the parents' last known address
- The placement of an agency notice of a court order that terminates parents' rights

If the efforts above fail to locate the parent or to obtain parent status notification from the placing agency, an interim surrogate parent appointment may be necessary. A surrogate parent shall be appointed not more than 30 days after the LEA/district determines that a student needs a surrogate parent, California Government Code Section 7579.5 (a). This appointment will facilitate timely IEP review or establish consent for special education assessment, or both.

When a Surrogate Parent is Not Needed

The following are instances in which a surrogate parent does not need to be appointed.

- The parent's educational rights pertaining to the student have not been removed by a court.
- The parent maintains educational rights and has appointed their own educational representatives for their child.
- A court has appointed a guardian for the student.
- The student was voluntarily placed in a residential facility.
- The student is 18 years of age, or older, and he/she does not have a conservator or guardian, regardless of the individual's functional level.
- The student is an emancipated minor.
- The student is married.
- The student has a legal guardian.
- The student has someone "acting" as the child's parent such as a grandparent or other family member and the child resides with this person and is defined as a "parent" according to 34 CFR §300.30. For a complete description of the definition of a parent, please see above.

Who to Appoint as a Surrogate Parent

Individuals who may serve as surrogate parents include, but are not limited to, foster care providers, retired teachers or school district administrators, social workers, and probation officers who are not employees of the State Department of Education, the local educational agency, or any other agency that is involved in the education or care of the child. A public agency authorized to appoint a surrogate parent under this section may select a person who is an employee of a nonpublic agency that only provides non-educational care for the child. An individual who would have a conflict of interest, for the purposes of this section, means a person having any interest that might restrict or bias his or her ability to advocate for all of the services required to ensure that student has a free appropriate public education.

All individuals who are interested in serving as a surrogate parent shall be fingerprinted, trained, and provide documentation of a clear tuberculosis (TB) test prior to being appointed.

A person who otherwise qualifies to be a surrogate parent under this section is not an employee of the LEA/district solely because he or she is paid by the LEA/district to serve as a surrogate parent.

When appointing a surrogate parent, the LEA/district shall as a first preference, select a relative caretaker, foster parent, or Court-Appointed Special Advocate (CASA), if any of these individuals exists and is willing and able to serve. If none of these individuals are willing or able to act as a surrogate parent, the LEA/district shall select the surrogate parent. If the child is moved from the home of the relative-caretaker or foster parent who has been appointed as a surrogate parent, the LEA/district shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.

Responsibilities/Expectations of a Surrogate Parent

The surrogate parent shall serve as the child's parent for the purpose of the IEP process and shall have the rights relative to the child's education that a parent has under Title 20 (Commencing with Section 1400) of the United States Code and pursuant to Part 300 of Title 34 (commencing with Section 300.1) of the Code of Federal Regulations. The surrogate parent may represent the child in matters relating to special education and related services, including:

- Identification
- Assessment
- Instructional Planning and Development of the IEP
- Educational Placement
- Reviewing and Revising the IEP
- Other matters related to a free and appropriate public education (FAPE)

The surrogate parent serves as the child's parent and has parental rights relative to the child's education under Title 20 Section 1400 and part 300 of the Code of Federal Regulation. The surrogate parent should be culturally sensitive to the needs of the child.

Monitoring Surrogate Parents

If a surrogate parent is not performing the duties in an appropriate manner or if the surrogate has a conflict of interest then the LEA/district shall terminate the appointment and notify the SELPA of the concerns. The surrogate parent may represent the child until:

- The child is no longer in need of special education;
- The student reaches the age of majority;
 - The age of majority is the legally defined age at which a person is considered an adult, with all the attendant rights and responsibilities of adulthood.
- The biological parent is found, or the court restores educational rights to the parent.

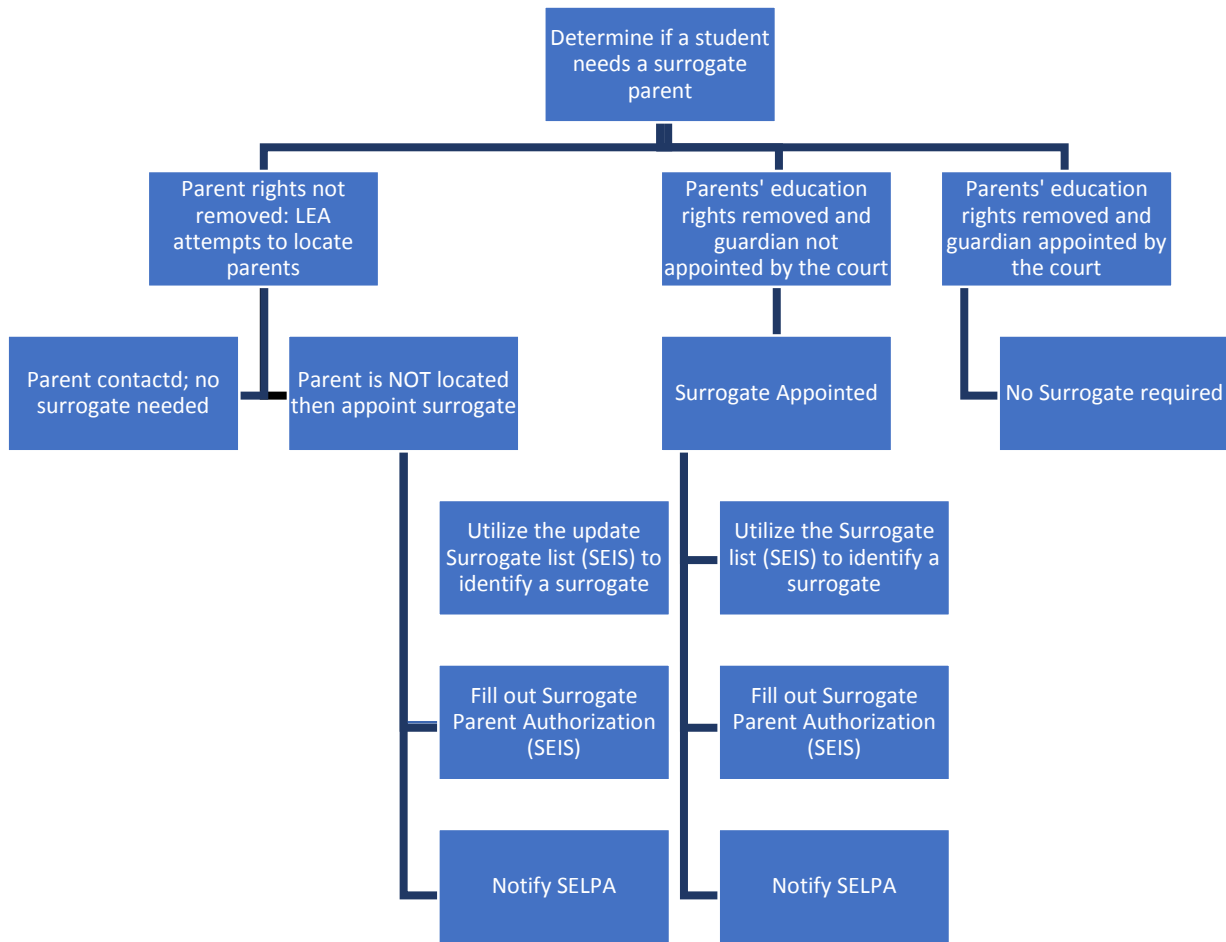
The LEA/district should inform the SELPA when a student is in need of a surrogate parent. The SELPA should also be notified when a surrogate is no longer representing a student.

Surrogate Parent Safeguards

A surrogate parent:

- Is held harmless by the State of California during execution of duties except when actions are found to be wanton, reckless or malicious.
- May inspect and have copies of all student educational records.
- Has permission to request changes when inappropriate or inaccurate information is contained in the student's records.
- Should be informed about assessment procedures, tests and all results.
- May seek an Independent Educational Evaluation (IEE).
- Shall participate fully in the planning of the student's IEP.
- Can decide if the proposed offer of FAPE is appropriate for the student by either signing or refusing to sign the IEP.
- Should receive progress reports and regular routine communications.
- May request a teacher conference, new evaluation or IEP as deemed necessary by the surrogate.
- Should be notified in writing when the school proposes any educational changes.
- May initiate due process proceedings.
- Should be informed if any due process proceedings have been initiated.
- Receives information about all other state and local agencies that provide services to special education students (California Education Code Section 56050(b)).

SURROGATE PARENT FLOWCHART





PARENTAL CONSENT AND PARENTAL REVOCATION OF CONSENT

Parental Consent

When the term consent or parental consent is used in IDEA, it has the same meaning as the term informed written consent. The following indicates that the parent has been fully informed regarding the action of the LEA/district for which parental consent is being requested:

- The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication.
- The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Revocation of Consent

A parent may revoke consent for continued provision of special education and related services at any time. The parent must provide a written statement revoking consent for special education and related services. Upon parent request, LEAs/districts may provide assistance in writing the revocation statement. A statement of revocation of consent must include the date, student's name and parent's signature. Revocation of consent applies to the entire IEP, not to just individual sections of the IEP.

A parent may also revoke consent for assessment after an assessment plan has been signed. A Prior Written Notice (PWN) must be sent once the revocation statement for assessment has been received.

Upon revocation of consent for continued special education and related services, the LEA/district:

- May not continue to provide special education and related services to the student, and must provide **Prior Written Notice (PWN)** before ceasing services that explains the change in the educational program that will result from the parents' revocation of consent. The provision of this notice gives parents the information and time to consider fully the ramifications of the revocation of consent. The PWN should include a copy of parental rights.
- May not use mediation or due process procedures in order to obtain a ruling that services may be provided to the student.
- Will not be considered to be in violation of the requirement to make Free and Appropriate Public Education (FAPE) available to the student because of a failure to provide further services.
- Is not required to convene an IEP team meeting or develop an IEP for the student.

Once an LEA/district has properly discontinued the provision of special education and related services, the student becomes a general education student, and the LEA/district may place the student in accordance with the placement procedures of the general education students. As with all general education students, if the student is not progressing in the general education setting or adequately accessing the general education curriculum, the LEA/district has the responsibility to fulfill Child Find requirements. Schools may also wish to consider evaluating the student for a 504 Plan.

If a parent changes his/her mind and later requests that the child be re-enrolled in special education, the LEA/district must treat this request as an initial evaluation. The LEA/district will need to do an initial evaluation for the student and determine eligibility before developing a new IEP. A student who reaches the age of majority and retains their educational rights may revoke consent of his/her special education and related services; the district must provide prior written notice to the adult student as noted above.

When Parents Do Not Agree

In the case of two parents in conflict, the written consent of only one parent with educational decision-making authority is necessary to revoke consent for a child's receipt of special education and related services. A Prior Written Notice should be sent to both parents.

As long as the parent has the legal authority to make educational decisions for the child, the school district must accept the parent's written revocation of consent. A subsequent disagreement by the other parent does not overturn the revocation. Further, a subsequent request for special education services does not overturn the revocation (unless the revocation is made by the parent who initiated the original revocation) and would initiate the initial assessment process.

Note: Neither the school district nor the objecting parent can use IDEA due process procedures to overcome a parent's written revocation of consent. The IDEA provides that a parent may file a due process complaint over actions by a public agency and not actions by another parent.



AGE OF MAJORITY

Age of majority is a term used to describe the time in life after which a person is legally no longer considered a child and becomes an adult in the eyes of the law. In California, the legal age of majority is 18 years.

When a child with a disability turns 18, all rights under state and federal special education law transfer from the parent(s) to the adult student (except in the case of a child with a disability who has been determined to be incompetent under California Law). At this point the student becomes responsible for all educational, medical, financial and legal decisions on their own behalf. This transfer of rights also applies to those students incarcerated in an adult or juvenile federal, state, regional or local correctional institution.

Per IDEA, an LEA/district must inform the parent(s) and special education student **before** the student turns 17 that all rights will transfer to the student on his or her 18th birthday. The Transition Plan section of the IEP includes a statement that must be filled out to document the discussion with the parent and student regarding the transfer of rights upon reaching the age of majority. This conversation typically occurs during an IEP meeting prior to the student turning 17 and should be documented in the notes of the IEP meeting. Both the student and the parent must be present at the meeting for the discussion to ensure all questions are answered, and that the student and parent clearly understand what is included in the transfer of rights.



INTERIM PLACEMENT

Whenever a student in special education transfers from one LEA/district to another, the LEA/district receiving the student shall:

- Request records from past LEA/district.
- If the previous LEA/district did not use SEIS, manually enter student information to create a new student record (SELPA minimum requirement is CASEMIS A&B tabs).
- Complete the “Interim Placement Form” (located in the SEIS Document Library) and give it to parents. Obtain parental signature. The special education services will begin on the first day of attendance. The LEA/district will provide the student with a Free Appropriate Public Education (FAPE), including services comparable to those described in the previously approved IEP.
- Current information, records, and reports from the prior LEA/district will be reviewed and utilized to develop an Interim IEP. Prior to the Interim (30 day) IEP meeting, the LEA/district will determine if any additional assessment is required in order to determine student’s educational needs and make program recommendations. If additional assessment is required, an assessment plan will be developed and parent signature obtained.
- An Interim (30 day) IEP meeting is held to review the placement/offer of FAPE (including review of goals, accommodations & modifications, services and educational environment, etc.) within 30 days of the student’s first day of instruction.
- At this Interim (30 day) IEP meeting the LEA/district will adopt the previously approved IEP or develop and implement a new IEP based on updated assessment results and/or review of records.

Additional resources (including easy-to-follow flow charts) on Interim Placements are available in the SEIS Document Library (under “Newly Joining Partners: Change of SELPA for schools that already existed”).



HOME-HOSPITAL INSTRUCTION, HOME INSTRUCTION AND INDEPENDENT STUDY

Ideally, all students would be educated with their peers within the school setting to the maximum extent possible. However, in the incidence that a student is unable to attend school due to a medical disability such as illness or hospitalization, an LEA/district may implement one of the following programs to meet the student's general and/or special education needs for the duration of their absence from the school setting: *Home-Hospital Instruction, Home Instruction or Independent Study*. The purpose of this section is to outline which instructional program in the home is most appropriate based on the student's educational program and level of need.

What is Independent Study?

The purpose of independent study is to provide an alternative education program that is available to all students across all grade levels. Independent study programs are voluntary and use alternative instructional strategies that respond to individual student needs and learning styles. Instruction may be provided in the home, on a school site, or virtually. While a student is participating in independent study, the LEA/district is responsible for the provision of general education as well as special education and related services as deemed appropriate by the IEP team.

Per CDE, examples of when independent study may be appropriate include students who have health problems, are traveling for a period of time, are parents, need to work, or are child actors. As a reminder, the option to take courses via independent study must be continuously voluntary. [EC Section 51747(c)(7); 5 CCR 11700(d)(2)(A)].

For students with Special Education services, Independent Study must be stipulated in the IEP and must be developed and approved prior to the placement of the student in independent study. For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP. The offer of special education and related services must continue to be based on student need while enrolled in the independent study program and must not be decreased based solely on availability of student, staff and/or resources. The IEP must specify the appropriate content under the Individuals with Disabilities Education Act (IDEA) 34 Code of Federal Regulations (CFR) 300.302 including:

- The percentage of time the student will participate in independent study.
- The percentage of time to be spent in regular education, if any.
- The percentage of time the student will receive special education support.
- Discussions of the placement options and supports considered in developing an independent study program for a student with special needs.
- The academic goals and services that are unique to the needs of the special education student.
- The accommodations and related services needed to maximize access in an independent study placement.
- A plan that outlines the course of study as it relates to the independent study curriculum.

For additional information, please refer to the Independent Study Operations Manual by visiting: www.cde.gov/sp/eo/is/isoperationsmanual.asp

What is Home Instruction?

Home instruction is also referred to as *Homebound Instruction* or *Instruction in the Home* and is considered a placement on the continuum of services for special education students. If a student with an IEP is deemed unable to access their educational program due to a temporary or ongoing medical disability, the school is obligated to continue to provide a program of special education and related services to the student during that time.

Home Instruction is also an educational program option available to students with disabilities who are hospitalized for medical or psychiatric purposes or who cannot be educated in the public school setting due to significant health or behavioral needs which may not be temporary in nature.

Home Instruction: Eligibility, Services and Teacher Requirements

In order to qualify for Home Instruction, a student must have an Individualized Education Program (IEP) or Section 504 plan. Home Instruction may only be provided under the following circumstances:

- Student has been identified as having exceptional needs (IEP or 504)
- IEP team has recommended Home instruction
- IEP team recommendation is based on a medical report which:
 - Is from the student's attending physician, surgeon or psychologist;
 - States the diagnosed condition;
 - Certifies that student's condition prevents attendance in a less restrictive setting; and
 - Contains a "projected calendar date for student's return to school."
- **Note: As a reminder, procedures followed by the IEP team in developing an IEP for a home instruction student is the same as those followed for any other student with special education services. Therefore the IEP or 504 team decides duration and type of instruction needed to address student's unique needs (may be more than five hours per week of instruction). If Home Instruction is intended to be temporary, please include an end-date.*

Any home instruction program must be individually designed to assure that the student continues to make progress on goals and objectives. The law also requires that students have access to and make progress in the general education curriculum. Home Instruction may be provided over the summer if required to provide FAPE and may be provided in excess of five hours per week (as is the case with HHI) if required for the student to continue to progress on goals and objectives.

Equipment or technology necessary to enable the child to benefit from home instruction, to access and make progress in the general curriculum, or to ensure progress on IEP or 504 goals must be provided as part of FAPE.

Teacher providing Home Instruction shall contact student's prior teacher to determine:

- The course work to be covered;
- Books or other materials to be used; and
- Who is responsible for issuing grades and/or promoting the student?

For grades 7-12, school must determine:

- Hours earned toward course credit in each subject;
- Student's grade in each subject; and
- Who will issue credit or diploma as work is completed.

Home Instruction: Credentialing

Home Instruction services may include individual, small group, or virtual instruction and must be provided by a regular education teacher or a specialist with the appropriate teaching or related services credential. There is currently no law in California requiring a parent to be home during periods of instruction, however it may be within the best interest of the educator and student to schedule instruction while parents are home whenever possible.

What is Home and Hospital Instruction?

California state law affords all students enrolled in a public school the right to access the Home and Hospital Instruction (“HHI”) Program. The HHI Program serves students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes, regardless of their disability status. For example, HHI may be appropriate when a general education student; is in the home or hospital for a temporary period due to pneumonia, a communicable disease, a broken a limb significantly impacting mobility, or is temporarily unable to attend school due to the death of loved one and subsequent emotional impact (with medical documentation of return date).

A temporary disability is defined as, “a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention” (CDE HHI Program Summary website). A temporary disability does not include a disability for which a student is identified as an individual with exceptional needs pursuant to California Education Code (EC) Section 56026.

The primary outcome of HHI is to maintain a student at the student’s former level of performance while recovering from the temporary disability so as not to jeopardize the student’s future performance upon returning to a regular day class or alternative education program.

Home and Hospital Instruction: Eligibility and Services

The district where the home or hospital is located is considered the district of residence and is therefore required to provide HHI services. For example, if a student who attends a charter school in San Jose is hospitalized in Sacramento, the district in Sacramento where the hospital is located is considered the district of (temporary) residence and therefore required to provide HHI. If the student is admitted to a hospital or facility within the boundaries of the current district of residence, that district would be responsible for providing services.

If a student has a temporary disability pursuant to Education Code Section 48206.3, it is recommended that the charter school work with the district of residence to ensure that services are provided. Services are not provided over the summer or holiday breaks. Additionally, electives such as foreign languages or PE are typically not provided through HHI.

It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the LEA/district in which the student is deemed to reside of the request for Home and Hospital Instruction. In the case of a parent notifying a charter school of the request, it is recommended that the charter contact the district of residence immediately to discuss provision of general education services. Upon receiving notification of an HHI request from the parent, the district where the student resides (home or

hospital) must determine the appropriateness of HHI services within five days of the request. Determination of a temporary disability should be based on a physician’s written description of the disabling condition for which the student is unable to attend school.

The school must then begin HHI services within five days of determining eligibility. Within five days of beginning such services, the district must notify the prior school district that the student is receiving HHI and the date on which HHI services began. While out of school due to a temporary disability, a student may receive individual instruction provided to the student either in the home, hospital or other residential facility. A student may receive one clock hour of instruction per calendar day of school, up to five hours per week through the district of residence HHI program.

****As a reminder, if a student with an IEP is unable to attend school due to a temporary medical disability, the charter school where the student is enrolled continues to be responsible for provision of special education and related services during that time. General education supports would also be provided through the Home Instruction program as indicated in the IEP. Please refer to Home Instruction section above for further information.***

Home and Hospital Instruction: Credentialing

HHI shall be provided only by teachers with valid California teaching credentials who consent to the assignment. As a reminder, there is no provision in statute that specifically addresses instructional content; however, the goal of home or hospital instruction should be maintenance of the pupil's former level of performance while recovering.

Independent Study, HHI, HI: Quick Reference			
	Independent Study	Home-Hospital	Home Instruction
<i>Brief Description</i>	The purpose of independent study is to provide an alternative education program that is available to all students across all grade levels.	Serves general education students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes.	Home Instruction is considered a placement on the continuum of services for special education students .
<i>Eligibility</i>	Independent study programs are voluntary. For students with Special Education services, Independent Study must be stipulated in the IEP and must be developed and approved prior to the placement of the student in independent study.	It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the LEA/district in which the student is deemed to reside of the request for Home and Hospital Instruction, or the student’s presence in a qualifying hospital. Medical documentation of need and return date is required.	In order to qualify for Home Instruction, a student must have an Individualized Education Program (IEP) or Section 504 plan. Placement in Home Instruction program is the joint decision of the IEP team. Please refer to section above for specific eligibility requirements.
<i>Reminder for all cases</i>	If a student with an IEP is unable to attend school due to a temporary or ongoing medical disability, the charter school where the student is enrolled continues to be responsible for provision of special education and related services during that time.		

El Dorado County Charter SELPA Procedural Guidelines

Independent Study, HI, HHI: Quick Reference, cont.			
	Independent Study	Home-Hospital	Home Instruction
<i>Function of General Education</i>	X	X	
<i>Function of Special Education</i>	X		X
<i>Timelines?</i>	<p>For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP.</p>	<p>Upon receiving notification of an HHI request from the parent, the district where the student resides (home or hospital) must determine the appropriateness of HHI services within five days of the request. It is recommended that the charter school work with the district of residence to ensure that services are provided</p> <p>The school must then begin HHI services within five days of determining eligibility. Within five days of beginning such services, the LEA/district must notify the prior LEA/district that the student is receiving HHI and the date on which HHI services began.</p>	<p>If a parent requests Home Instruction based on medical documentation, or if Home Instruction is deemed appropriate due to another medical or mental health need, it is recommended that the IEP team respond to the request within five days by offering IEP dates for scheduling and/or IEP meeting notice to participants.</p> <p>Convene an IEP meeting as soon as possible to formally recommend Home Instruction, if applicable based on student need.</p> <p>Services begin upon receipt of the signed IEP. Include planning for transition to return to school, if applicable. IEP timelines apply.</p>

For additional information, please contact your SELPA Program Specialist.



SCHOOL SPONSORED NONACADEMIC AND EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS

School Sponsored Nonacademic and Extracurricular Activities

Under both Section 504 and IDEA, LEAs/districts are responsible for providing students with disabilities equal opportunity to participate in school sponsored nonacademic services and extracurricular activities. LEAs/districts must ensure that each child with a disability is afforded an equal opportunity to participate with their nondisabled peers in school sponsored extracurricular services and activities to the maximum extent appropriate. Additionally, the LEA/district must take steps, including ensuring supplementary supports and services, generally determined by the IEP/504 team, are made available for that child in order to ensure that the child has equal access to participate in those school sponsored services and activities.

Under Section 504 an LEA/district is required to provide an individual with a qualifying disability the opportunity to benefit from the LEA/district's program equal to that of individuals without disabilities. Under Section 504 a person with a disability is one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

School Sponsored Nonacademic and Extracurricular Activities include, but are not limited to:

- Counseling services
- Athletics
- Transportation
- Health services
- Recreational activities
- Special interest groups, clubs, or before/after school daycare sponsored by the public agency
- Referrals to agencies that provide assistance to individuals with disabilities
- Employment of students, including both employment by the public agency and assistance in making outside employment available.

Simply because an individual is a "qualified" student with a disability does not mean that the student must be allowed to participate in any selective or competitive program offered by the LEA/district. An LEA/district that offers school sponsored extracurricular athletics (which include clubs, intramural or interscholastic athletics) may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program, as long as the set criteria is non-discriminatory. Additionally, the LEA/district must afford students with a qualified disability an equal opportunity to participate in the school sponsored extracurricular athletics. This means making reasonable accommodations/modifications and providing the supports and services necessary to ensure equal opportunity, unless the LEA/district can show that by doing so would fundamentally alter the program or activity.

Field Trips

An LEA/district must afford students with disabilities an equal opportunity to participate in school sponsored field trips as well as supply the necessary supports or services in order for that student to participate in the field trip. In some cases, an IEP or 504 team or the LEA/district may determine that a student with a disability should not participate in a field trip. A determination as to whether a student with a disability can be denied the opportunity to participate on a field trip must be made on an individual basis. In these circumstances it is critical that the district provides sufficient documentation and evidence to support why the student was prohibited from attending the field trip.

An LEA/district cannot exclude a student with a disability from participating in a school sponsored field trip because of a lack of funds when such funding is made available for students in general education. Additionally, an LEA/district may not deny a student with a disability the opportunity to attend contingent upon parent supervision. Generally, an LEA/district may not require that a parent of a student with a disability accompany the student on a field trip when parents of non-disabled peers are not obligated to attend. Although a parent cannot be required to attend a field trip, they may certainly be invited to attend. In addition, an LEA/district may not deny a student with a disability the opportunity to attend a field trip as a result of the school's failure to provide the student equal notice about the planned field trip.

An LEA/district may only prohibit a student with a disability from attending a field trip under the following circumstances:

- If the purpose of the field trip is related to curriculum and the student with disabilities is not studying that curriculum (ie. a field trip to a local museum that is intended to supplement a social studies curriculum, but the student with the disability does not participate in the general social studies curriculum, the student may be excluded from the trip).
- If the school has applied behavior and attendance rules to students with disabilities, as long as they are applied equally to their non-disabled peers, and the student breaches the LEAs/district's behavior or attendance policy.
- If the LEA/district believes participation presents an unacceptable risk to the student's health or safety.



SERVING STUDENTS WITH DISABILITIES IN VIRTUAL & HYBRID LEARNING PROGRAMS

Education in an independent study program may be provided in an online virtual setting or through a hybrid of learning programs which may include a combination of online and in-person instruction. Charter schools that offer virtual learning opportunities, and other hybrid learning programs through independent study must enroll all students who meet the enrollment requirements set in their charter agreement, including both students with and without disabilities.

Independent Study

Independent study is provided as an alternative instructional strategy, not an alternative curriculum. In independent study programs, students work independently, according to a written agreement and under the general supervision of a credentialed teacher(s). While independent study students follow the LEA-adopted curriculum and meet the LEA graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.

The Independent Study Written Agreement (also known as the Master Agreement) outlines the course of study for each independent study student. A written agreement may include the following information:

- LEA name
- Student personal information
- Duration- length of the agreement that include a beginning and ending date of the agreement
- Objectives- subjects/course(s) and course value/credits that will be earned
- Method(s) of study- the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives/outcomes
- Methods of evaluation that will be used to determine if the student met the subject/course objectives
- Information about the students requirements to report to their teacher(s)- frequency, location, and manner of reporting
- Resources for the student to accomplish subject/course objectives
- Policies on assignment completion and deadlines
- Statement to demonstrate that independent study is a voluntary program opportunity, and the quality and quantity; rights and privileges; resources and services for students that attend an independent study program

This written agreement must be agreed upon by the student, parent/caregiver/guardian, supervising teacher, and any other assisting person(s) responsible for the students program. A sample independent study written agreement developed by the California Department of Education can be found at <http://www.cde.ca.gov/sp/eo/is/>.

Independent Study Compared to Home School, and Home- Hospital Instruction

The following chart depicts and defines common terminology that is mistaken for independent study.

Home- Based Instruction (Independent Study)	Schooling at Home (Home School)	Home-Hospital Instruction
When a parent is a member of the educational team and facilitates the implementation of the master agreement. Teacher of record at the LEA serves as the instructor.	All instructional needs met solely by the family and independent of a LEA. Parent serves as the instructor.	Temporary service provided to help students maintain continuity of instruction during a period of temporary disability. District of residence provides general education instruction and Charter LEA provides special education instruction.
Follows the guidelines of the LEA’s independent study and master agreement.	Parent(s) must file a “private school affidavit” with CDE.	Instruction provided to a student in a hospital, health facility, or in the student’s home.
Independent Study=YES	Independent Study= NO	Independent Study= NO

Equal Enrollment for Students with Disabilities

Federal and state law prohibit any public school, including charter schools, from denying admission to any student on the basis of a disability, or the nature of or extent of a disability. To ensure legal compliance, it is recommended that the LEA adopt policies and procedures to address admissions of a student with a disability in an independent study program. These policies may include, but are not limited to, the following information:

- Specific information pertaining to the independent study written agreement
- Educational opportunities offered through independent study
- The maximum length of time which may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work
- An explanation that the student will have access to the same services and resources of the LEA in which they are enrolled, as is available to other students enrolled in the LEA
- The provisions of independent study and restrictions for providing independent study as an alternative curriculum, as program for temporarily disabled, and the exclusive method of course offerings for high school graduation
- Procedures to address the enrollment process for students with disabilities and the need for an IEP team decision for placement in an independent study program for a student with exceptional needs

For a sample independent study policy, please refer to the Charter SELPA SEIS document library at www.seis.org.

Because it is required by law that an LEA enroll all students with disabilities, and independent study placement is an IEP team decision, it is recommended that when a student with an IEP applies to enroll in a virtual or hybrid charter school, as their own LEA for Special Education, that the LEA enrolls the

students. Then, during the 30 day interim IEP process (please refer to the interim placement section of the procedural guide), the IEP team reviews the IEP to determine whether or not independent study in a virtual or hybrid learning program is an appropriate offer of a free and appropriate public education (FAPE). If the IEP team determines that independent study is not an appropriate offer of FAPE, then the student will remain enrolled in the LEA and the LEA is responsible for funding an appropriate alternative placement. If the IEP team agrees, and determines that the independent study program is the appropriate placement for the student, it must be written into the IEP document and consented to by the parent/guardian of the student.

IEP Team Considerations

When developing an IEP for a student in a virtual or hybrid learning program, the IEP shall clearly demonstrate that the IEP team has considered the students individualized needs, alternative placement options and how the independent study program is able to provide the student with a FAPE in the least restrictive environment (LRE). The IEP placement recommendation should reflect the independent study virtual/hybrid learning educational program. The LEA shall consider the following information when developing the student's IEP:

- Assessments and the individual student needs including:
 - Social emotional
 - Behavioral
 - Social skill development of the student including needs for: social interaction, peer modeling, and generalization of skills learned with peers
 - If face to face assistance is required and how much
 - Accommodations and/or modifications
- IEP goals based on the students individual needs including progress on IEP goals which are individually monitored
- Services and supports that are required to meet the students' needs within the independent study program. This includes all related services such as, but not limited to, specialized academic instruction, occupational therapy, speech and language services, ERMHS services, behavior intervention services, assistive technology services, etc.
- Where and how special education services will be delivered- including the frequency, duration, how and where service minutes will be accessed by the student
- Assistive technology needed to access curriculum.
- Transportation (see transportation section of the procedural guide for additional guidance)
- Progress monitoring and program review to ensure that the independent study program continues to be appropriate and the student continues to receive educational benefit

It is important that the IEP team carefully investigate and identify student needs for socialization, language pragmatics, and emotional regulation to ensure all of the students' needs are being addressed in the independent study program. It is equally important that the IEP team have a discussion with the parent about parent responsibilities and level of parent involvement required for their child in the independent study program (for information on parent responsibilities refer to Chapter 7: Home-Based Independent Study section of the CA Dept. of Education Independent Study Manual located at <http://www.cde.ca.gov/sp/eo/is/documents/chapter7.pdf>).

Accommodations and Modifications

There are some basic accommodations and modifications not automatically provided to all students in traditional schools environments that are often characteristic of education provided in a virtual or hybrid learning program may be:

- Extended time on lessons and tests;
- Flexibility in start and end dates;
- Continuous means of communication;
- Parent communication of progress;
- Prepared notes/reviews;
- Clear rubrics;
- Appropriate placements by skill level;
- Working in a closely supported environment;
- Varied activity formats;
- Screen readers and talking browsers;
- Daily lesson planning with the student; and just-in-time remediation.

The IEP team shall consider which accommodations and modifications are necessary for the student to receive educational benefit. Curricular adaptations may be required in an independent study virtual and hybrid learning program for a student to access and make progress in their grade level curriculum to meet standards.

For additional information on accommodations and modifications, please refer to the curriculum adaptations section of the procedural guide.

Assistive Technology

In virtual education, the use of computer technology may increase the need for assistive technology. The following are a list of some assistive technologies that virtual programs may need to consider and document in the student's IEP:

- On-screen key boards
- Grammatical support tools
- Braille embosser and text to Braille conversion
- Animated signing characters (signing avatars)
- Switches
- Alternative mouse systems
- Word prediction
- Accessible online learning tools
- Alternative key boards
- Display- based personal data assistants
- Voice recognition systems

Continuum of Special Education Services

An LEA is required to provide a continuum of special education, related services, and placement options for students with IEP's. If an IEP team determines that an independent study program in a virtual school or hybrid learning program is **not** an appropriate placement for a student, the LEA must take steps to ensure that the student receives FAPE by being placed in the appropriate educational setting. This setting may be at an LEA-run program or provided by an outside service provider at cost to the charter LEA. These settings may be a local or district program, non-public school or residential facility. The student will remain enrolled in the Charter LEA and the Charter LEA will contract with the appropriate program through a master contract and individual service plan.

Charter schools are cautioned to use careful consideration when determining whether or not an independent study virtual learning or hybrid program is an appropriate placement for students with disabilities. Children with disabilities must not be placed in separate schools merely because of the availability of placement options, administrative convenience, or institutional barriers to providing related services rather than because of their individual needs (Letter to Johnson, OSERS 1988).

Virtual IEP Meetings

Parents are required members of the IEP team. LEA's have the obligation to provide a parent with the opportunity for meaningful participation in an IEP meeting. The LEA shall keep a record of attempts to arrange a mutually convenient IEP meeting and attempts to convince the parent to attend the IEP meeting. This record can include detailed logs of telephone calls or e-mails, IEP notice of meeting, copies of correspondence sent to the parents and any responses received, detailed records of visits made to the parents' home and the result of those visits.

The law dictates who must attend an IEP meeting, but does not prescribe where the meeting must be held. If the LEA has a central office that is geographically proximate to the student and convenient to the other team members of the IEP team, then the IEP meeting may be held in person at the central office. However, if this is not the case the LEA is responsible for providing capabilities for all IEP team members to meaningfully participate in the meeting, including making reasonable accommodations for parents' special needs under section 504 or the ADA.

Virtual IEP meetings can be held using computer software programs and services that allow attendees to log-in/call into the meeting from wherever they are located. Examples may include, but are not limited to, video conferencing (ie. Skype) or conference calling using a shared conference call phone line. If the parent is not comfortable with the technology, then the virtual school may need to send a staff member to the student's home to help the parent meaningfully participate in the virtual IEP meeting.

For additional information regarding independent study in virtual schools or hybrid learning programs for a student with an IEP, please contact your SELPA program specialist

For more information about independent study in California schools, refer to the Independent Study webpage on the California Department of Education's website at <http://www.cde.ca.gov/sp/eo/is/>.



EXTENDED SCHOOL YEAR

Defining Extended School Year Services

Extended School Year (ESY) services are special education and related services that are provided to a child with a disability during extended school breaks. These services are different from summer school. Summer school is an extension of the regular school year available to any student attending the school. ESY services are special education and related services that a student must qualify for and are in accordance with the student's IEP.

ESY services are not provided to enhance a student's education or to provide a student with the best possible educational program. Nor are ESY services to be provided as compensatory time or to help a student who has missed school. ESY services are required when determined to be necessary for a child to progress over time and to benefit from the IEP.

Legal Guidelines

34 CFR §300.106 states the following about ESY services:

- Each public agency must ensure that extended school year services are available as necessary to provide FAPE.
- Extended school year services must be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.
- In implementing the requirements of this section, a public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

The ESY program shall be provided for a minimum of 20 instructional days per the California Code of Regulations (CCR §3043).

General Guidelines

The following general guidelines may apply when an IEP team is determining a student's need for ESY services. The case manager may use the "ESY Eligibility Worksheets" located in the student's future IEP on SEIS to document the IEP team's decision making process.

- The key question before the IEP team is whether the child needs ESY services in order to secure the minimum benefits of a free and appropriate public education during the regular school year.
- ESY services do not need to duplicate the services provided during the school year because the purpose is different (prevent regression rather than continued progression). A student may require ESY services in only one area (e.g. speech and language) but not in other areas (e.g. specialized academic instruction).
- When an IEP team discusses ESY services, they should consider the student's current placement in order to avoid placing the student in a more or less restrictive environment for ESY services.
- The determination of ESY eligibility must be based on empirical and qualitative data collected by the IEP team members for the student's individual skills.

- The IEP should clearly indicate a start date, end date, frequency and duration of the ESY services.

Regression and Recoupment

The two main criteria that need to be addressed to determine if a child qualifies for ESY services are the high probability that the child will regress without additional services during the summer and also, their inability to recoup that loss within approximately 4-6 weeks after the start of the school year.

All students will experience regression during the summer. The problem exists when a child will experience serious regression without the ability to recoup the loss. Regression refers to a decline in knowledge and skill that can result from an interruption in education; recoupment is the amount of time it takes to regain the prior level of functioning. The issue is whether the benefits derived by the child during the regular school year will be significantly jeopardized if he is not provided an educational program during the summer months.

Other Factors When Determining the Need for ESY Services

In *Reusch v. Fountain*, the court listed other factors in addition to regression and recoupment that the IEP team should consider in deciding if the child is eligible for ESY as a related service.

- The degree of progress toward IEP goals and objectives
- Emerging skills/breakthrough opportunities (e.g. Will a lengthy summer break cause significant problems for a child who is learning a key skill, like reading or speaking?)
- Interfering Behavior (e.g. Does the child's behavior interfere with his or her ability to benefit from special education?)
- Nature and/or severity of disability
- Special circumstances that interfere with child's ability to benefit from special education



GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES

Types of Graduation Options

The graduation options available to students are determined by LEA/district board policies and these options must be written into a school’s charter. This may include:

- A diploma based on the state mandated requirements,
- A diploma based on A-G requirements, or
- A charter school may set their own diploma requirements,
- A certificate of completion.

Students with disabilities must be given adequate notice of the requirements for the types of graduation options offered.

The following table shows a comparison of the different types of graduation options.

Subject Area	State Mandated Requirements for High School Graduation (EC 51225.3)	A-G Requirements (as approved by UC course approval process)	Certificate of Completion (EC 56390)
English	Three Years.	Four years.	Satisfactorily completed a prescribed alternative course of study approved by the district governing board and identified in the student’s IEP AND Satisfactorily met his or her IEP goals and objectives as determined by the IEP team AND Satisfactorily attended high school, participated in instruction, and met the objectives of the statement of transition services. NOTE: The above is a requirement of a
Mathematics	Two years, including Algebra I.	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	
Social Studies/ Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; 1/2 year of American government and civics, and ½ year of economics.	Two years of history/social science, including one year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and one year of world history, cultures, and geography.	
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required. Three years recommended.	

El Dorado County Charter SELPA Procedural Guidelines

Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	standard public school, but not of a charter school. A charter school can use this Ed. Code as a guideline for determining criteria for the board approved certificate of completion option.
Physical Education	Two years	Not Applicable	
Electives	Not Applicable	One year	

Termination of Special Education Services

The following table illustrates the guidelines around the termination of special education services. A prior written notice is required upon the termination of special education services for any of the below situations.

If student's 22nd birthday is between January and June, the student may continue through remainder of the fiscal year (school year and ESY ending July 1).	EC 56026(c)(4)(A)
If student's 22nd birthday is in July, August, or September of new fiscal year, then the student will not be allowed to begin a new fiscal year (school year and ESY ending July 1 of the current year).	EC 56026(c)(4)(B)
If student's 22nd birthday is during October, November, or December, student shall be terminated from program on December 31 of current fiscal year, unless student would otherwise complete his or her IEP at the end of the current fiscal year.	EC 56026(c)(4)(C)
Student graduates from high school with regular high school diploma.	EC 56026.1(a)

Certificate of Completion or Regular High School Diploma

The IEP team must determine which graduation option is most appropriate for the student, given the options made available by the LEA/district as determined by the governing board. Not all LEAs/districts offer a diploma based on the state mandated requirements; some choose to offer only diplomas based on A-G requirements or their own requirements as outlined in their charter. If the student is on track for earning a regular high school diploma, either A-G or state mandated, then the student has until the date indicated on the table above to complete this course of study. Students may not receive a diploma if they do not meet the requirements of the types of diplomas offered as determined by the LEA/district.

The LEA/district cannot deny a student a diploma based on their disability, but the student does not have a right to a diploma because of their disability either. The certificate of completion option is available to those students who are not able to complete the requirements for a regular high school diploma as offered by the LEA/district. These students are eligible for educational placement and services in accordance with their IEP until the date indicated on the above table. If the school is a charter school, the governing board of the LEA/district approves the requirements for the certificate of completion graduation option. In a standard public school, the certificate of completion option is in accordance with EC 56390 as stated above.

The graduation option chosen by the IEP team shall be documented clearly as part of the Transition Plan as well as marked on the Offer of FAPE- Educational Settings page of the IEP.

California High School Exit Examination (CAHSEE)

If the student has a current and valid IEP that indicates the student is scheduled to receive a high school diploma and has satisfied or will satisfy all state and local graduation requirements other than passing the CAHSEE, then an exemption or a waiver may be granted. In order to be able to qualify for a waiver or exemption from the CAHSEE the student is required to first take the CAHSEE in grade ten for the purpose of meeting the federal requirements under the Elementary and Secondary Education Act. Appropriate accommodations and modifications must be made available to students with IEPs and must be listed on the Test Accommodations/ Modifications page of the IEP.

- **Exemptions-** This is an exemption from the requirement of passing the CAHSEE in order to receive a high school diploma. The exemption from meeting the CAHSEE requirement will be in effect until June 30, 2015, unless the State Board of Education extends the implementation of the alternative means assessment one additional year.
- **Waivers-** If the student scores 350 or higher on the mathematics and/or ELA portion of the CAHSEE with the use of modifications, then the school may request a CAHSEE local waiver. At the parent or guardian's request, a school administrator shall submit a request for a waiver to the governing board. The charter governing board may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE for an eligible student with a disability.

California High School Proficiency Examination (CHSPE)

The California High School Proficiency Examination (CHSPE) is a testing program established by California law (EC 48412). The passing of this test earns a student the legal equivalent of a high school diploma. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If a student passes both sections of the CHSPE, the California State Board of Education will award a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

If a student with an IEP takes and passes the CHSPE, the student is still eligible to receive educational placement and services in accordance with their IEP at the LEA/district until they meet the requirements of one of the graduation options offered by the LEA/district.

Graduation Checklist

When preparing a student with an Independent Education Plan (IEP) to graduate with a high school diploma, please ensure the IEP team has completed the following steps:

- Schedule an exit IEP meeting.
 - It is recommended that this meeting be held within the last 8-10 weeks of school.
- At the IEP meeting, complete the following:
 - Update Present Levels of Performance
 - Complete SEIS Post-Secondary Exit Page 1 and Page 2
 - Ensure the student's "Age of Majority" information has been discussed with the student and documented on the SEIS Individual Transition Plan page 2 form.

El Dorado County Charter SELPA Procedural Guidelines

- Send the parent/guardian a Prior Written Notice (PWN) confirming that the student has met the requirement to graduate with a high school diploma. The notice shall also specify federal law, Individuals with Disabilities Education Act (IDEA), states that students who receive a high school diploma are no longer eligible to receive a Free Appropriate Public Education (FAPE). As a result, the student's graduation is considered to be a change in placement and upon graduation from high school the student will no longer be eligible for special education related services. Lastly, the notice shall include contact information for the LEA, should the parent disagree with the determination.

- Provide the parent/guardian/student with a copy of the last signed IEP and the last triennial assessments.



SPECIAL EDUCATION TRANSPORTATION

Legal Requirements Regarding Special Education Transportation

Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)].

LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., [108 LRP 41626](#) (OCR 2007)].

For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

Length of School Day, Related Services, Extracurricular Events

The use of alternative starting times for all special education students at a site can lead to program compliance concerns. Pupils receiving special education and related services must be provided with an educational program in accordance with their Individualized Education Program (IEP) for at least the same length of time as the regular school day for their chronological peer group, unless otherwise stated in a student's IEP. If a student is temporarily placed on a shortened day due to an IEP team decision, the LEA/district is required to offer transportation to the student to accommodate their modified schedule if that student is otherwise eligible for special education transportation. In addition, there may be occasions where the needs of the pupil require receiving therapy or some other related service that cannot be provided during the "established" school day. If it is determined by an IEP team that a student requires services outside the typical school day, the team must also consider whether transportation to and from the service is required. If provisions for "early" or "late" transportation are made for pupils within the general education program due to extracurricular events, provisions for equal opportunity to these events for pupils with exceptional needs who require special transportation must also be made.

Transportation in IEPs

Per legal mandate, the IEP team determines if transportation is required to assist a child with a disability to benefit from special education and related services, and how the transportation services should be implemented. The IEP document should describe the transportation services to be provided, including transportation to enable a child with disabilities to participate in nonacademic and extracurricular activities in the manner necessary to afford the child an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of that child. The IDEA's Least Restrictive Environment (LRE) mandate applies to all aspects of special education and related services,

including the provision of transportation services. According to the comments and discussion preamble to the 2006 IDEA Part B regulations, the Education Department stated: "It is assumed that most children with disabilities will receive the same transportation provided to nondisabled children, consistent with the LRE requirements in [34 CFR 300.114](#) through [34 CFR 300.120](#), unless the IEP team determines otherwise." LEAs/districts should start with the presumption that a student with a disability will ride regular transportation with nondisabled peers, as long as such transportation is appropriate to meet the child's educational needs. Additionally, transportation is a related service under the IDEA, which means that it should be provided such that it enables a child with a disability to be as fully integrated as possible with nondisabled peers. Denial of parent participation in the IEP process, including decisions relating to the least restrictive environment for transportation, may result in a procedural violation that results in substantive harm to the student.

It is important to remember that all pupils, including those receiving special education instruction and services, are subject to the rules and policies governing regular transportation offerings within the LEA/district, unless the specific needs of the eligible pupil or the location of the special education program/service dictate that special education transportation is required.

Transportation Options

The IEP for any special education student must clearly specify how the child's transportation needs will be met. Regarding transportation as a related service, it is recommended that services be described in sufficient enough detail to inform the parties of how, when and from where to where transportation will be provided and, where arrangements for the reimbursement of parents are required, the amount and frequency of reimbursement. Transportation options may include, but not be limited to: walking, riding the regular school bus, utilizing available public transportation (any out-of-pocket costs to the pupil or parents are reimbursed by the LEA/district), riding a special bus from a pick up point, and portal-to-portal special education transportation via a school bus, taxi, reimbursed parent's driving with a parent's voluntary participation, or other mode as determined by the IEP team. The specific needs of the pupil must be the primary consideration when an IEP team is determining transportation services.

If a student with a disability is found eligible for specialized transportation and parents voluntarily elect to arrange for their own transportation, it is advisable that schools should document this fact in the IEP. Thorough documentation of this arrangement should include the following information:

- That the child is entitled to transportation;
- That parents are knowledgeable about their special education rights;
- That parents prefer to provide their own transportation without the involvement of the school district; and
- An explanation of how the reimbursement will be calculated.

The school also may seek to include a waiver of liability for injuries that result from parents using their own methods of transportation and attempt to obtain parents' signature to give legal effect to these provisions.

The IDEA does not specify the type of vehicles to be used for students who are disabled or the nature of the specialized equipment that is appropriate. The IEP team generally determines the choice and type of equipment. If decisions regarding these aspects of transportation will have an impact on the health, safety or welfare of the student or the educational program provided to the student, then parental input into

these decisions may be required. Safety is only one of many relevant considerations that go into making a determination about the appropriate equipment for transporting a student who is disabled. The following criteria should also be met in selecting assistive devices for students with disabilities:

- Functional assistance
- Whether an excessive amount of equipment is involved
- Normalcy of the child's appearance in using the device
- Family's acceptance of the device
- Child's acceptance of the device

While the student's IEP can specify the type of transportation or special equipment required, it usually may not mandate the selection of the company that will perform the service. Even in situations justifying parental leverage over the mode of transportation and types of equipment to be used in transporting a student with a disability, parents generally cannot compel the use of certain brand name vehicles or equipment, unless the device in dispute is the only one of its kind on the market and no substitutes would be reasonable under the circumstances. LEAs/districts generally have discretion in selecting the item to fit necessary specifications and criteria, provided the district's choices are equally as suitable as parental preferences.

Participation of Transportation Personnel and Administrators/ Designees in IEPs

Effective practice requires that procedures are developed for communication with transportation personnel and that transportation staff are present at IEP team meetings when:

- Student needs the use of adaptive or assistive equipment
- School bus equipment is required to be modified
- Student exhibits severe behavioral difficulties and a Behavior Intervention Plan (BIP) is to be implemented
- Student is medically fragile and requires special assistance
- Student has other unique needs

It is often beneficial to have transportation staff present at IEP team meetings for the purposes of planning, problem solving, and communication even if the above mentioned conditions are not met. It is up to an LEA/district to determine those IEP meetings at which it may be beneficial to have transportation staff attend.

It is recommended that administrative designees and case managers be familiar with the transportation options available locally prior to attending IEP meetings at which transportation may be identified as a necessary related service, in order to facilitate consideration of transportation options in the least restrictive environment at IEP meetings. An LEA/district may need to conduct research to identify transportation options that may be available to serve students.

Special Education Transportation Evaluation

Districts must evaluate the student's transportation needs prior to determining what services to provide. LEAs/districts should keep in mind that, in many instances, the results of the evaluation will be essential in designing appropriate transportation programs for students. For example, findings about motor skills, communication abilities, health, vision and hearing are not only important in the classroom, but they also

can impact the student's ability to access transportation and may present unique needs that do not arise among the general student population.

While some transportation requirements will remain constant, others may change in direct response to a student's physical or mental condition, as well as outside circumstances unrelated to the child's disability. Schools must stay responsive to such developments as they arise. Evaluation is important when considering changes in an existing transportation program. While the student need not be observed on the school bus or other form of transportation, school districts nevertheless have found personal observation to be extremely helpful in gauging the student's special education needs.

Medical evaluations of transportation needs may be necessary for some students. When a student suffers from a disability that makes him medically fragile, LEAs/districts have an obligation not only to accommodate him in the classroom, but also during transportation to and from school.

Key Considerations for Determining Transportation Need

The case-by-case determination of students' eligibilities for transportation should include consideration of a child's mobility, behavior, communication skills, physical needs, age, ability to follow directions, the distance the child will have to travel, the nature of the area, and the availability of private or public assistance. Issues in these areas may make it difficult for a student to get to and from school, and may create a need for special education transportation. Factors that may contribute to the consideration of special education transportation may include, but are not limited to:

- Medical diagnosis and health needs: consideration of whether long bus rides could affect a pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; approximate distance from school or the distance needed to walk or wheel oneself to the school; consideration of pupil needs in inclement weather;
- Physical accessibility of curbs, sidewalks, streets, and public transportation systems;
- Consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school;
- Behavioral Intervention Plans (BIP) specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported;
- Mid-day or other transportation needs as required on a pupil's IEP (occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs;
- Extended school year services should be another consideration of a pupil's need for transportation if considered necessary to provide a free appropriate public education as specified in a pupil's IEP.

IEP Goals and Services to Increase Transportation Independence

The determination as to whether goals and objectives addressing transportation are required in a student's IEP depends upon the purpose of the transportation. If transportation is being provided solely to enable the student to attend school, no goals or objectives may be needed. However, if transportation is provided for some other purpose related to the student's education and the student receives instruction during the provision of the related service, then goals and objectives must be provided. For instance, if

services are being provided to increase a student's independence while in transit, goals and objectives would be necessary. When developing specific IEP goals and objectives related to the pupil's use of transportation, the IEP team may wish to consider a blend of transportation services as the pupil's needs evolve. Students may require ongoing assessment and refinement of IEP goals as transportation skills increase.

The 2006 IDEA Part B regulations continue the requirement of travel training for some students. Travel training is "instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to:

- A. Develop an awareness of the environment in which they live; and
- B. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community."

The IEP team may wish to consider the travel training needs of some students for whom transportation is being considered as a related service.

Bus Suspension

Occasionally pupils receiving special education services are suspended from bus transportation. The suspension of a pupil receiving special education services from transportation can constitute a significant change of placement if the district:

- A. Has been transporting the student;
- B. Suspends the student from transportation as a disciplinary measure; and
- C. Does not provide another mode of transportation.

A significant change in placement requires a meeting of the IEP team to review the pupil's IEP.

An alternative form of transportation must be provided if transportation is specified in the pupil's individualized education program. During the period of any exclusion from bus transportation, pupils must be provided with an alternative form of transportation at no cost to the pupil or parent or guardian in order to be assured of having access to the required special education instruction and services.

Resources

CDE Special Education Transportation Guidelines: <http://www.cde.ca.gov/sp/se/lr/trnsprtgdlns.asp>



STATE SPECIAL SCHOOLS AND SERVICES

The State Special Schools & Services Division is a subdivision of the California Department of Education that provides services to deaf, hard-of-hearing, blind and visually impaired students in addition to offering LEA/district special education programs with assessment services, technical assistance and staff development.

State run schools for the deaf and schools for the blind also provide intensive, disability-specific educational services for pupils who are blind, visually impaired, deaf and hard of hearing pupils, or deaf-blind, age 3-22.

The Diagnostic Centers provide comprehensive assessments to special education students and staff development and training services to LEA/districts.

Referral to Special Schools and Services for Further Assessment

A referral to a Special School or the Diagnostic Center must follow the guidelines below.

- Prior to referring a pupil for further assessment to California Schools for the Deaf or Blind or to one of the Diagnostic Centers, assessments shall first be conducted at the local level within the capabilities of the LEA/district. Results of local assessments shall accompany the referral request. The reason for the referral shall be discussed with the parents. The LEA/district refers a student by submitting an application packet. Applications are reviewed by the Admissions Committee at the State School or Diagnostic Center to determine if the applicant meets the admissions criteria set forth in the California Code of Regulations, Title 5, Sections 17660-17663.
- The Schools for the Deaf and Blind, and the Diagnostic Schools shall conduct assessments pursuant to the provisions of EC 56320.
- A representative of the LEA/district shall participate in the staffing meeting and shall receive copies of the final report and recommendations. Conference calls may be acceptable forms of participation, provided that written reports and recommendations have been received by the LEA/district representative prior to the meeting.

Procedure for Referral to State Schools for Placement

The procedure for a referral is as follows:

1. Referrals to state special schools for placement shall be made only as a result of recommendations from the IEP team, upon determining that no appropriate placement is available in the local plan area. Parents have the right to appeal any decision of the IEP team, including whether their child should be referred to a state special school.
2. Whenever a referral for placement is being considered to one of the state special schools, the IEP team shall include a representative of the LEA/district.
3. If the IEP team (including the representative from the LEA/district) determines that a referral to a state special school is appropriate, a case manager shall be designated to coordinate the referral process.

4. As provided within EC 59300, the LEA/district of the parent or guardian of any pupil attending a state-operated school is responsible for 10% of the excess cost of the placement. The cost for a student placed less than a full year is prorated based on the number of days in attendance.

Review of Placement at State Special Schools

The LEA/district shall be notified of any upcoming review of students placed in state special schools. The LEA/district may request assistance from the County Office of Education (if appropriate) in attending the review, considering assessment results or any other activity needed.

Education Code Relating to State Schools

The California School for the Deaf is part of the public school system of the state except that it derives no revenue from the State School Fund, and has for its object the education of the deaf who, because of their severe hearing loss and educational needs, cannot be provided an appropriate educational program and related services in the regular public schools.

The Legislature finds and declares all of the following:

- It is essential for the well-being and growth of deaf and hard-of-hearing pupils that educational programs recognize the unique nature of deafness and ensure that all deaf and hard-of-hearing pupils have appropriate, ongoing, and fully accessible educational opportunities.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which special education teachers, psychologists, speech therapists, assessors, administrators, and other school and residential program personnel understand the unique nature of deafness and are trained to work with a deaf or hard-of-hearing pupil.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which his or her special education teachers are proficient in the primary language mode of that pupil.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which his or her parents are involved in determining the extent, content, and purpose of programs.
- It is essential that a deaf or hard-of-hearing pupil, like all pupils, have programs in which his or her unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach.
- Each deaf or hard-of-hearing pupil should receive an education that allows him or her to master a primary language.



BEHAVIOR INTERVENTION PLAN

What is a Behavior Intervention Plan (BIP)?

- A proactive plan to address problem/targeted behavior (that is impeding the learning of the student or others) by:
 - Identifying the hypothesized function of the problem behavior(s);
 - Describing positive changes to the environmental structure;
 - Defining supports and resources to be provided; and
 - Providing instructional strategies and materials to ensure student has access to his/her education and an alternative replacement behavior(s) that support classroom success.
- A guide for school site staff supporting the student
- A tool for focusing team members, establishing accountability for tasks, ensuring communication and consistent intervention implementation
- A document developed or revised by the IEP team based on the data and information gathered in the Functional Behavior Assessment (FBA) report and ongoing progress monitoring
- A BIP is a legal component of the Individualized Education Program (IEP) document (to be included in the numbered pages of the IEP document) that is revised based upon need or at minimum at student's annual IEP

When MUST a BIP be Developed or Reviewed?

- If a student is subjected to a disciplinary change of placement, and the conduct is found to be a manifestation of a disability.

When MIGHT a BIP be Developed or Reviewed?

- A student with a disability has been removed for more than 10 consecutive days from his current educational placement for a behavioral or disciplinary offense.
- In developing an IEP, the IEP team finds the child's behavior impedes his own learning or the learning of others—team may consider a BIP as one of the interventions to address behavior.
- A LEA/district must consider implementation of a BIP as a supplementary aide and service for a student whose behavior is disruptive to other students prior to changing his placement to a more restrictive setting.
- It is strongly recommended that all students under the Special Education designation of Emotional Disturbance (ED), Specific Learning Disability (SLD) (due to attention processing), Other Health Impaired (OHI) (due to ADHD) and Autism (AUT), who have behaviors that impede their learning or the learning of others, have a BIP developed to address the behavioral needs that impedes their learning (or the learning of others) and that align directly with their eligibility criteria for special education.
- Any time that a physical restraint is implemented to ensure student safety, the IEP team may need to meet to review the behavioral supports in a student's IEP and determine if an FBA and BIP need to be developed or reviewed.

- Should an IEP team determine that a student eligible under ED, OHI, SLD, or AUT; does not need a BIP, it is strongly recommended documentation (in IEP Notes) of the IEP teams rationale for how behaviors are being addressed via an IEP goal or alternative intervention.

Who May Develop a BIP?

According to 5 CCR §3065 (d) Behavior Intervention shall be designed or planned only by personnel who have:

- Pupil personnel services credential that authorizes school counseling or school psychology; or
- Credential authorizing the holder to deliver special education instruction; or
- License as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as a Clinical Social Worker certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as an Educational Psychologist issued by the licensing agency within the Department of Consumer Affairs; or
- License in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- Master’s degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

LEAs/districts are encouraged to make use of trained personnel on staff at their schools before considering contracting to an outside Non-Public Agency (NPA) to design or plan behavior interventions (such as FBAs/BIPs). School personnel provide an in depth understanding of the school’s unique culture and resources that allow them to design or plan comprehensive behavior interventions. Should a school plan, design, implement, and modify behavior interventions and continue to fail to see documented progress on behavior goals tied to these interventions, they may then wish to consider hiring a California Department of Education (CDE) Certified NPA for additional guidance and support.

Who May Implement a BIP?

According to 5 CCR §3065 (e), to be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a school shall deliver those services utilizing personnel who:

- Possess the qualifications (listed above) under “Who May Develop a BIP”;

-OR-

- A person who is under the supervision of personnel qualified to develop a BIP (listed above) who also possess a high school diploma or its equivalent;

-AND-

Who has received the specific level of supervision required in the pupil's IEP.

What are the Key Components of a BIP?

LEAs/districts are required to complete the BIP form provided in SEIS. This document serves as a template which provides all the legal components of a BIP. For more information, you may also reference the Positive Environments Network of Trainers (PENT) "Desk Reference" (www.pent.ca.gov/).

What are the Steps in Developing a BIP?

1. Obtain written parent consent to conduct an FBA (see section of this manual titled, "Functional Behavior Assessment" for more details) and BIP.
2. Upon receipt of written parental consent, set IEP Meeting date to align with 60 day timeline for assessment.
3. Conduct FBA and compose written FBA report.
4. Information and data gathered in FBA assists IEP team in developing BIP.
5. Complete BIP forms located in SEIS and attach the FBA Report in SEIS.
6. When team develops a BIP, IEP goal(s) must be developed that are tied to the BIP (at least one goal should be tied to the BIP's Functionally Equivalent Replacement Behavior (FERB)).
7. As with all IEP goals, the IEP goal(s) tied to the BIP shall have a person responsible for providing support and service for goal(s) and monitoring student progress on goal.
8. All IEP goals related to the BIP should be listed in SEIS on the goals page.
9. Once a BIP has been developed the case manager shall document the following in SEIS:
 - A. Present Levels Page: Please indicate in the area of Social/Emotional/Behavioral all areas of need tied to the FBA/BIP.
 - B. Special Factors Page: "Does the student's behavior impede the learning of self or others" Please check "YES" box. If yes, please specify the behavior interventions, strategies and supports used and check the appropriate box for BIP and Behavior Goal.
 - C. Goals Page: Please develop goal(s) tied directly to the BIP to allow IEP team to monitor progress on the BIP.
 - D. Services/FAPE Page: Please include any Aids, Services, Program Accommodations/Modifications and/or Supports that are tied to the BIP. Please include any Special Education or Related Services that may be needed to provide support/service to the student related to the Goal. At the IEP meeting, present the draft BIP to the parent/guardian and the IEP signature page to request their consent to implement the agreed upon BIP.
 - E. Begin implementing BIP and all supports and services tied to BIP, including progress monitoring of BIP related goal(s).
 - F. Ongoing data collection related to the BIP goal(s) should be conducted regularly to determine if the BIP is effective and student is making progress on the goal(s).

How Should the BIP be Monitored for Effectiveness?

- Ongoing data collection should be conducted to evaluate the IEP goal(s) tied to the BIP.

- Data collection will help inform the IEP team to determine if the BIP is successful. If the data collected indicates that the student is not making progress on the IEP goal(s) tied to the BIP; the team should hold an IEP meeting to either update the BIP related goal(s) or revise the BIP or both.
- If the student meets IEP goal(s) tied to BIP and data indicates that the problem behaviors are no longer an area of need, the team may extinguish the BIP entirely at an IEP Meeting (document this in IEP Notes with rationale and data to support decision) or revise BIP to focus on continued area of needs or other/new behavior areas of need.
- BIP should be updated at annual IEP or at any point when team merits the need for revision based on lack of progress on IEP goal(s) tied to BIP or new behaviors need to be addressed. BIP Revisions should be done at an IEP team meeting.

BIPs and Least Restrictive Environment (LRE):

- BIP is a support that is used to help a student with behavioral problems to remain in the LRE. A student's BIP should not require them to earn access to general education setting or less restrictive placement.
- A student's BIP should not change their access to the placement provided on their IEP, if a BIP changes student placement it needs to be revised or placement options need to be revisited.

Can Students with a BIP be Disciplined?

A student's BIP does not serve to prevent the student from being disciplined, but rather serves as a way to prevent and respond to their behavioral needs. Should a student with a BIP engage in behaviors that merit disciplinary action (even suspension or expulsion) the school should first determine if all parts of the student's BIP were available and implemented with fidelity. If all components of the BIP were available and implemented and student still engaged in behavior meriting disciplinary action the LEA/district should discipline student and document disciplinary actions. The following points are guidance for disciplining students on BIPs:

- The school must ensure that any disciplinary action taken with respect to the student has no adverse effect on the goals and objectives of the IEP and is not applied in a discriminatory manner in violation of Section 504.
- Schools should document disciplinary infractions and school removals/suspensions. For more information on discipline of Special Education students please reference the section of this manual titled "Suspension, Expulsion, and Manifestation Determination."

For additional guidance on BIPs and Restraint and Seclusion, please see the section of this manual titled, "Behavioral Emergency Interventions".



SHORTENED DAY GUIDELINES

FAPE, LRE, and Educational Benefit

When considering shortening the day of any student receiving special education, an IEP team must be mindful of legal mandates regarding free appropriate public education (FAPE), least restrictive environment (LRE), and educational benefit. Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit (34 CFR §300.17). FAPE requires both access to the general curriculum and progress toward IEP goals and objectives as outlined in a student's IEP. Regarding LRE, IDEA establishes, "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled," and "special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR §300.114(a))." It is also mandated that student with disabilities participate with students without disabilities in nonacademic and extracurricular services and activities, including meals and recess periods, to the maximum extent appropriate to their individual needs. An IEP team is required to assure the IEP for each student constitutes a good-faith description of a free and appropriate public education in the least restrictive environment.

Consideration of shortened day

If supports exist that can allow a student to participate in classes and a regular school setting for a full school day, it is strongly recommended that those be offered in lieu of a shortened day in order to provide FAPE in the LRE and allow the student to receive educational benefit. Access and exposure to the general curriculum is maximized if a student is able to attend school for a full day. Opportunities for non-academic and extracurricular activities with non-disabled peers are reduced as well when the school day is shortened. It would not be possible in some cases to provide adequate interaction with non-disabled peers and progress toward social/ behavioral goals if a student does not participate in a full school day at a regular school setting. On the other hand, a placement must foster maximum interaction between disabled pupils and their nondisabled peers "in a manner that is appropriate to the needs of both (EC 56031; *Sacramento City Unified School Dist. v. Rachel H.* (9th Cir. 1994))." This suggests there could be instances in which the negative impact of a student on peers might be a consideration yielding a shortened day determination, though this would not occur often and would generally be time-limited.

It is recommended that any offer of a shortened day as FAPE should be brief and for specific purpose, and designed to meet a student's unique needs. It is often prompted by the recommendation of a physician through written request. A student's IEP should reflect team discussion of the continuum of services and placement including shortened day and any alternatives considered as appropriate. It is best practice for IEPs of students placed on a shortened day to include language regarding reintegration and return to full day and method/ criteria for determining reintegration to a less restrictive setting.

El Dorado County Charter SELPA Procedural Guidelines

When considering shortening the school day of a student based on his or her individualized needs, the following cautions should be considered:

- Removal limits still apply. Take care that shortened days are not equivalent to removals, which are subject to IDEA and education code. Sending a student home for a partial day based on behavior is not considered shortened day as an offer of FAPE. This would be considered a removal.
- Any IEP offering a shortened day needs to carefully document that services and placement are providing FAPE for the individual student in order to be defensible. Compensatory education may be determined appropriate if shortened days are not providing FAPE per a student's IEP.
- If a student is temporarily placed on a shortened day due to an IEP team decision, the LEA/district is required to offer transportation to the student to accommodate their modified schedule if that student is otherwise eligible for special education transportation.
- Make sure behavioral interventions don't deprive a student of necessary instructional time. A BIP should be crafted to minimize instructional disruption.
- Pay attention to unintended interruptions that can have unintended impact on instruction/progress. Bus coming late every day or parent dropping student late every day may be considered impact on FAPE that IEP team needs to address, *even when transportation is considered a parent obligation*.

Examples and non-examples of appropriate use of shortened day

Use of a shortened day to provide FAPE may be appropriate for limited students, in limited circumstances, and for limited periods of time. Examples of appropriate uses of shortened day could include, but are not limited to:

- For a student with a recent brain trauma who is currently in recovery
- Upon recommendation of physician of a student who is transitioning her to new seizure medications, and is requesting gradually increasing of length of the school day
- For a recently adopted student from another country who is experiencing transition difficulties when parents and therapist request a gradual transition to school
- For a student with school phobia, school refusal or selective mutism who is in treatment, when the student's therapeutic plan specifies a gradual transition to full day attendance with beginning and end dates specified

In many cases, a shortened day will not provide a student FAPE in the LRE and/or will not provide a student with educational benefit. In these instances, a full day must be offered to support the needs of a student. Shortened day should only be considered when such an offer of FAPE can address the unique needs of a child and not for other reasons, such as schedules mandated by teacher contracts, availability and/or convenience of transportation, difficulty with implementation, or limited funding. Inappropriate uses of shortened day may include, but not be limited to:

El Dorado County Charter SELPA Procedural Guidelines

- If the team knows the student cannot graduate due to missing credits as a result of an offer of a shortened day. Use of shortened day in this situation wouldn't meet criteria for allowing student to move from grade to grade, but could still occur on time-limited basis in limited circumstances with caution.
- In lieu of a full day program that could offer FAPE. An IEP team should not make an offer of shortened day if another public or non-public placement could provide a full-day learning experience to meet IEP goals and progress in general curriculum.
- In lieu of appropriate BIP or necessary behavioral supports
- Upon parent request alone. The team is obligated to offer and implement a legally compliant IEP, and thus must refuse a parent request if the team believes the shortened day does not constitute FAPE in an LRE and provide a student with an opportunity to receive educational benefit.
- When FAPE has yet to be determined. Indefensible rationales: "We knew he shouldn't attend school only one hour a day, but we didn't know what else to do so now we are shortening his day." "We can't have him at our school. He gets in too many fights in the afternoon. He's fine in the morning, so we will only have him on campus for the first three periods." Having parent come pick student up in these temporary situations would be considered removal, so caution is warranted.

Alternatives to shortened day

Creative problem solving by an LEA and IEP team may be necessary to identify solutions or service arrangements that meet the needs of students without shortening the school day as appropriate. Some alternatives to a shortened day could include:

- PE credit earned outside the school setting for an appropriate physical activity substitution. In an IEP meeting changes in staff, changes in rules for dressing out, a peer buddy, and other supplementary services could be considered as additional alternatives.
- Volunteer or paid work outside the school setting in addition to a shorter school day. In this case, volunteer or paid work could be included to address IEP goals (such as transition or social skills), and on the job experience credit may be granted.
- School based activities outside of class time, such as assisting staff, or onsite work experience (if supporting IEP goals).
- Part time school/ part time intensive educationally related mental health treatment. A day treatment component might be required to address the student's social-emotional needs. The IEP team would document the combination of placements as offering FAPE in the LRE.

If you have concerns or questions regarding the use of shortened day as an offer of FAPE, please contact your program specialist. As mentioned above, shortened day may be an appropriate offer of FAPE in limited circumstances, and care must be taken to assure that an offer of placement and services also provides a student educational benefit in the Least Restrictive Environment.



BEHAVIORAL EMERGENCY INTERVENTIONS

Limitations on the Use of Emergency Interventions

Emergency interventions may not be used in lieu of an appropriate Behavior Intervention Plan (BIP) that is designed to change, replace, modify, or eliminate a targeted behavior. In fact, emergency interventions may only be "used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm" to the student with a disability or others and that "cannot be immediately prevented" by a lesser restrictive response. Emergency interventions should be used as a last resort when the student is a danger to self or others and after all other preventative and reactive strategies in the student's BIP have been exhausted.

Approved Behavioral Emergency Interventions

The law continues to prohibit the use of both restraint and seclusion (except by agencies licensed and authorized to use such interventions). In addition, it prohibits the use of interventions that are designed or are likely to cause pain (such as electroshock) or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water or shelter or proper supervision; or that involve the use of noxious sprays or substances.

The following behavioral emergency interventions, included in "CPI Nonviolent Crisis Intervention" training, are approved by the EDCOE Charter SELPA for use by CPI (Crisis Prevention Institute) trained staff only. The CPI "Crisis Development Model" should be used to help prevent a student from escalating their behavior to the point of being a danger to self or others. The following guidelines should be used when implementing any and all behavioral emergency interventions:

- The following approved CPI "Personal Safety Techniques" may only be used **as a last resort, when the student is a danger to self or others:**
 - CPI Kick Block
 - CPI One-Hand Wrist Grab Release
 - CPI Two-Hand Wrist Grab Release
 - CPI One-Hand Hair Pull Release
 - CPI Two-Hand Hair Pull Release
 - CPI Front Choke Release
 - CPI Back Chose Release
 - CPI Bite Release
 - CPI Children's Control Pose (utilizing a trained CPI team member for a child who is significantly smaller than the trained adult)
 - CPI Team Control Position (utilizing at least two trained CPI team members)
 - CPI Transport Position (utilizing at least two trained CPI team members)
 - CPI Interim Control Position (utilizing at least two trained CPI team members)
- Prone restraints (laying face down) of any type are not approved by SELPA, and are not a part of CPI training. Force shall never exceed what is reasonable and necessary under the circumstances, and the duration of the intervention shall not be longer than is necessary to contain the dangerous behavior.

- Behavioral emergency interventions may not include:
 - Any intervention that is designed to, or likely to cause physical pain, including, but not limited to, electric shock
 - An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual
 - An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
 - An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma
 - Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention
 - Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
 - An intervention that precludes adequate supervision of the individual
 - An intervention that deprives the individual of one or more of his or her senses

Behavior Emergency Report

Parents/guardians shall be notified within one school day whenever a behavioral emergency intervention is used that is defined above under the “Approved Behavioral Emergency Interventions” section. The LEA/district also immediately complete Behavioral Emergency Report (BER) Form (form located on CDE’s website) documenting the details of the incident and whether or not the student has a BIP. The BER must be submitted to a designated, responsible administrator (within the LEA/district) and placed in the student’s file.

Obligation to Schedule and Convene an IEP Meeting When Emergency Interventions are Used

Anytime a Behavioral Emergency Report (BER) is written regarding a student who does **not** have a BIP, the designated responsible administrator shall:

- Within two days, the administrator must schedule an IEP team meeting to review the BER.
- The IEP team shall decide if a Functional Behavioral Assessment (FBA) and/or Interim BIP is needed.
- The IEP team must document its reasons if it decides not to perform the FBA or develop an Interim BIP.

Anytime a BER is written regarding a student who has a BIP, any incident involving a previously unseen, serious behavior problem or where a previously designed intervention is not effective, should be referred to the IEP team to review and determine if the incident constitutes a need to modify the BIP.

CPI Nonviolent Crisis Intervention Certification & Training Guidelines

- EDCOE Charter SELPA offers training to staff members to become CPI certified. The initial training is a one-day course taught by CPI certified instructors. Staff members who attend will be taught

how to deescalate student behaviors by using the “CPI Crisis Development Model” and how to implement the “Safety Techniques” that are approved by CPI.

- In order to remain certified, LEA/district staff members who have taken the initial training must take the half-day “CPI Refresher” course annually.
- LEA/Districts are encouraged to review the “Risks of Restraint” (see CPI Training Manual) and practice the CPI Safety Techniques on a weekly basis to ensure that their staff will continue to provide the safest interventions possible.
- Should a staff member become injured in the course of implementing a Safety Technique, they should refer to their LEA/district’s policy on reporting injuries.
- Staff members who attain the CPI certification need to notify their LEA/district if they become unable to perform a CPI Safety Technique.
- Only staff members who have current CPI certification should be engaging in “Approved Behavioral Emergency Interventions.”
- An LEA/district shall assume responsibility for tracking staff who are trained and need to update their training.



SUSPENSION, EXPULSION AND MANIFESTATION DETERMINATION

Disciplinary Removals of Less Than 10 Days

A LEA/district may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, **as long as the removal does not constitute a change of placement** (34 CFR 300.536).

Determining a Change of Placement

A change of placement occurs if:

- The removal is for more than 10 consecutive school days; or
- The child has been subjected to a series of removals that constitute a pattern due to:
 - A series of removals total more than 10 school days in a school year;
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - Additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

In-School Suspensions

An in-school suspension occurs when the LEA/district suspends a student during the course of the school day without the student leaving the school campus. Federal policy guides that in-school suspension does not count as a student's removal from their current placement if the LEA/district affords the student the opportunity to continue to:

- Appropriately participate in the general curriculum;
- Receive the services specified on the student's IEP; and
- Participate with nondisabled peers to the same extent.

Disciplinary Removals of 10 Days or More

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA/district shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

Manifestation Determination Meeting

Meeting Attendees:

The following individuals shall be in attendance at the manifestation determination meeting:

- Parent(s)/guardian(s)
- LEA/district
- All relevant members of the IEP team as determined by the parent and the LEA/district.

Purpose

The Manifestation Determination (MD) meeting is held to evaluate a student's misconduct, determine whether the misconduct is a manifestation of the student's disability, and determine if the student's Individualized Education Program (IEP) was being fully implemented at the time of the misconduct.

In order to accomplish this purpose, the MD meeting attendees shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents (34 CFR 300.530). In addition, the El Dorado County SELPA recommends that the MD team review all current educationally related assessments (including health and medical information) and, if determined necessary, propose additional assessments to the IEP team for their consideration.

After completing a full review of all relevant information, the manifestation determination meeting attendees shall answer to the following two questions:

1. Was the conduct in question caused by the student's disability (medical or educational) or did it have a direct and substantial relationship to the disability?
2. Was the conduct in question the direct result of the LEA/district's failure to implement the IEP?

If the MD meeting attendees answer "no" to both questions above, the determination is made that the behavior was not a manifestation of the disability.

If the MD meeting attendees answer "yes" to either or both questions above, the determination is made that the behavior was a manifestation of the disability.

The SELPA recommends that MD meeting attendees utilize and complete the "Manifestation Determination" form located in the student's SEIS profile. In addition, although it is not legally required, some LEA/districts may choose to have their school psychologist compile a MD report to help the IEP team review all data and answer the MD questions.

MD Team Determines Misconduct is a Manifestation of the Student's Disability

If the MD team determines that the misconduct is a manifestation of the student's disability the student shall return to the placement from which the student was removed and an IEP meeting shall be convened.

The IEP team shall then do one of the following:

- Conduct a Functional Behavioral Assessment (FBA), unless the LEA/district had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a Behavioral Intervention Plan (BIP) for the child; or
- If a BIP already has been developed, review the plan and modify it, as necessary, to address the behavior.

MD Team Determines Misconduct is not a Manifestation of the Student's Disability

If the MD team determines that the misconduct was not a manifestation of the student's disability, then the student is subject to the same sanctions for misconduct as a child without a disability.

Expulsions

If the manifestation determination meeting attendees determine that the misconduct was not a manifestation of a student's disability and the student is properly expelled from the LEA/district, the student must continue to receive a Free and Appropriate Public Education (FAPE).

The offer of FAPE shall provide educational services so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Please note: The LEA/district need not replicate all services and instruction the LEA/district would have offered the student had s/he remained in the public school setting.

In addition, the student shall receive, as appropriate, a Functional Behavioral Assessment (FBA) and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur (34 CFR 300.530).

Prior Written Notice

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA/district must notify the parents of that decision (via a Prior Written Notice), and provide the parents with a copy of their procedural safeguards.

Special Circumstances

School personnel may remove a student to an Interim Alternative Educational Setting (IAES) for no more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a LEA/district;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a LEA/district; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a LEA/district.

After the student's removal, the LEA/district shall conduct a Manifestation Determination (MD) meeting.

Student Not Yet Found Eligible

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may be entitled to a manifestation

determination meeting if the LEA/district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred (34 CFR 300.534(a)).

A LEA/district shall be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred; one or more of the following took place:

- The parent of the student expressed concern in writing to administrative or instructional personnel of the LEA/district that the student is in need of special education and related services
- The parent of the student requested an evaluation of the student
- The teacher of the student, or other personnel of the LEA/district, expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other supervisory personnel of the LEA/district (34 CFR 300.534)
- LEA previously assessed the student and the student did not qualify for special education services; or student did qualify for services and parents declined them
- LEA referred student for special education testing to establish initial eligibility, but parent refused evaluation and/or services.

For additional information regarding these circumstances and recommended action by the LEA/district, please contact your SELPA Program Specialist.

WHEN?

- *A student is removed from current educational setting for **10** or more days=
- *A student has been subjected to a series of removals equaling **10** or more days and that constitute a pattern (including in/out of school suspension and expulsion)=

Manifestation Determination Meeting

To Do: Schedule MD Meeting, contact SELPA, use SEIS Forms, and take MD Meeting Notes

MD MEETING

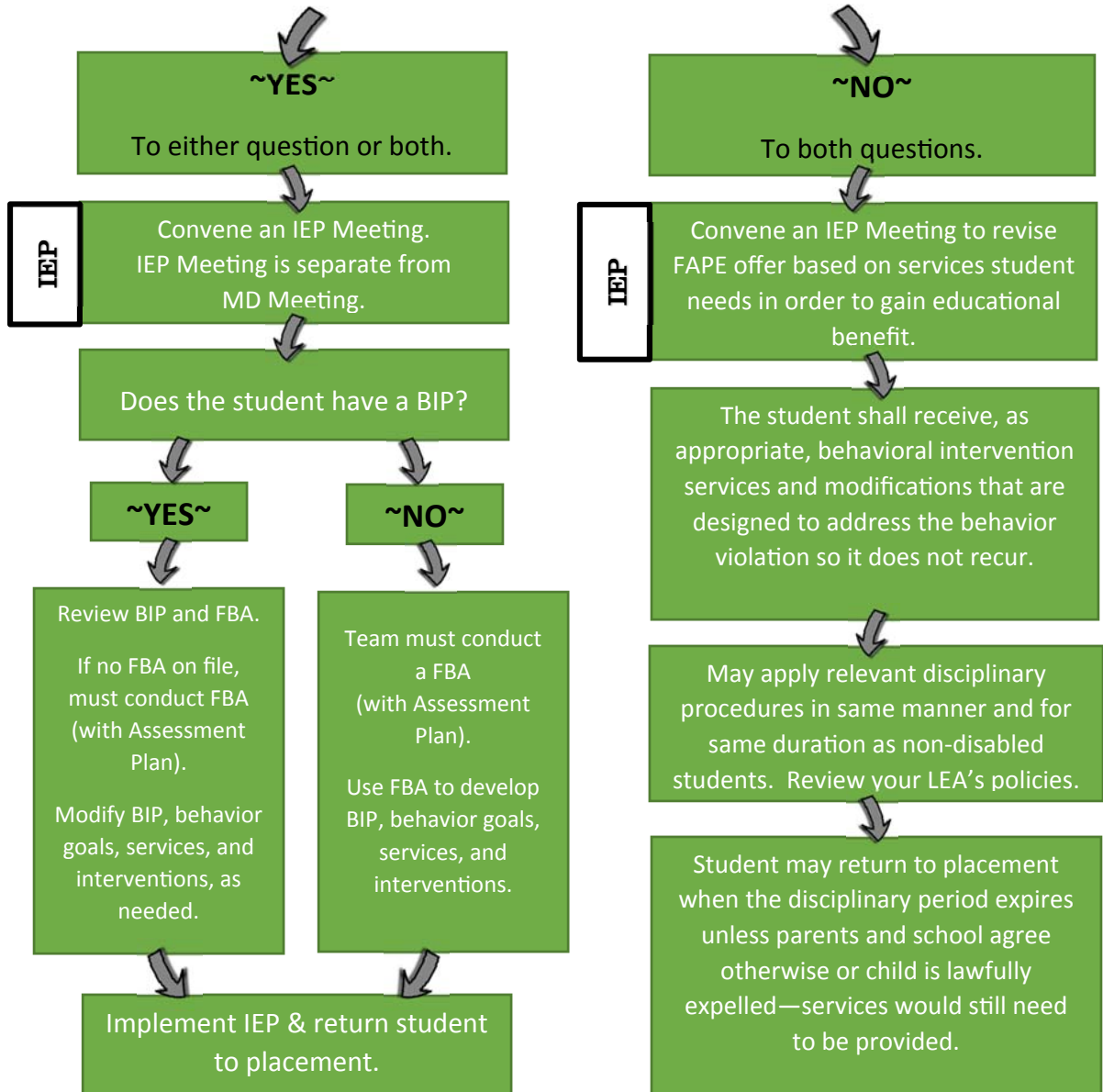
Manifestation Determination Meeting:

Must answer 2 Key Questions based on relevant information

1. The conduct in question was caused by or had a direct and substantial relationship to the student's disability?
2. The conduct in question was the direct result of a failure to implement the IEP?

*Form located in SEIS titled "Manifestation" in student forms

MANIFESTATION DETERMINATION FLOW CHART





NON-PUBLIC SCHOOLS AND NON-PUBLIC AGENCIES REFERRAL PROCEDURES

Non-Public Agency Referral Procedures

A Non-Public Agency (NPA) is a private, nonsectarian establishment or individual that provides related services necessary for a pupil with exceptional needs to benefit educationally from the pupils' individualized education program. This does **not** include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital.

Often, a LEA/district may not have the number of special education students enrolled at their school site to warrant employing a full-time special education provider. As a result, the LEA/district may choose to enter into a Master Contract with a Non-Public School (NPS)/Non-Public Agency (NPA) for the purpose of providing special education and/or related services to students with exceptional needs.

The "SELPA NPS/NPA Guidelines" document further defines best practices for entering into a master contract with a NPS/NPA and highlights additional resource documents. The Guidelines can be obtained through the SEIS document library.

Non-Public School Referral Procedures

A Non-Public School (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by CDE. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, or a public university or college. A nonpublic, nonsectarian school also shall meet standards as prescribed by the Superintendent and board.

Any member of an Individualized Education Program (IEP) team, including the parent/guardian, may make a recommendation that the IEP team consider placement in a residential or non-public day school.

When this occurs, the LEA/district shall hold an IEP meeting as soon as possible but no later than thirty days of the date that a change in placement was recommended. IEP meeting attendees shall include:

- The parent(s)/guardian(s)
- A Special Education Local Plan Area (SELPA) representative
- A representative from the LEA/District's mental health provider or LEA/district school psychologist/counselor
- A general education teacher, special education teacher
- LEA/district administrative designee
- Other LEA/district staff that may provide input regarding the student's present levels

Should an IEP team member unexpectedly request placement at an NPS (in-state or out-of-state) during an IEP meeting, the team should:

El Dorado County Charter SELPA Procedural Guidelines

- Note the specifics of the request in the IEP notes;
- Note why the request is being made and by whom;
- Indicate that further data will be gathered, possibly through formal assessments; and
- Schedule an IEP team meeting at a future date in order to determine if NPS placement is appropriate.

Please contact your SELPA Program Specialist to coordinate scheduling this IEP meeting at a mutually agreeable date and time.



UNILATERAL PLACEMENTS

How is Placement generally defined?

- a) Specific educational placement means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP, in any one or a combination of public, private, home and hospital, or residential settings.
- b) The IEP team shall document its rationale for placement in other than the pupil's school and classroom in which the pupil would otherwise attend if the pupil were not disabled. The documentation shall indicate why the pupil's disability prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services.

(CCR §3042)

What is a Unilateral Placement?

A Unilateral Placement occurs when a parent believes that their child's current educational placement is denying the child FAPE and makes a decision to place the child in a private placement (where they believe FAPE can be achieved) against the agreement of the IEP Team. Parent either notifies LEA/district of this Unilateral Placement at the last IEP meeting before the placement was made, or via a letter 10 business days prior to the Unilateral Placement change.

May students who are parentally placed in private schools participate in publicly funded special education programs?

Students who are enrolled by their parents in private schools may participate in publicly funded special education programs. The LEA/district must consult with private schools and with parents to determine the services that will be offered to private school students. Although LEAs/districts have a clear responsibility to offer FAPE to students with disabilities, those students, when placed by their parents in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE.

(20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of a student with exceptional needs who previously received special education and related services under the authority of the LEA/district enrolls that student in a private elementary school or secondary school without the consent of or referral by the local educational agency, the LEA/district is not required to provide special education if the LEA/district has made FAPE available. A court or a due process hearing officer may require the LEA/district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the LEA/district had not made FAPE available to the student in a timely manner prior to that enrollment in the private elementary school or secondary school, and that the private placement is appropriate.

(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

When parents believe a LEA/district is denying their child FAPE, they may remove the child to a private placement, but they do so at “their own financial risk.” Parents may be financially responsible for the private placement if a court later finds that the LEA/district provided an appropriate FAPE. The court or hearing officer may reduce or deny reimbursement if parent(s) did not make the student available for an assessment upon notice from the LEA/district before removing the student from public school. Parents may also be denied reimbursement if they did not inform the LEA/district that they were rejecting the special education placement proposed by the LEA/district, including stating their concerns and intent to enroll the student in a private school at public expense.

Notice to the LEA/district must be given either:

- At the most recent IEP team meeting attended before removing the student from the public school, or
- In writing to the LEA/district at least ten (10) business days (including holidays) before removing the student from the public school.

(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to parent(s) if they failed to provide written notice to the LEA/district for any of the following reasons:

- The school prevented parent(s) from providing notice
- Parent(s) had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the LEA/district
- Providing notice would likely have resulted in physical harm to the student
- Illiteracy and inability to write in English prevented them from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to the student

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

What steps may the LEA/district consider when informed of a Unilateral Placement change?

- Ensure that all related service providers, case managers, and LEA/district Special Education staff are aware of the Unilateral Placement and suspend providing services.
- Provide parents with a Prior Written Notice (PWN) indicating that services provided by the LEA/district will be suspended based on parent’s Unilateral Placement decision.
- Invite parents to an IEP Meeting to discuss Unilateral Placement (preferably within 10 days of when parent provided notice).
- Contact your SELPA Program Specialist.
- Contact your legal counsel.



STUDENT RECORDS

The Special Education Information System (SEIS) is a virtual database that holds electronic versions of each student's IEPs. Not all LEAs/districts use this system. SEIS can only be accessed by authorized users who have a username and password. SEIS is a highly secure database and information is accessible to only a limited number of users per LEA/district. A student's original IEP documents (original hard copies) serve as the legal document, with SEIS serving as a management system for record keeping. Original hard copies of students' IEPs should be printed out and stored in students' confidential file(s).

For more detailed instructions and guidance on SEIS, please contact your SEIS Program Technician at EDCOE or visit the Document Library located within SEIS (www.seis.org).

Safeguards:

- Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- All personnel collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures under 34 CFR 300.123 and 34 CFR part 99 (Family Educational Rights and Privacy Act).
- Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

LEA/districts shall establish, maintain and destroy pupil records as authorized by law. Parents have the right to inspect, and review education records relating to their children that are collected, maintained, or used by the agency.

Mandatory Permanent Records

Mandatory permanent records are those records which the schools have been directed to compile by California statute authorization or authorized administrative directive. Each LEA/district shall indefinitely maintain all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within that LEA/district. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending LEA/district on request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:

- Legal name of pupil
- Date of birth
- Method of verification of birth date
- Sex of pupil
- Place of birth
- Name and address of parent of minor pupil
 - Address of minor pupil if different than the above

- An annual verification of the name and address of the parent and the residence of the pupil
- Entering and leaving date of each school year and for any summer session or other extra session
- Subjects taken during each year, half-year, summer session, or quarter.
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

Mandatory Interim Pupil Records

Mandatory interim pupil records are those records which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:

- A log or record identifying those persons (except authorized school Personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Language training records
- Progress slips and/or notices as required by Education Code Sections 49066 and 49067
- Parental restrictions regarding access to directory information or related stipulations
- Parent or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within the preceding three years.

Permitted Records

Permitted records are those pupil records which districts may maintain for appropriate educational purposes. Such records may include:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices.

NOTE: The records of students who were assessed but did not qualify for special education aren't required to be kept. However, they can be of assistance in the event of any future evaluation, and may provide evidence that a school fulfilled their Child Find obligations.

Required Notification to District of Residence When Student Leaves a Charter School

A charter school must notify the superintendent of the school district of the pupil's last known address within thirty (30) days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason (CA Education Code §47605(d)(3)). Additionally, upon request, charter schools are obligated to provide the LEA/district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. LEAs/districts should maintain a standard notification letter that may be used for this purpose, thereby ensuring compliance with this legal requirement. A sample letter, named Notice of Student Expulsion or Disenrollment, may be found in the SEIS document library.

Confidential Special Education Records

The following guidelines apply to confidential special education records.

Access

Special education records are subject to the same privacy and access right as other mandatory records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped "confidential" or contain sensitive information, the parent or eligible student has full right of access. Parents have the right to receive copies within **five business days** of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents.

The Family Educational Rights and Privacy Act (FERPA) requires that LEAs / districts inform parents that they have the right to:

- Inspect and review the student's education records
- Seek amendment of the student's records that they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the Family Policy Compliance Office (FPCO) alleging the LEA's / district's failure to comply with the requirements of FERPA.

The LEA/district will not permit access to any child's records without written parental permission except as follows:

- LEA/district officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- Certain state and federal officials for audit purposes
- A pupil 16 years of age or older, having completed the 10th grade who requests access to their own records

The LEA/district may release information from the student's records for the following:

- In the event of emergency and/or when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- To educational organizations (i.e. the California Department of Education) to the extent necessary for the organization's function

- To officials and/or employees of private schools or school systems in which the child is enrolled or intends to enroll

Confidentiality of Records

All procedural safeguards of the Individuals with Disabilities in Education Act (IDEA) shall be established and maintained. A custodian of records must be appointed by each LEA/district to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures. The custodian of records is responsible for ensuring that files are not easily accessible to the public. Files shall be located in a secure area. Records of access are maintained for individual files, which include the name of party, date, and purpose of access. (California Education Code §49064).

If an agency or person provides a written report (i.e. assessment reports and protocols) for the school's information, it becomes a part of the pupil's record and therefore becomes available to the parent upon request. If emails are electronically or physically maintained, they become part of the pupil's record and therefore becomes available to the parent upon request. Test protocols are considered to be a part of a pupil's confidential file. Protocols must be maintained in a pupil's confidential file and copies provided to the parent upon request.

Transfer of Records

When a student transfers from one school to another, records should also be transferred in accordance with state and federal law. California schools are not required to obtain parent permission to forward records. In fact, they are required to forward records to any California school of new or intended enrollment "within five (5) days." Records cannot be withheld for nonpayment of fees or fines (EC 49068). Mandatory permanent pupil records must be forwarded to all schools and a copy must be retained by the sending LEA / district. Private schools in California are required to forward mandatory permanent pupil records.

School personnel must have parental permission to communicate with outside providers about students. The family will need to provide consent through a written exchange of information to authorize transfer of records, verbal and/or email communications, etc., as appropriate. The Family Educational Rights and Privacy Act (FERPA) stipulates different guidelines to schools when communicating about students than the Health Insurance Portability and Accountability Act (HIPAA), with which medical providers are more familiar.

Special Education Record Request Process

When a parent requests copies of a student's special education records, please use the following process to guide your response:

1. Parents have the right to request records verbally or in writing per California Education Code § 56504.
2. If a parent's written request is received, the LEA/district shall date stamp the request. If the parent makes a verbal request, the LEA/district shall have a process in place to document the date of the request and the specific files requested.

El Dorado County Charter SELPA Procedural Guidelines

3. The special education director/coordinator and/or LEA/district site administration should be informed of the request so they may assist with this process.
4. Provide parents with requested student records within 5 business days without exception. If your school receives a record request the day before a holiday break, you must provide the records within 5 business days, regardless of your school break.
5. Once you have provided copies, document how the records requested were provided to the parent (if mailing, it is recommended to use certified mail that provides you with a return receipt).
6. Use the form titled "Special Education Records Request Process" to document the date sent, person who sent the records, and what files/records were included. If possible, obtain parent's signature to indicate the records requested were received. The form is located in the SEIS document library.



INDEPENDENT EDUCATIONAL EVALUATIONS

Introduction

The following guidelines will provide special education administration and staff with an overview of the federal and state laws surrounding Independent Educational Evaluations (IEE) and recommended best practices when working with parents and assessors when the LEA/district has received a request for an IEE.

Definitions

- “Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the responsible LEA/district.
- An IEE can only be conducted in areas previously evaluated by the local education agency (LEA). Should a parent request that an IEE be conducted in an area not previously assessed by the LEA, the LEA may consider this a request for new assessment and provide the parent/guardian with an assessment plan.
- “Public expense” means that the LEA/district either pays for the full cost of the evaluation or ensures that the evaluation or evaluation components are otherwise provided at no cost to the parent.
- A “parent” is defined as the following:
 - A biological or adoptive parent of a child
 - A foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order. (C.F.R. 34, 300.30(b)(1) or (2)).
 - A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child. (Sections 361 and 726 of the Welfare and Institutions Code)
 - An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare
 - A surrogate parent who has been appointed. (Section 7579.5 or 7579.6 of the Government Code, Section 300.519 of Title 34 of the Code of Federal Regulations, and Section 1439(a)(5) of Title 20 of the United States Code)

When May a Parent/Guardian Request an IEE?

A parent/guardian has the right to obtain an independent educational evaluation (IEE) for their child at their own expense at any time (34 CFR 300.502(a)(1)).

The parent/guardian of a student with a disability has the right to obtain an independent educational evaluation at public expense, subject to the provisions of federal and state law, when the parent disagrees with an assessment obtained by the LEA/district within the last two years (34 CFR 300.502(b)(1) and (d)(2)(A), California Education Code Sec 56329(b), and (OAH Case No. 2012051153)).

A parent/guardian may request one IEE in response to each area of evaluation completed by the LEA/district within the last two years.

Procedures for Sharing a “Parent-Initiated IEE”

When a parent/guardian obtains an IEE at private expense, the results of the evaluation, if shared with the LEA/district, shall:

- Be considered by the LEA/district, if it meets agency criteria, in any decision made with respect to the provision of a free, appropriate, public education (FAPE) to the student; and
- May be presented as evidence at a due process hearing regarding the child.

Responding to a Request for an IEE at Public Expense

Once a parent/guardian has requested an IEE at public expense, the LEA/district must provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- Provide the parent/guardian with the IEE Information Packet for Parents (located in the SEIS Document Library) which provides information about where an IEE may be obtained, the agency criteria applicable for IEEs, and expense information (34 CFR 300.502(a)(2)); or
- Prior Written Notice (PWN) indicating that an IEE is not appropriate and initiate a due process hearing to show that LEA/district’s evaluation is appropriate.

The LEA/district may request that the parent/guardian explain why s/he objects to the LEA/district’s evaluation or specific areas of evaluation. However, the LEA/district may not require the parent/guardian to provide an explanation and may not unreasonably delay providing the IEE at public expense.

Providing Prior Written Notice (PWN)

When the LEA/district is responding to a parents request for an IEE, whether granting or denying the request, the LEA/district shall provide the parent with a Prior Written Notice (PWN) and a copy of their Procedural Safeguards.

Obtaining Written Consent to Conduct an IEE

In circumstances in which the LEA/district is granting the parent’s request for an IEE, the LEA/district shall provide the parent/guardian with PWN, their Procedural Safeguards, and the SELPA IEE Parent Information Packet (SEIS Document Library).

Agency Criteria for Conducting an IEE

According to federal regulations, the criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA/district uses when it initiates an evaluation (34 CFR 300.502(e)(1)).

The LEA/district may not impose conditions or timelines related to obtaining an IEE at public expense (34 CFR 300.502(e)(2)).

Location

The IEE shall be administered by an evaluator in the same type of educational setting as that used by the LEA/district in providing similar evaluations including, but not limited to, classroom observations (California Education Code Section 56329(c)).

Guidelines for Determining Qualifications

All assessments shall be completed by persons competent to perform the assessment as determined by the LEA/district (California Education Code Section 56322).

The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA/district staff to provide similar evaluations.

Independent evaluators shall have the following minimum credentials issued by the appropriate agency or board with the State of California:

Type of Assessment	Minimum Qualifications
Academic Achievement	Credentialed Special Education Teacher Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Behavior	Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Physical Education	Credentialed Adapted Physical Education Specialist
Assistive Technology	Certified or Licensed Speech/Language Pathologist Occupational Therapist Certified Assistive Technology Specialist
Auditory Acuity	Licensed Educational Audiologist Clinical or Rehabilitative Services Credential Language, Speech and Hearing and Audiology Credential
Auditory Perception/Auditory Processing	Language, Speech and Hearing and Audiology Credential Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Deaf and Hard-of-Hearing Licensed Educational Psychologist Pupil Personnel Services Credential
Functional Behavioral Assessment	Credentialed Special Education Teacher Pupil Personnel Services Credential Licensed Marriage and Family Therapist Licensed Clinical Social Worker Licensed Educational Psychologist Board Certified Behavior Analyst
Cognitive	Licensed Educational Psychologist Pupil Personnel Services Credential

El Dorado County Charter SELPA Procedural Guidelines

Health	Licensed Physician Registered Nurse School Nurse Services Credential
Motor	Licensed Physical Therapist Registered Occupational Therapist Adaptive Physical Education Specialist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Physical and Health Impairment
Physical Therapy	Licensed Physical Therapist
Social/Emotional	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Licensed Marriage and Family Therapist Pupil Personnel Services Credential
Transition/Vocational	Credentialed Special Education Teacher Adult Education Credential with a Career Development Authorization Pupil Personnel Services Credential
Visual Acuity/ Developmental Vision	Licensed Optometrist Licensed Ophthalmologist Education Specialist Instruction Credential: Visual Impairments
Functional Vision	Education Specialist Instruction Credential: Visual Impairments

A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA/district.

A parent/guardian may also request a list of suggested IEE evaluators who meet the LEA/district agency criteria, but the parent/guardian is not required to select from the list provided.

Conflict of Interest

The LEA/district should ensure there is no conflict of interest between the evaluator and service provider. After completing an IEE, it is not recommended that the independent evaluator or their agency provides the service(s) recommended to the IEP team.

IEE Cost Determination

The cost determination for an IEE shall be comparable to the costs incurred by the LEA/district when it uses its own employees or contractors to complete a similar assessment. Such costs shall include:

- Observations;
- Administration and scoring of assessments;
- Report writing; and
- Attendance in person, or by phone, at the IEP meeting in which the IEE is presented.

As a result, the El Dorado County Charter SELPA would recommend that the LEA/district determine a reasonable cost ceiling for each evaluation listed on page 3 and 4 of this section. The SELPA would recommend that the ceiling be determined by averaging the cost of the following three assessors:

- The cost of an assessment provided by a LEA/district employee;
- The cost of an assessment provided by a neighboring LEA/district; and
- The cost of an assessment provided by a private service provider, with appropriate qualifications, within a reasonable distance from the LEA, usually 40 miles.

A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a financial waiver of any of the cost determination criteria listed above as defined by the LEA/district.

Payment of IEE Costs

- IEE Obtained at Public Expense:
 - The LEA/district shall issue payment to the independent evaluator for the cost of conducting the IEE following the LEA/district's receipt of the following:
 - A written IEE assessment report prepared by the independent evaluator containing all necessary assessment and eligibility sections. The report shall be received by the LEA/district and the parent five days prior to the IEP meeting;
 - The original assessment protocols utilized to conduct the IEE shall be provided to the LEA/district; and
 - Detailed invoice(s), including dates of assessment, observation(s), and hourly rates.
- Unilaterally Obtained IEE at Private Expense:
 - A parent/guardian is requested, but is not required, to notify the LEA/district prior to obtaining a unilateral IEE. Regardless, if a parent/guardian obtains an IEE at private expense, the parent's request for payment and/or reimbursement shall be received by the LEA/district within a reasonable time after receipt of the results of the completed IEE.

Once a parent/guardian has requested that a unilaterally obtained IEE be paid for by the LEA/district, the LEA/district must provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- Initiate a due process hearing to show that the LEA/district's evaluation is appropriate; or
- Provide the parent/guardian with the El Dorado Charter SELPA IEE Information Packet (SEIS Document Library), which provides information about where an IEE may be obtained, the agency criteria applicable for IEEs, and proceed with consideration of the LEA/district's obligation to pay for the independent evaluation.

If the LEA /district proceeds with consideration to pay for the unilaterally obtained IEE, the LEA/district shall:

- Review and consider the parent/guardian's request for payment;
- Ensure the request was made within a reasonable time after receipt of the results of the evaluation; and
- Ensure all criteria discussed in this policy are met and the required documents (assessment report, original assessment protocols and invoice(s)) have been received.

Evaluations Ordered by Hearing Officer:

- If a hearing officer orders an IEE as part of a hearing, the cost of the evaluation must be at the LEA/district expense, unless otherwise specified by the Hearing Officer.

Criteria for Accessing Private Insurance

When private insurance will cover all, or a portion of, the costs of the IEE, the LEA/district may request that the parent/guardian voluntarily have their insurance pay the costs of the IEE covered by their insurance. However, parents will not be asked to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

- A decrease in available lifetime coverage or any other benefit under an insurance policy;
- An increase in premiums or the discontinuance of the policy; or
- An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

IEE Assessment Results

The results of the IEE, whether obtained at public or private expense, will be considered by the IEP team when making a determination regarding the student’s eligibility for special education and related services, educational placement, and other components of the student’s educational program as required by federal and California special education laws and regulations.

However, the results of an IEE will not control the IEP team’s determinations and may not be considered if not completed by a qualified professional, as determined by the LEA/district.

IEE LEA & Independent Evaluator Service Agreement

The SELPA recommends that the LEA complete a service agreement with the independent evaluator to ensure clarification regarding terms of the agreement. A sample agreement is available in the SEIS Document Library for review and use.



LOCAL COMPLAINT PROCEDURES

LEAs/districts may at times receive complaints from parents or guardians regarding special education. LEAs/districts are required to have a local complaint process in place. Below are guidelines to assist LEAs/districts on the requirement.

LEAs/districts are required to adopt policies and procedures for the investigation and resolution of complaints of alleged violation of federal or state laws governing educational programs. Local policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination remains confidential as appropriate. LEAs/districts shall submit their policies and procedures to the local governing board for adoption.

Each local educational agency shall include in its policies and procedures the person(s), employee(s) or agency position(s) or unit(s) responsible for receiving complaints, investigating complaints and ensuring LEA/district compliance. The local educational agency's policies shall ensure that the person(s), employee(s), position(s) or unit(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

The LEA/district may provide a complaint form for persons wishing to file a complaint to submit. However, a person is not required to use the complaint form furnished by the LEA/district in order to file a complaint.



CALIFORNIA DEPARTMENT OF EDUCATION COMPLAINT AND INVESTIGATION PROCEDURES

A California Department of Education (CDE) or “state” complaint is a formal request to the CDE to investigate allegations of noncompliance with special education laws, federal or state, and may be filed by either an organization or individual(s). It is the responsibility of the CDE to ensure that LEAs/districts abide by laws pertaining to special education while meeting the educational needs of students with disabilities. A complaint must be filed within one year of the alleged violation. [34 CFR 300.151].

IDEA regulations require state educational agencies such as the CDE to:

- Adopt written procedures for resolving complaints
- Include remedies for the denial of appropriate services
- Specify minimum requirements for state’s complaint procedures
- Contain procedures for complaints related to due process hearings
- Include procedures for filing a CDE complaint
- Specify the timeline for filing a complaint
- Provide model complaint forms. [34 CFR 300.151-153 and 34 CFR 300.509][U.S.C. 1221e-3 and 20 U.S.C. 1415(b)(8)]

Who May File a Complaint?

Individuals, including parents, students, teachers, and agency representatives, may file a complaint with CDE. Organizations may file complaints as well. The party filing the complaint must forward a copy of the complaint to the LEA/district or public agency serving the child at the same time the party files the complaint with CDE. [34 CFR 300.153(b) and 300.153(d)]

What are the Required Elements of a Complaint?

A complaint must be submitted in writing and include the following:

- A statement that the LEA/district has violated special education law
- Facts on which such statements are based
- Signature and contact information for the complainant
- Child’s name, address, and school if alleged violations are student specific
- Proposed resolutions [34 CFR 300.153(b) and 300.153(d)]

Where Must a CDE Complaint be Filed?

CDE complaints may be sent by mail or fax to:
California Department of Education
Special Education Division
Procedural Safeguards Referral Service (PSRS)
1430 N Street, Suite 2401
Sacramento, CA 95814-5901
Fax: 916-327-3704

What are the Elements of a Complaint Investigation?

Once an individual has filed a complaint with the CDE, an investigator will contact the complainant and the LEA/district in the complaint. The investigator will gather facts about the allegations through interviews and document reviews.

Based on documentation/information collected, the investigator will prepare a complaint investigation report which will contain the following:

- Allegation summary
- General investigation procedures
- Applicable law and regulation
- Finding of facts
- Report conclusions (compliance or noncompliance)
- Corrective actions and timelines, if applicable

The CDE will send a copy of the investigation report to the complainant, the LEA/district and the parent (if different from the complainant).

A complaint investigation is completed within 60 days of receipt of the complaint by CDE; however the 60 day timeline may be extended under certain circumstances.

What if Noncompliance is Found?

If the complaint investigation yields a finding of noncompliance, the investigation report may include corrective actions, including requiring an LEA/district to:

- Convene a new IEP meeting
- Conduct further assessments
- Submit plans outlining proposals to correct violations and prevent future ones
- Initiate personnel training in the area(s) of violation(s)
- Provide compensatory education or reimbursement
- Review and revise procedures and practices
- Participate in monitoring and reporting activities

What if There is Disagreement with Investigation Findings?

The CDE has an appeals process in which any party involved in the complaint may request reconsideration. In order to initiate the appeal process the party in disagreement with the investigation findings shall submit a written reconsideration request to the CDE within 35 calendar days of receiving the investigation report.

What Can an LEA/district Do to Facilitate a Complaint Investigation?

- Cooperate with any complaint investigation and provide any requested documentation in a timely manner
- Submit all documentation regarding the complaint.

El Dorado County Charter SELPA Procedural Guidelines

- Offer a resolution session (alternative dispute resolution (ADR)) to address resolve concerns that prompted the complaint. This step is voluntary. For more information, please reference the section of this guide titled, "Due Process."

Failure to respond may result in a finding and remedy in favor of the complainant.

Please contact your SELPA program specialist for additional information regarding the complaint process and investigation procedures. You may also contact the California Department of Education (CDE).



DUE PROCESS AND MEDIATION

What is Due Process?

The El Dorado County Charter SELPA is committed to supporting LEAs/districts in assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. LEAs/districts are required by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law. Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs/districts concerning identification, evaluation, placement or provision of Free and Appropriate Public Education (FAPE) [34 CFR 300.511]. Parents, students who have reached the age of majority, and LEAs/districts may request a due process hearing.

When May Due Process be Filed?

A parent or guardian, adult student and the LEA/district involved may initiate the due process hearing procedures under any of the following circumstances:

- There is a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child;
- There is a refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child;
- The parent or guardian refuses to consent to an assessment of the child;
- There is a disagreement between a parent or guardian and a local educational agency regarding the availability of a program appropriate for the child, including the question of financial responsibility [34 CFR 300.148]. If programs and services are not provided according to the IEP, the parent may file a complaint with the California Department of Education (CDE).

What are Due Process Protections?

Due process protections include the option of a mediation conference, the right to examine pupil records, and the right to a fair and impartial administrative hearing at the state level before a person knowledgeable in the laws governing special education and administrative hearings. Specific procedures and timelines are delineated in the following pages.

How is a Request for Due Process Hearing Filed and What Must it Contain?

To initiate a due process hearing, a parent, adult student, or LEA/district files a written request with the Office of Administrative Hearings (OAH). Under the IDEA there is no right to a due process hearing without a valid complaint. In order to be considered valid, a due process complaint must contain:

- A. The child's name, address and school of attendance;
- B. A description of the problem with specific related facts; and
- C. A proposed resolution with specific related facts.

The requesting party must also submit a copy of the hearing request to the other party. The hearing must be completed and a decision reached within 45 days of receipt of the request, unless a continuance has been granted. Timelines for due process begin when the party named in the complaint receives the complaint from the filer. If both parties agree to a mediation conference, it is held and completed within 15 days of receipt of hearing request. If parties proceed to a due process hearing, it is held and completed within 30 days of the mediation conference. To file for mediation or a due process request, contact:

Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks, Suite 200
Sacramento, CA 95833-4231
Telephone: 926-263-0880
Fax: 916-263-0890

A due process request shall be deemed sufficient unless the party receiving it notifies OAH in writing that the complaint does not meet the requirements. LEAs/districts may file a motion to dismiss those complaints that do not meet requirements per IDEA. Such motions must be filed within 15 days of receipt of the complaint. If the LEA/district chooses not to file a motion to dismiss based on the contents of the complaint, it is assumed that the LEA/district accepts the complaint as is, and an LEA/district may be forced to defend an incomplete complaint at a due process hearing. Therefore, it is important that the LEA/district evaluate each new complaint as it is received. A party may amend a due process complaint only for two reasons:

1. The other party consents in writing to the amended complaint
2. OAH grants permission for the amended complaint. Due process timelines start over with an amended complaint

What Happens After a Due Process Request is Filed?

Once a valid due process request is received from a parent or adult student, the LEA/district must, within 10 calendar days of receipt, provide a written response to the complaint. It is important that the LEA/district abide by this requirement to respond within the timeline. The response from the LEA/district to the parent shall include all of the following:

- An explanation of why the agency proposed or refused to take the action raised in the due process hearing request
- A description of other options that the individualized education program team considered and the reasons why those options were rejected
- A description of each assessment procedure, assessment, record, or report the agency used as the basis for the proposed or refused action
- A description of other factors relevant to the proposed or refused action of the agency. [34 CFR 300.508(e)(1)]

Once an LEA/district receives a request for due process hearing from the Office of Administrative Hearings (OAH) they should notify the SELPA office immediately. OAH does not inform the SELPA of due process requests, so it is important to date stamp the date of receipt and fax a copy to the SELPA immediately upon receipt. The SELPA can assist an LEA/district with responses to parent(s)/guardian(s) and/or OAH. If a resolution session is required, staff from the El Dorado County SELPA may serve as a neutral facilitator.

The LEA/district is required to convene a resolution session, sometimes called an alternative dispute resolution session (ADR), within 15 days of their receipt of a due process complaint. As soon as an LEA/district receives notice of a request for a due process hearing, they should fax a copy to the SELPA so that the SELPA, LEA, and parent can coordinate a resolution session. Attendees at a resolution session may include the parent(s)/ guardian(s), LEA representative(s) who has the authority to make decisions, and the facilitator. The purpose of this session is to foster early resolution of the concerns prompting the request for due process hearing. The meeting shall not include an attorney of the LEA/district, unless the parent is accompanied by an attorney. If a parent brings an attorney, that attorney is not entitled to recover fees from the LEA/district for attending the resolution session. The resolution session is similar to mediation, but without the assistance of a formally trained mediator. Any information discussed at that meeting is confidential, and the outcome of the resolution session shall be a legally binding settlement agreement if the parent(s) and LEA/district reach agreement regarding the concerns that prompted the request for a due process hearing.

The El Dorado County Charter SELPA implements a local process in alternative dispute resolution (ADR) as an alternative to formal mediation and fair hearing. Due process includes the conducting of a resolution session, and the SELPA uses the alternative dispute resolution process to this end. This ADR process is facilitated by SELPA personnel who have received training in the ADR process, seeks to build positive relationships, encourages flexibility and creative problem solving, and promotes a sense of ownership in the outcome. This process does not preclude the option of formal mediation or fair hearing, but is offered as a positive alternative. For more information on the ADR process, contact the SELPA office at (530) 295-2462. Nothing in the due process procedures described in this chapter is to be construed as prohibiting or preventing the parent and the LEA/district from meeting informally and resolving any issue(s) of concern. It is encouraged that solutions be reached at a local level whenever possible. A facilitated IEP may also be suggested and/or attempted prior to moving forward with more formal avenues to resolve disagreements.

Mediation

Mediation a voluntary process through which parties seek mutually agreeable solutions to education disputes with the help of an impartial mediator. Parents or LEAs/districts may seek “mediation only” (without request for a due process hearing), or they may participate in mediation as an element of due process. Mediation cannot be used to delay a parents’ right to a due process hearing. A parent or an LEA/district may file a request for mediation.

Mediation Only

A parent or LEA/district may request a Mediation Only conference. Requests for Mediation Only are filed with the Office of Administrative Hearings (OAH), and copy of the request must be provided to the LEA/district at the same time the request is filed with OAH. Both the parent and the LEA/district must voluntarily agree to participate. Attendees at a Mediation Only session should include the parent(s), LEA representative(s) who has the authority to make decisions, and a mediator. An interpreter may be required if a parent requests one. A parent or an LEA/district may be accompanied and advised by non-attorney representatives. Attorneys or other independent contractors used to provide legal advocacy services may not participate in the Mediation Only conference.

A Mediation Only conference is scheduled by an OAH Administrative Law Judge (ALJ) within fifteen (15) days of receipt of the request, and at a time and place reasonably convenient to both parties. If a resolution is reached, both parties execute a legally binding written agreement, which also states that conference discussions are confidential and may not be used in any subsequent request for due process hearing. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the Mediation Only conference has the option of filing a request for due process hearing. The mediator may assist the parties in specifying any unresolved issues to be included in the hearing request.

Mediation and Due Process Hearing

Each party in a request for due process hearing shall be notified by the California Department of Education (CDE) and offered a formal mediation as a means of resolving the complaint. Should the parties agree to mediate, written confirmation shall be sent indicating the time and place of the mediation conference. A mediation session must be held within 15 days of filing a request for due process hearing.

Attorneys and advocates are permitted to participate in mediation conferences scheduled upon the filing of a request for due process hearing. A qualified, impartial mediator is appointed when mediation is agreed upon. This person must be trained in effective mediation techniques. During the mediation session, the neutral mediator facilitates communication between the parent(s) and the LEA/district. All parties are involved in the decision making.

If mediation yields an agreement by both parties, the mediation results are documented in a binding settlement agreement and signed by the involved parties. All discussions in mediation sessions are automatically confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding. The mediator confirms that the agreement is consistent with all applicable laws and regulations.

A copy of the mediation agreement is sent to each party involved. The compliance status of the LEA/district will revert to noncompliance if they do not perform the provisions of the mediation agreement within the time specified.

If mediation (either Mediation Only or mediation as part of a request for due process hearing) does not yield an agreement by both parties, either party may move forward with the formal due process hearing request.

Elements and Timeline of a Request for Due Process Hearing

- I. Initiation of Due Process Hearing
 - A. If a parent desires a due process hearing to dispute any educational decision by an LEA/district covered under due process guidelines, parent shall submit a written hearing request to Office of Administrative Hearings (OAH) and the LEA/district. If a hearing request is submitted by a parent or adult student directly to an LEA/district, the request must immediately be forwarded to the Office of Administrative Hearings.
OAH letter confirms receipt of request, and informs parent and LEA/district of dates of mediation conference, and due process hearing.
 - B. LEA/district determines if they believe request for due process hearing meets requirements of IDEA 2004, which include:
 - a. Child's name, address and school of attendance;

El Dorado County Charter SELPA Procedural Guidelines

- b. A description of the problem with specific related facts; and
- c. A proposed resolution with specific related facts

If a request for due process hearing is determined by the LEA/district to be valid, the LEA/district must, within 10 calendar days, provide a written response to the complaint to the parent which specifically addresses:

- a. Why the action subject to dispute was proposed or rejected;
- b. Includes a description of the other options considered and the reason for rejection;
- c. The basis of the action; and
- d. All relevant factors related to the decision

LEA/district may file a motion to dismiss the request for due process hearing if the LEA/district deems the complaint to be insufficient.

- C. An administrator or designee may meet informally with parents as soon as possible after receipt of request for due process hearing to address concerns raised in the request. An IEP team meeting may be scheduled as necessary to discuss concerns and any potential changes to FAPE based on the needs of the student and the concerns which resulted in the request for due process hearing.
- D. If concern(s) remain(s) unresolved, the administrator or designee may inform parent:
 - a. The LEA/district would like to participate in a resolution session;
 - b. The LEA/district would like to move forward to mediation;
 - c. The LEA/district waives the mediation conference and is proceeding directly to the due process hearing before a State Hearing Officer.

II. Resolution Session

- A. The LEA/district is required to offer a resolution session (Alternative Dispute Resolution (ADR)) to be held within 15 days of their receipt of the request for due process hearing. When the LEA/district files for Mediation Only or a due process hearing, a resolution session is not required to be offered, but may still be scheduled.
- B. If agreement is reached at the resolution session within the timeline, OAH must be notified to remove the matter from hearing. Sample forms may be found at:
<http://www.documents.dgs.ca.gov/oah/SE/Forms/OAH%2069,%20rev.%2003-10.pdf>
<http://www.documents.dgs.ca.gov/oah/SE/Forms/OAH%2068,%20rev.%2007-08.pdf>
- C. An IEP meeting may be scheduled as needed to document any changes to the IEP document agreed upon in the resolution session.
- D. If concern(s) remain(s) unresolved after the resolution session is held, the administrator or designee may inform the parent that either:
 - a. The LEA/district will participate in a mediation conference; or
 - b. The LEA/district waives the mediation conference and is proceeding directly to the due process hearing before a state hearing officer.

III. Mediation Conference

- A. A mediation conference will be held if the parent and/or LEA/district do not waive the conference. The parents and LEA/district have the right to request a mediation conference at any point during the hearing process.

El Dorado County Charter SELPA Procedural Guidelines

- B. If the parties attending mediation come to agreement, the decisions are documented in a mediation agreement. Attorneys and advocates are permitted to participate in mediation conferences.
- C. An IEP team meeting is scheduled as soon as possible to incorporate pertinent agreement elements into the IEP.
- D. If concern(s) unresolved through mediation, OAH lists unresolved issue(s) as the basis for due process hearing and sets hearing date and place convenient for both parties.

IV. Due Process Hearing

- A. A due process hearing must be completed within 30 days of the mediation conference or within 45 days of receipt of request for due process hearing if the mediation conference is waived.
- B. OAH assigns a state hearing officer who is knowledgeable of administrative hearing procedures.
- C. All evidence (written documentation and list of witnesses) shall be exchanged by parent and LEA/district 5 days prior to due process hearing. The party requesting the due process hearing shall not be allowed to raise issues that were not raised in the request for due process hearing, unless the other party agrees otherwise.
- D. During the hearing proceedings, the student is to remain in his or her last agreed upon educational placement, including agreed upon services and setting, unless the LEA/district and the parent agree otherwise.
- E. Hearing proceedings will be recorded verbatim and both parties will be given access to the recording. All testimony shall be given under oath or affirmation. A hearing is conducted in English with an interpreter provided when necessary. The decision of the OAH hearing officer shall be written in English and, as appropriate, the primary language of parent and mailed to both parties involved in the hearing. Both parties are given notice of rights and an explanation of the procedure for appealing the hearing decision to a court of competent jurisdiction
- F. An LEA/district must continue to meet IEP timelines and FAPE obligations during the period of any due process proceedings and until resolution is reached. This means that an LEA/district must continue to offer FAPE by convening IEP meetings during due process proceedings, even though the parents may not consent.
- G. If an LEA/district does not intend to appeal the decision made in due process hearing, it should implement the decision as soon as possible, and in any event, within a reasonable amount of time.



SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES

1. Free Appropriate Public Education 20 *United States Code (USC)* Section (§) 1412 (a)(1)

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. Full Educational Opportunity 20 *USC* § 1412 (a)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. Child Find 20 *USC* § 1412 (a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 *USC* § 1412 (a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least Restrictive Environment 20 USC § 1412 (a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. Procedural Safeguards 20 USC § 1412 (a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. Evaluation 20 USC § 1412 (a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality 20 USC § 1412 (a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. Part C, Transition 20 USC § 1412 (a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. Private Schools 20 USC § 1412 (a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local Compliance Assurances 20 USC § 1412 (a)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

12. Interagency 20 USC § 1412 (a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance 20 USC § 1412 (a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications 20 USC § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators 20 USC § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in Assessments 20 USC § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. Public Participation 20 USC § 1412 (a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of Construction 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. State Advisory Panel 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. Access to Instructional Materials 20 USC § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. Data 20 USC § 1418 (a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. Charter Schools EC 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

Alpha Public Schools - Cornerstone Academy
(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this 8 day of December, 2016.

Yeas: 7 Nays: 0

Signed: [Signature]

Title: Charter CEO
Charter CEO/Charter Governing Board Secretary (or use appropriate title)

SELPA ADDITIONAL ASSURANCES.

Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and his/her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances

12/8/16

Signature of Applicant CEO/Director:

[Handwritten Signature]
Name

12/12/16
Date



Student Success Team (SST) Plan Round 1

Purpose: This form documents interventions planned and results of interventions implements. White areas are to be completed at the SST intervention planning meeting. Gold areas are to be completed before follow-up SST meeting. This meeting must be held NO EARLIER than four (4) weeks after SST 1. Six (6) week cycles is ideal.

STUDENT INFORMATION		Date: _____
Student: _____		Grade: _____
Referring Teacher: _____		EL Proficiency level: _____
Please attach the following:		
<input type="checkbox"/> SST Initial Referral form	<input type="checkbox"/> Any other data or relevant paperwork	
<input type="checkbox"/> Sample of student's work in areas of concern		
<input type="checkbox"/> Historical Grades		
<input type="checkbox"/> Discipline Data		
CONCERN #1		
Describe Concern:		
Goal to Address Concern:		
DIFFERENTIATION & INTERVENTION STRATEGIES to be implemented to address above concerns		
Strategy	Frequency	Duration
Staff responsible for intervention:	Review Date:	
INTERVENTION DATA: Performance Score or Behavioral Frequency <u>After</u> Implementation of Intervention(s)		
Data Source (e.g. F&P, MAP, Kickboard, Unit Tests, etc.)	Progress at 3 weeks	Progress at 6 weeks

Comments:

CONCERN #2

Describe Concern:

Goal to Address Concern:

DIFFERENTIATION & INTERVENTION STRATEGIES to be implemented to address above concerns

Strategy	Frequency	Duration

Staff responsible for intervention:

Review Date:

INTERVENTION DATA: Performance Score or Behavioral Frequency After Implementation of Intervention(s)

Data Source (e.g. F&P, MAP, Kickboard, Unit Tests, etc.)	Progress at 3 weeks	Progress at 6 weeks

Comments:

Date of SST meeting:

Team members:

Parent Signature:

(parent/guardian) _____ consent do not consent
to this intervention plan.

Parent signature: _____ Date: _____

NEXT STEPS (To be completed by SST Coordinator):

- Schedule Follow Up meeting no sooner than 4 weeks .

Date Scheduled for: _____

- Review plan with ALL staff involved with child's SST implementation.
- If parent was not present at meeting, inform parent about intervention meeting and intervention plan.

FOLLOW-UP SST MEETING

Meeting Date:

Comments / Notes about SST Interventions and effectiveness:

Next steps:

- Student has made significant growth. Team agrees student no longer requires SST interventions.
- Interventions were successful and will continue.
- Interventions were not successful. New SST plan has been developed and follow-up SST meeting scheduled.
Follow-up meeting date: _____ (No sooner than 4 weeks)
- Refer for Special Education Assessment (*School Psychologist and DoSE must be present*)
- Refer for 504 Assessment (*School Psychologist or Assistant Principal/504 Coordinator*)
- Other: _____

School Staff Present (names and titles):

_____	_____
_____	_____
_____	_____
_____	_____

Parent / Guardian in attendance:

Parent signature: _____

Date: _____



Student Success Team (SST) Initial Student Referral

Purpose: This form is completed by the grade level team to document information about the student and to share information with the parent. Attach work samples as needed.

STUDENT IDENTIFYING INFORMATION		
Student:	Grade:	DOB:
Referring Teacher(s):		
Date Referral Form Completed:		

Section 1: STUDENT STRENGTHS

- | | | |
|---|--|--|
| <input type="checkbox"/> Able to problem solve
<input type="checkbox"/> Articulates feelings/needs
<input type="checkbox"/> Asks for help
<input type="checkbox"/> Attentive in class
<input type="checkbox"/> Cooperates with others
<input type="checkbox"/> Demonstrates sense of humor | <input type="checkbox"/> Enjoys math
<input type="checkbox"/> Enjoys reading
<input type="checkbox"/> Enjoys writing
<input type="checkbox"/> Follows Directions
<input type="checkbox"/> Helpful to others
<input type="checkbox"/> Listens well | <input type="checkbox"/> Makes / maintains friendships
<input type="checkbox"/> Negotiates / compromises
<input type="checkbox"/> Participates in class
<input type="checkbox"/> Regular attendance

Other: |
|---|--|--|

Section 2: GENERAL DATA

Current Grades:

Subject (Current Class Average)	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA ()				
For ELA (circle one) <i>Reading is stronger</i> <i>Writing is stronger</i> <i>Reading/Writing are about the same</i>				
Math ()				
Science ()				
Social Studies ()				

Historic Grades (in current school), copy/paste table as needed:

Class	Quarter 1	Quarter 2	Quarter 3	Quarter 4

IF STUDENT IS EL: Historic CELDT / ELPAC Levels (include number score and proficiency level – e.g. 3-Intermediate)

Grade	Overall	Listening	Speaking	Reading	Writing

Historic SBAC or CST Scores:

Grade	ELA	Math	Science

MAP Data:

Grade	ELA RIT and Percentile (Fall)	ELA RIT and Percentile (Spring)	Math RIT and Percentile (Fall)	Math RIT and Percentile (Spring)

Other School-wide data (Reading data, behavior data, etc):

Grade	School-wide Assessment	Results	Notes

Health Screenings:

	Date	Pass/Fail	Notes (if any, from file or teachers)
Vision			
Hearing			

Information from Cumulative File (read through all sections of cumulative file carefully):

Relevant Background Information:	
Relevant Health Information	
Any Previous SSTs?	Date of Previous SST (if applicable):
Notes from Previous SSTs:	
Any other relevant notes from cumulative file:	

Section 3: AREAS OF CONCERN

Area(s) of Concern <i>(list subjects):</i>
Describe Concern(s):
Contributory Factor(s):
Attendance + Motivation:
Root Cause Analysis (what core curricular skills are lacking):

Section 4: DIFFERENTIATION STRATEGIES *(what have teachers already been doing? List Tier 1 strategies **currently** being used in the general education classroom to address above concerns)*

Strategy <i>(Tier 1 – currently used in general education classroom)</i>	Setting(s) <i>In which classes</i>	Frequency <i>How often</i>	Duration <i>For how long</i>	Length of Use
Describe general outcome(s) of above differentiation strategies:				

Section 5: ADDITIONAL INFORMATION

Previous parent contact about your concerns:

Date	Type of contact (phone, note, email, in-person)	Notes

(This section to be filled out at first SST meeting)

Input from / concerns of parent:
Background / Health Information from parent:
Input from student (if present):



Introduction to the Student Success Team (SST)

The Student Success Team (SST) is a multi-tiered process of understanding a student's strengths and needs in order to better identify supports and interventions to assist that child in making growth. The interventions can be targeted towards concerns about a student's academic and/or behavioral needs. In an SST, a team uses data to identify goals and specific interventions targeted to an individual student's needs to be implemented over a specific period of time. The team reconvenes to evaluate the effectiveness of the targeted interventions and to identify the appropriate next steps for that student to meet his/her goals.

The SST process is an important component for a school's Response to Intervention (RTI) program that, in addition to producing better results for students, develops the capacity of teachers to better differentiate for their classroom and students. The SST process is an important tool to address three essential questions:

- Are we serving the kids who need us the most?
- Are our children progressing and achieving academically?
- Are our students staying with us?

Some essential understandings:

- The SST differs from a general education small group structure because teachers identify needs for a particular student and appropriate interventions unique for that student rather than planning a small group and identifying who can benefit.
- All team members play an important role in identifying supports for a student.
- Interventions can vary from child to child. Differentiation strategies should be considered to address the identified needs of a student. These interventions can occur in a variety of settings, including during a class period or during an RTI block. Interventions vary, and can include a differentiation strategy or a specific intervention program.
- Data is an essential component of this process.
- Progress monitoring happens throughout the process, not just at the end of the cycle.
- The SST process is not a direct pathway to special education, and does not exist solely as a way to refer kids to Special Education.

The SST Process:

1. Teacher actively engages in and accesses Tier 1 and 2 supports for students in need, including the MTSS Team Process
2. Grade level team (can just be partner teachers) work together to fill out an [SST Referral Form](#) and send to the Director of Special Education
 - a. Students may be referred for an SST when:
 - i. It is recommended by a coach, Director of Special Education, Director of Social-Emotional Learning, or an Assistant Principal
 - ii. A student has hit one of Alpha's academic, behavioral, or mental health Tier 3 Triggers
 - iii. Multiple iterations of the MTSS Team/Tier 2 Interventions have been unsuccessful
 - iv. A parent makes a written request for evaluation (with a small number of exceptions)
3. Director of Special Education will schedule an initial SST meeting (including parents)
4. Team creates an individualized intervention plan
5. Progress is monitored informally on a daily basis, and on a formal basis at 3 and 6 weeks
6. Team re-meets between 4 and 6 weeks to review the plan and decide on next steps
7. Steps 4-6 are repeated until:
 - a. Student is exited from the SST Process
 - b. Student is referred to the Assistant Principal for a 504 Plan
 - c. Student is referred to the School Psychologist for a special education assessment

Year	Month	Day	Week	Day of Week	Event	Activity	Start Time	End Time	Location	Notes	Approved by	Signature
2019	01	01	1	Monday								
2019	01	02	2	Tuesday								
2019	01	03	3	Wednesday								
2019	01	04	4	Thursday								
2019	01	05	5	Friday								
2019	01	06	6	Saturday								
2019	01	07	7	Sunday								
2019	01	08	8	Monday								
2019	01	09	9	Tuesday								
2019	01	10	10	Wednesday								
2019	01	11	11	Thursday								
2019	01	12	12	Friday								
2019	01	13	13	Saturday								
2019	01	14	14	Sunday								
2019	01	15	15	Monday								
2019	01	16	16	Tuesday								
2019	01	17	17	Wednesday								
2019	01	18	18	Thursday								
2019	01	19	19	Friday								
2019	01	20	20	Saturday								
2019	01	21	21	Sunday								
2019	01	22	22	Monday								
2019	01	23	23	Tuesday								
2019	01	24	24	Wednesday								
2019	01	25	25	Thursday								
2019	01	26	26	Friday								
2019	01	27	27	Saturday								
2019	01	28	28	Sunday								
2019	01	29	29	Monday								
2019	01	30	30	Tuesday								
2019	01	31	31	Wednesday								
2019	02	01	1	Thursday								
2019	02	02	2	Friday								
2019	02	03	3	Saturday								
2019	02	04	4	Sunday								
2019	02	05	5	Monday								
2019	02	06	6	Tuesday								
2019	02	07	7	Wednesday								
2019	02	08	8	Thursday								
2019	02	09	9	Friday								
2019	02	10	10	Saturday								
2019	02	11	11	Sunday								
2019	02	12	12	Monday								
2019	02	13	13	Tuesday								
2019	02	14	14	Wednesday								
2019	02	15	15	Thursday								
2019	02	16	16	Friday								
2019	02	17	17	Saturday								
2019	02	18	18	Sunday								
2019	02	19	19	Monday								
2019	02	20	20	Tuesday								
2019	02	21	21	Wednesday								
2019	02	22	22	Thursday								
2019	02	23	23	Friday								
2019	02	24	24	Saturday								
2019	02	25	25	Sunday								
2019	02	26	26	Monday								
2019	02	27	27	Tuesday								
2019	02	28	28	Wednesday								
2019	02	29	29	Thursday								
2019	02	30	30	Friday								
2019	03	01	1	Saturday								
2019	03	02	2	Sunday								
2019	03	03	3	Monday								
2019	03	04	4	Tuesday								
2019	03	05	5	Wednesday								
2019	03	06	6	Thursday								
2019	03	07	7	Friday								
2019	03	08	8	Saturday								
2019	03	09	9	Sunday								
2019	03	10	10	Monday								
2019	03	11	11	Tuesday								
2019	03	12	12	Wednesday								
2019	03	13	13	Thursday								
2019	03	14	14	Friday								
2019	03	15	15	Saturday								
2019	03	16	16	Sunday								
2019	03	17	17	Monday								
2019	03	18	18	Tuesday								
2019	03	19	19	Wednesday								
2019	03	20	20	Thursday								
2019	03	21	21	Friday								
2019	03	22	22	Saturday								
2019	03	23	23	Sunday								
2019	03	24	24	Monday								
2019	03	25	25	Tuesday								
2019	03	26	26	Wednesday								
2019	03	27	27	Thursday								
2019	03	28	28	Friday								
2019	03	29	29	Saturday								
2019	03	30	30	Sunday								
2019	03	31	31	Monday								
2019	04	01	1	Tuesday								
2019	04	02	2	Wednesday								
2019	04	03	3	Thursday								
2019	04	04	4	Friday								
2019	04	05	5	Saturday								
2019	04	06	6	Sunday								
2019	04	07	7	Monday								
2019	04	08	8	Tuesday								
2019	04	09	9	Wednesday								
2019	04	10	10	Thursday								
2019	04	11	11	Friday								
2019	04	12	12	Saturday								
2019	04	13	13	Sunday								
2019	04	14	14	Monday								
2019	04	15	15	Tuesday								
2019	04	16	16	Wednesday								
2019	04	17	17	Thursday								
2019	04	18	18	Friday								
2019	04	19	19	Saturday								
2019	04	20	20	Sunday								
2019	04	21	21	Monday								
2019	04	22	22	Tuesday								
2019	04	23	23	Wednesday								
2019	04	24	24	Thursday								
2019	04	25	25	Friday								
2019	04	26	26	Saturday								
2019	04	27	27	Sunday								
2019	04	28	28	Monday								
2019	04	29	29	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019	04	30	30	Monday								
2019	04	30	30	Tuesday								
2019	04	30	30	Wednesday								
2019	04	30	30	Thursday								
2019	04	30	30	Friday								
2019	04	30	30	Saturday								
2019	04	30	30	Sunday								
2019												

Year	Month	Day	Event	Location	Time	Duration	Cost	Revenue	Profit	Notes
2023	Jan	1	Event 1	Location 1	10:00	2h	100	0	-100	Event 1 details
2023	Jan	2	Event 2	Location 2	15:00	1h	50	0	-50	Event 2 details
2023	Jan	3	Event 3	Location 3	09:00	3h	150	0	-150	Event 3 details
2023	Jan	4	Event 4	Location 4	12:00	1h	75	0	-75	Event 4 details
2023	Jan	5	Event 5	Location 5	18:00	2h	120	0	-120	Event 5 details
2023	Jan	6	Event 6	Location 6	11:00	1h	60	0	-60	Event 6 details
2023	Jan	7	Event 7	Location 7	14:00	2h	110	0	-110	Event 7 details
2023	Jan	8	Event 8	Location 8	16:00	1h	80	0	-80	Event 8 details
2023	Jan	9	Event 9	Location 9	08:00	3h	140	0	-140	Event 9 details
2023	Jan	10	Event 10	Location 10	13:00	1h	90	0	-90	Event 10 details
2023	Jan	11	Event 11	Location 11	17:00	2h	130	0	-130	Event 11 details
2023	Jan	12	Event 12	Location 12	10:00	1h	70	0	-70	Event 12 details
2023	Jan	13	Event 13	Location 13	14:00	2h	115	0	-115	Event 13 details
2023	Jan	14	Event 14	Location 14	16:00	1h	85	0	-85	Event 14 details
2023	Jan	15	Event 15	Location 15	09:00	3h	145	0	-145	Event 15 details
2023	Jan	16	Event 16	Location 16	12:00	1h	75	0	-75	Event 16 details
2023	Jan	17	Event 17	Location 17	18:00	2h	125	0	-125	Event 17 details
2023	Jan	18	Event 18	Location 18	11:00	1h	65	0	-65	Event 18 details
2023	Jan	19	Event 19	Location 19	15:00	2h	110	0	-110	Event 19 details
2023	Jan	20	Event 20	Location 20	17:00	1h	80	0	-80	Event 20 details
2023	Jan	21	Event 21	Location 21	08:00	3h	140	0	-140	Event 21 details
2023	Jan	22	Event 22	Location 22	13:00	1h	90	0	-90	Event 22 details
2023	Jan	23	Event 23	Location 23	17:00	2h	130	0	-130	Event 23 details
2023	Jan	24	Event 24	Location 24	10:00	1h	70	0	-70	Event 24 details
2023	Jan	25	Event 25	Location 25	14:00	2h	115	0	-115	Event 25 details
2023	Jan	26	Event 26	Location 26	16:00	1h	85	0	-85	Event 26 details
2023	Jan	27	Event 27	Location 27	09:00	3h	145	0	-145	Event 27 details
2023	Jan	28	Event 28	Location 28	12:00	1h	75	0	-75	Event 28 details
2023	Jan	29	Event 29	Location 29	18:00	2h	125	0	-125	Event 29 details
2023	Jan	30	Event 30	Location 30	11:00	1h	65	0	-65	Event 30 details
2023	Jan	31	Event 31	Location 31	15:00	2h	110	0	-110	Event 31 details
2023	Feb	1	Event 32	Location 32	17:00	1h	80	0	-80	Event 32 details
2023	Feb	2	Event 33	Location 33	08:00	3h	140	0	-140	Event 33 details
2023	Feb	3	Event 34	Location 34	13:00	1h	90	0	-90	Event 34 details
2023	Feb	4	Event 35	Location 35	17:00	2h	130	0	-130	Event 35 details
2023	Feb	5	Event 36	Location 36	10:00	1h	70	0	-70	Event 36 details
2023	Feb	6	Event 37	Location 37	14:00	2h	115	0	-115	Event 37 details
2023	Feb	7	Event 38	Location 38	16:00	1h	85	0	-85	Event 38 details
2023	Feb	8	Event 39	Location 39	09:00	3h	145	0	-145	Event 39 details
2023	Feb	9	Event 40	Location 40	12:00	1h	75	0	-75	Event 40 details
2023	Feb	10	Event 41	Location 41	18:00	2h	125	0	-125	Event 41 details
2023	Feb	11	Event 42	Location 42	11:00	1h	65	0	-65	Event 42 details
2023	Feb	12	Event 43	Location 43	15:00	2h	110	0	-110	Event 43 details
2023	Feb	13	Event 44	Location 44	17:00	1h	80	0	-80	Event 44 details
2023	Feb	14	Event 45	Location 45	08:00	3h	140	0	-140	Event 45 details
2023	Feb	15	Event 46	Location 46	13:00	1h	90	0	-90	Event 46 details
2023	Feb	16	Event 47	Location 47	17:00	2h	130	0	-130	Event 47 details
2023	Feb	17	Event 48	Location 48	10:00	1h	70	0	-70	Event 48 details
2023	Feb	18	Event 49	Location 49	14:00	2h	115	0	-115	Event 49 details
2023	Feb	19	Event 50	Location 50	16:00	1h	85	0	-85	Event 50 details
2023	Feb	20	Event 51	Location 51	09:00	3h	145	0	-145	Event 51 details
2023	Feb	21	Event 52	Location 52	12:00	1h	75	0	-75	Event 52 details
2023	Feb	22	Event 53	Location 53	18:00	2h	125	0	-125	Event 53 details
2023	Feb	23	Event 54	Location 54	11:00	1h	65	0	-65	Event 54 details
2023	Feb	24	Event 55	Location 55	15:00	2h	110	0	-110	Event 55 details
2023	Feb	25	Event 56	Location 56	17:00	1h	80	0	-80	Event 56 details
2023	Feb	26	Event 57	Location 57	08:00	3h	140	0	-140	Event 57 details
2023	Feb	27	Event 58	Location 58	13:00	1h	90	0	-90	Event 58 details
2023	Feb	28	Event 59	Location 59	17:00	2h	130	0	-130	Event 59 details
2023	Feb	29	Event 60	Location 60	10:00	1h	70	0	-70	Event 60 details
2023	Feb	30	Event 61	Location 61	14:00	2h	115	0	-115	Event 61 details
2023	Feb	31	Event 62	Location 62	16:00	1h	85	0	-85	Event 62 details
2023	Mar	1	Event 63	Location 63	09:00	3h	145	0	-145	Event 63 details
2023	Mar	2	Event 64	Location 64	12:00	1h	75	0	-75	Event 64 details
2023	Mar	3	Event 65	Location 65	18:00	2h	125	0	-125	Event 65 details
2023	Mar	4	Event 66	Location 66	11:00	1h	65	0	-65	Event 66 details
2023	Mar	5	Event 67	Location 67	15:00	2h	110	0	-110	Event 67 details
2023	Mar	6	Event 68	Location 68	17:00	1h	80	0	-80	Event 68 details
2023	Mar	7	Event 69	Location 69	08:00	3h	140	0	-140	Event 69 details
2023	Mar	8	Event 70	Location 70	13:00	1h	90	0	-90	Event 70 details
2023	Mar	9	Event 71	Location 71	17:00	2h	130	0	-130	Event 71 details
2023	Mar	10	Event 72	Location 72	10:00	1h	70	0	-70	Event 72 details
2023	Mar	11	Event 73	Location 73	14:00	2h	115	0	-115	Event 73 details
2023	Mar	12	Event 74	Location 74	16:00	1h	85	0	-85	Event 74 details
2023	Mar	13	Event 75	Location 75	09:00	3h	145	0	-145	Event 75 details
2023	Mar	14	Event 76	Location 76	12:00	1h	75	0	-75	Event 76 details
2023	Mar	15	Event 77	Location 77	18:00	2h	125	0	-125	Event 77 details
2023	Mar	16	Event 78	Location 78	11:00	1h	65	0	-65	Event 78 details
2023	Mar	17	Event 79	Location 79	15:00	2h	110	0	-110	Event 79 details
2023	Mar	18	Event 80	Location 80	17:00	1h	80	0	-80	Event 80 details
2023	Mar	19	Event 81	Location 81	08:00	3h	140	0	-140	Event 81 details
2023	Mar	20	Event 82	Location 82	13:00	1h	90	0	-90	Event 82 details
2023	Mar	21	Event 83	Location 83	17:00	2h	130	0	-130	Event 83 details
2023	Mar	22	Event 84	Location 84	10:00	1h	70	0	-70	Event 84 details
2023	Mar	23	Event 85	Location 85	14:00	2h	115	0	-115	Event 85 details
2023	Mar	24	Event 86	Location 86	16:00	1h	85	0	-85	Event 86 details
2023	Mar	25	Event 87	Location 87	09:00	3h	145	0	-145	Event 87 details
2023	Mar	26	Event 88	Location 88	12:00	1h	75	0	-75	Event 88 details
2023	Mar	27	Event 89	Location 89	18:00	2h	125	0	-125	Event 89 details
2023	Mar	28	Event 90	Location 90	11:00	1h	65	0	-65	Event 90 details
2023	Mar	29	Event 91	Location 91	15:00	2h	110	0	-110	Event 91 details
2023	Mar	30	Event 92	Location 92	17:00	1h	80	0	-80	Event 92 details
2023	Mar	31	Event 93	Location 93	08:00	3h	140	0	-140	Event 93 details
2023	Apr	1	Event 94	Location 94	13:00	1h	90	0	-90	Event 94 details
2023	Apr	2	Event 95	Location 95	17:00	2h	130	0	-130	Event 95 details
2023	Apr	3	Event 96	Location 96	10:00	1h	70	0	-70	Event 96 details
2023	Apr	4	Event 97	Location 97	14:00	2h	115	0	-115	Event 97 details
2023	Apr	5	Event 98	Location 98	16:00	1h	85	0	-85	Event 98 details
2023	Apr	6	Event 99	Location 99	09:00	3h	145	0	-145	Event 99 details
2023	Apr	7	Event 100	Location 100	12:00	1h	75	0	-75	Event 100 details
2023	Apr	8	Event 101	Location 101	18:00	2h	125	0	-125	Event 101 details
2023	Apr	9	Event 102	Location 102	11:00	1h	65	0	-65	Event 102 details
2023	Apr	10	Event 103	Location 103	15:00	2h	110	0	-110	Event 103 details
2023	Apr	11	Event 104	Location 104	17:00	1h	80	0	-80	Event 104 details
2023	Apr	12	Event 105	Location 105	08:00	3h	140	0	-140	Event 105 details
2023	Apr	13	Event 106	Location 106	13:00	1h	90	0	-90	Event 106 details
2023	Apr	14	Event 107	Location 107	17:00	2h	130	0	-130	Event 107 details
2023	Apr	15	Event 108	Location 108	10:00	1h	70	0	-70	Event 108 details
2023	Apr	16	Event 109	Location 109	14:00	2h	115	0	-115	Event 109 details
2023	Apr	17	Event 110	Location 110	16:00	1h	85	0	-85	Event 110 details
2023	Apr	18	Event 111	Location 111	09:00	3h	145	0	-145	Event 111 details
2023	Apr	19	Event 112	Location 112	12:00	1h	75	0	-75	Event 112 details
2023	Apr	20	Event 113	Location 113	18:00	2h	125	0	-125	Event 113 details
2023	Apr	21	Event 114	Location 114	11:00	1h	65	0	-65	Event 114 details
2023	Apr	22	Event 115	Location 115	15:00	2h	110	0	-110	Event 115 details
2023	Apr	23	Event 116	Location 116	17:00	1h	80	0	-80	Event 116 details
2023	Apr	24	Event 117	Location 117	08:00	3h	140	0	-140	Event 117 details
2023	Apr	25	Event 118	Location 118	13:00	1h	90	0	-90	Event 118 details
2023	Apr	26	Event 119	Location 119	17:00	2h	130	0	-130	Event 119 details
2023	Apr	27	Event 120	Location 120	10:00	1h	70	0	-70	Event 120 details
2023	Apr	28	Event 121	Location 121	14:00	2h	115	0	-115	Event 121 details
2023	Apr	29	Event 122	Location 122	16:00	1h	85	0	-85	Event 122 details
2023	Apr	30	Event 123	Location 123	09:00	3h	145	0	-145	Event 123 details
2023	Apr	31	Event 124	Location 124	12:00	1h	75	0	-75	Event 124 details
2023	May	1	Event 125	Location 125	18:00	2h	125	0	-125	Event 125 details
2023	May	2	Event 126	Location 126	11:00	1h	65	0	-65	Event 126 details
2023	May	3	Event 127	Location 127	15:00	2h	110	0	-110	Event 127 details
2023	May	4	Event 128	Location 128	17:00	1h	80	0	-80	Event 128 details
2023	May	5	Event 129	Location 129	08:00	3h	140	0	-140	Event 129 details
2023	May	6	Event 130	Location 130	13:00	1h	90	0	-90	Event 130 details
2023	May	7	Event 131	Location 131	17:00	2h	130	0	-130	Event 131 details
2023	May	8	Event 132	Location 132	10:00	1h	70	0	-70	Event 132 details
2023	May	9	Event 133	Location 133	14:00	2h	115	0	-115	Event 133 details
2023										

Quarter 1				Assessment	Resources				
Questions on Lessons or SAS? Contact:				ET/Wkly Quiz	Classwork/LP	Power Point	Spiral Review/Fluency	Aligned IXL	Aligned Khan
Dates	Day	Wk	OBJECTIVE Lesson						
8/20/2018	M	1	6 Classroom Procedure/Intro to Ratios D1 Focus Standards Link Lesson Planning Tool		6 M01 SH				
8/21/2018	Tu	1	Illuminate Naming Conventions FALL MAP TESTING SBAC Summative Assessment Blueprint						
8/22/2018	W	1	Wright Lead Planning Checklist FALL MAP TESTING						
8/23/2018	Th	1	6 RP A.1 6 Classroom Procedure/Intro to Ratios D2		6 M02 SH			6 M01 IXL SH	
8/24/2018	F	1	6 RP A.3a Lesson 1: Ratios		6 M1L1 SH			6 R.1 Write a Ratio	
8/25/2018	Sa		FOA						
8/26/2018	S								
8/27/2018	M	2	Lesson 2: Ratios		6 M1L2 SH			6 R.2 Write a Ratio: Word Problems	
8/28/2018	Tu	2	Lesson 3: Equivalent Ratios		6 M1L3 SH			6 R.3 Identify Equivalent Ratios	
8/29/2018	W	2	Lesson 4: Equivalent Ratios		6 M1L4 SH			6 R.4 Write an Equation	
8/30/2018	Th	2	Lesson 5: Solving Problems Finding Equivalent Ratios		6 M1L5 SH	6M1 L05 PP		6 R.5 Ratio Tables	
8/31/2018	F	2	Quiz 1 Focus Standard: 6.RP.A1	6th Math Quiz W01 1819	6_M1_W01 R				Work on previous IXL skills
9/1/2018	Sa								
9/2/2018	S								
9/3/2018	M	3	LABOR DAY-NO SCHOOL						
9/4/2018	Tu	3	Lesson 6: Solving Problems Finding Equivalent Ratios		6 M1L6 SH			6 R.6 Equivalent Ratios: Word Problems	
9/5/2018	W	3	Lesson 7: Associated ratios and Value of a Ratio		6 M1L7 SH			6 I.4 Write Fractions in	
9/6/2018	Th	3	Lesson 8: Equivalent Ratios and the Value of a Ratio		6 M1L8 SH			6 R.8 Compare Ratio	
9/7/2018	F	3	Quiz 2 Focus Standard: 6.RP.A.3a	6Math Quiz W02 1819	6_M1_W02 R				Work on previous IXL skills
9/8/2018	Sa								
9/9/2018	S								
9/10/2018	M	4	Lesson 9: Tables of Equivalent Ratios		6 M1L9 SH				Work on previous IXL skills
9/11/2018	Tu	4	Lesson 10: The Structure of Ratio Tables: Additive & Multiplicative		6 M1L10 SH				Work on previous IXL skills
9/12/2018	W	4	Lesson 11: Comparing Ratios Using Ratio Tables		6 M1L11 SH				Work on previous IXL skills
9/13/2018	Th	4	Lesson 12: From Ratio Tables to Double Number Line Diagrams		6 M1L12 SH				Work on previous IXL skills
9/14/2018	F	4	Quiz 3 Focus Standard: 6.RP.A.3a	6Math Quiz W03 1819	6_M1_W03 R				Work on previous IXL skills
9/15/2018	Sa								
9/16/2018	S								
9/17/2018	M	5	Lesson 13: From Ratio Tables to Equations Using the Value of a Ratio		6 M1L13 SH				Work on previous IXL skills
9/18/2018	Tu	5	Lesson 14: From Ratio Tables, Equations, and Double Number Line Diagrams to Plots on the Coordinate Plane		6 M1L14 SH			4 I.2 Graph Points on a Coordinate Plane	
9/19/2018	W	5	Lesson 15: A Synthesis of Representations of Equivalent Ratio Collections		6 M1L15 SH				Work on previous IXL skills
9/20/2018	Th	5	M1 Topic A/B Quiz Review (Mid Module Assessment)	Review?					Work on previous IXL skills
9/21/2018	F	5	Quiz 4 Focus Standard: 6.RP.A.1 and 6.RP.A.3a (cumulative)	6Math Quiz W04 1819	6_M1_W04 R				Work on previous IXL skills
9/22/2018	Sa								
9/23/2018	S								
9/24/2018	M	6	Lesson 16: From Ratios to Rates		6 M1L16 SH			6 R.7 Unit rates and Equivalent Rates	
9/25/2018	Tu	6	Lesson 17: From Rates to Ratios		6 M1L17 SH			6 R.9 Unit Rates Word Problems	
9/26/2018	W	6	Lesson 18: Finding a Rate by Dividing Two Quantities		6 M1L18 SH				Work on previous unit rate IXL skills
9/27/2018	Th	6	Lesson 19: Comparison Shopping-Unit Price & Related Measurement Units		6 M1L19 SH			6 V.2 Unit Prices	
9/28/2018	F	6	Quiz 5 Module 1 Topic C Quiz Part 1/Remediation	6Math Quiz W05 1819	6_M1_W05 R				Work on previous unit rate IXL skills
9/29/2018	Sa								
9/30/2018	S								
10/1/2018	M	7	Lesson 20: Comparison Shopping-Unit Price & Related Measurement Units		6 M1L20 SH				
10/2/2018	Tu	7	Lesson 21: Getting the Job Done-Speed, Work, and Measurement Units		6 M1L21 SH				
10/3/2018	W	7	Lesson 22: Getting the Job Done-Speed, Work, and Measurement Units		6 M1L22 SH				
10/4/2018	Th	7	Lesson 23: Problem Solving Using Rates, Unit Rates, and Conversions		6 M1L23 SH				
10/5/2018	F	7	Quiz 6 Module 1 Topic C Quiz Part 2/Remediation	6_M1_W06	6_M1_W06 R				
10/6/2018	Sa								
10/7/2018	S								
10/8/2018	M	8	Lesson 24: Percent and Rates per 100		6M1L24 SH				
10/9/2018	Tu	8	Lesson 25: A Fraction as a Percent		6M1L25 SH				
10/10/2018	W	8	Lesson 26: Percent of a Quantity		6M1L26 SH				
10/11/2018	Th	8	Lesson 27: Solving Percent Problems		6M1L27 SH				
10/12/2018	F	8	Quiz 7: Solving Percent Problem	Quiz 7 Draft	6_M1_W07 R				
10/13/2018	Sa			IA1 Review Part 1					
10/14/2018	S			IA1 Review Part 2					
10/15/2018	M	9	Interim Review Day	IA1 Review Part 3	Teachers Create				
10/16/2018	Tu	9	Skills Assessed:						
10/17/2018	W	9	6.RP.A.1,						
10/18/2018	Th	9	6.RP.A.2,						
10/19/2018	F	9	6.RP.A.3						
10/20/2018	Sa		Possible Early Finisher Project P.1 small group/Khan/IXL/Teacher Created Handout						
10/21/2018	S								

Quarter 2				Assessment	Resources				
Dates	Day	Wk	OBJECTIVE Lesson	ET/Wkly Quiz	Classwork/LP	Power Point	Spiral Review/Fluency	Aligned IXL	Aligned Khan
10/22/2018	M	10	OCTOBER BREAK-NO SCHOOL						
10/23/2018	Tu	10	Lesson 1: Interpreting Division of a Fraction by a Whole Number		6M2L1 SH	6M2L1			
10/24/2018	W	10	Lesson 2: Interpreting Division Of a Whole Number by a Fraction		6M2L2 SH	6M2L2			
10/25/2018	Th	10	Lesson 3: Interpreting and Computing Division of a Fraction by a Fraction-More Models		6M2L3 SH	6M2L3			
10/26/2018	F	10	Quiz 8: Interpreting and Computing Division of a Fraction (by Fraction)	6 M2_W08					
10/27/2018	Sa								
10/28/2018	S								
10/29/2018	M	11	DATA DAY-NO STUDENTS						
10/30/2018	Tu	11	Lesson 4: Interpreting and Computing Division of a Fraction by a Fraction-More Models		6M2L4 SH	6M2L4			Khan Mappers
10/31/2018	W	11	Parent Conference-Half Day/ Lesson 7: The relationship Between Vis	6M2L7 SH	6M2L7	6M2L7	6M2L5		
11/1/2018	Th	11	Parent Conference-Half Day/Lesson 8: Dividing Fractions and Mixed	6M2L8 SH	6M2L8	6M2L8	6M2L6		
11/2/2018	F		M2 Topic A/B Review (M2 Mid-Unit Assessment/ recommended to mix	No WO this wk					
11/3/2018	Sa								
11/4/2018	S								
11/5/2018	M	12	Lesson 9: Sums and Differences of Decimals		6M2L9	6M2L9			Khan Mappers
11/6/2018	Tu	12	Lesson 10: The Distributive Property and Products of Decimals		6M2L10	6M2L10			Khan Mappers
11/7/2018	W	12	Lesson 11: Fraction Multiplication and Product of Decimals		6M2L11	6M2L11			Khan Mappers
11/8/2018	Th	12	M2 Topic A/B Review (M2 Mid-Unit Assessment)Rec. as a Review	Review?					
11/9/2018	F	12	Quiz 9 M2 Topic A/B Quiz	6M2W09					Khan Mappers
11/10/2018	Sa								
11/11/2018	S								
11/12/2018	M	13	VETERANS DAY- NO SCHOOL						
11/13/2018	Tu	13	Lesson 12: Estimating Digits in a Quotient		6M2L12				Khan Mappers
11/14/2018	W	13	Lesson 13: Dividing Multi-Digit Numbers Using the Algorithm		6M2L13				Khan Mappers
11/15/2018	Th	13	Lesson 14: The Division Algorithm--Converting Decimal Division into Whole Number Using Division		6M2L14				
11/16/2018	F	13	Quiz 10 Module 2 Topic C Quiz	6M2W010 Student	6M2W010				Khan Mappers
11/17/2018	Sa								
11/18/2018	S								
11/19/2018	M	14	THANKSGIVING BREAK-NO SCHOOL	Optional Thanksgiving Break Packet					
11/20/2018	Tu	14	FALL BREAK-NO SCHOOL						
11/21/2018	W	14	FALL BREAK-NO SCHOOL						
11/22/2018	Th	14	FALL BREAK-NO SCHOOL						
11/23/2018	F	14	FALL BREAK-NO SCHOOL						
11/24/2018	Sa								
11/25/2018	S								
11/26/2018	M	15	6 NS B.2 6 NS B.3		6M2L15				Khan Mappers
11/27/2018	Tu	15	Lesson 15: The Division Algorithm--Converting Decimal Division into Whole Number Division Using		6M2L16				Khan Mappers
11/28/2018	W	15	Lesson 16: Even and Odd Numbers		6M2L17				Khan Mappers
11/29/2018	Th	15	Lesson 17: Divisibility Tests for 3 and 9		6M2L18				Khan Mappers
11/30/2018	F	15	Lesson 18: Least Common Multiple and Greatest Common Factor		6M2L19				
12/1/2018	Sa		Quiz 11 Module 2 Topic D Quiz/Remediation	6M3W011 SH	M2W011				Khan Mappers

3/25/2019	M	32	6.EE.B.5	Module 4 Lesson 28: Two step equations - All operations		6M4L28				
3/26/2019	Tu	32	6.EE.B.6	Module 4 Lesson 30: One step problems in real-world		6M4L30				
3/27/2019	W	32	6.EE.B.7	Module 4 Lesson 31: Problems in mathematical terms		6M4L31				
3/28/2019	Th	32	6.EE.B.8	Module 4 Lesson 34: Writing and graphing inequalities in Real-World problems		6M4L34				
3/29/2019	F	32		DATA DAY-NO STUDENTS	N/A	N/A				
3/30/2019	Sa									
3/31/2019	S									
4/1/2019	M	33		Module 5 Lesson 1 The area of parallelograms through rectangle facts		6MSL1				
4/2/2019	Tu	33		Module 5 Lesson 2 The Area of Right Triangles		6MSL2				
4/3/2019	W	33	6.GA.1	Parent Conference-Half Day Module 5 Lesson 3: The area of acute triangles using height and Parent Conference-Half Day Module 5 Lesson 4: The area of all rectangles using height and b		6MSL3				I have decided to continue providing all of Module 5 to try and go as in depth on Geometry as possible. It is up to you and your school site if you will be continuing Modules or doing your own SBAC bootcamp. Due to deciding on Wednesday to go into Module 5 in depth, lessons are a little behind. The quiz and Lesson 4 will be updated by end of weekend. Thank you for understanding.
4/4/2019	Th	33				6MSL4				
4/5/2019	F	33	6.GA.3	Parent Conference-Half Day (Quiz 18)	6MSWK20	6MSWK20				
4/6/2019	Sa									
4/7/2019	S									
4/8/2019	M	34		SPRING BREAK-NO SCHOOL						
4/9/2019	Tu	34		SPRING BREAK-NO SCHOOL						
4/10/2019	W	34	Break Packet	SPRING BREAK-NO SCHOOL						
4/11/2019	Th	34		SPRING BREAK-NO SCHOOL						
4/12/2019	F	34		SPRING BREAK-NO SCHOOL						
4/13/2019	Sa									
4/14/2019	S									
4/15/2019	M	35	6.GA.3	Module 5 Lesson 5: Area through composition and decomposition		6MSL5				
4/16/2019	Tu	35		Module 5 Lesson 7: Distance on the Coordinate Plane		6MSL7				
4/17/2019	W	35		Module 5 Lesson 8: Drawing Polygons on Coordinate Planes		6MSL8				
4/18/2019	Th	35	6.GA.2	Module 5 Lesson 9: Determining Perimeter and Area of Polygons on a Coordinate Plane		6MSL9				
4/19/2019	F	35		Quiz 19: Focus Standard -	6MSWK21	6MSWK21				IF IT THERE WAS NO WAY TO MAKE THE SBAC QUESTIONS OUT OF YOUR WEIGHT TO THEM, ARE YOU USING AN EXTRA CREDIT?
4/20/2019	Sa									
4/21/2019	S									
4/22/2019	M	36		Module 5 Lesson 10: Distance, Perimeter, and Area in the Real-World		6MSL10				
4/23/2019	Tu	36		Module 5 Lesson 11: Volume with Fractional Edge Lengths and Unit Cubes		6MSL11				
4/24/2019	W	36	6.RP.A	Module 5 Lesson 12: From Unit Cubes to Formulas for Volume		6MSL12				
4/25/2019	Th	36		Module 5 Lesson 13: The formulas for Volume		6MSL13				
4/26/2019	F	36		Quiz 20: Focus Standard - 6.RP.A	6MSWK22	6MSWK22				
4/27/2019	Sa									
4/28/2019	S									
4/29/2019	M	37		Module 5 Lesson 14: Volume in the Real World		6MSL14				
4/30/2019	Tu	37		Module 5 Lesson 15: Representing Three-Dimensional Figures Using Nets		6MSL15				
5/1/2019	W	37	6.NS.A 6.NS.C	Module 5 Lesson 16: Constructing Nets		6MSL16				
5/2/2019	Th	37		Module 5 Lesson 17: From Nets to Surface Area		6MSL17				
5/3/2019	F	37		Quiz 21: Focus Standard - 6.NS.A and 6.NS.C	6MSWK23	6MSWK23				
5/4/2019	Sa									
5/5/2019	S									
5/6/2019	M	38		Module 5 Lesson 18: Determining Surface Area of Three-Dimensional Figures		6MSL18				
5/7/2019	Tu	38	6.EE.A 6.EE.B 6.EE.C	Module 5 Lesson 19: Surface Area and Volume in Real World		6MSL19				
5/8/2019	W	38		SBAC Online Practice Test Day 1: #'s 1-15	Online Practice Test	6SBACD1				
5/9/2019	Th	38		SBAC Online Practice Test Day 1: #'s 16-30	Online Practice Test	6SBACD2				
5/10/2019	F	38		Optional Quiz 22: Focus Standard - 6.EE.A, 6.EE.B, 6.EE.C	6MSWK24	6MSWK24				
5/11/2019	Sa			Online Practice Test						
5/12/2019	S									
5/13/2019	M	39		Complete any unfinished practice tests from 5/8 and 5/9	Online Practice Test	N/A				
5/14/2019	Tu	39		PT Practice- Geometry		G_PT_Blocks				
5/15/2019	W	39		PT Practice- Stats		S_PT_Pockets				
5/16/2019	Th	39		SBAC TESTING WINDOW						
5/17/2019	F	39		SBAC TESTING WINDOW						
5/18/2019	Sa									
5/19/2019	S									
5/20/2019	M	40		PT Practice- Ratio & Proportional Relationships		RP_PT_Truffles				
5/21/2019	Tu	40		PT Practice- Number Sense		NS_PT_Percent				
5/22/2019	W	40		PT Practice- Expressions and Equations		EE_PT_Gym				
5/23/2019	Th	40		SBAC TESTING WINDOW						
5/24/2019	F	40		SBAC TESTING WINDOW						
5/25/2019	Sa									
5/26/2019	S									
5/27/2019	M	41		MEMORIAL DAY-NO SCHOOL						
5/28/2019	Tu	41		Supplement Lesson: Probability Day 1 Skittles		6PD1				Note: From 5/28-6/7, resident teachers at BAMS have their two-week takeover. Bianca Wright's resident will be planning and executing lessons. I will provide lessons you are welcome to use these days that I have used in the past in lieu of Module 6, which is all about probability. Feel free to use these lessons or modify. Note that these lessons have not been updated from last year so you may want to modify the lessons to fit your classroom structure.
5/29/2019	W	41		Supplement Lesson: Probability Day 2 Coin Toss		6PD2				
5/30/2019	Th	41		Supplement Lesson: Probability Day 3 Spinners		6PD3				
5/31/2019	F	41		Supplement Lesson: Probability Day 4 Number Cards		6PD4				
6/1/2019	Sa									
6/2/2019	S									
6/3/2019	M	42		NWEA MAP Domain Review		MAP Review				
6/4/2019	Tu	42		SPRING MAP TESTING						
6/5/2019	W	42		SPRING MAP TESTING						
6/6/2019	Th	42		Geometry Project Day 1		GPD1_SH				
6/7/2019	F	42		BAMS 6th grade fieldtrip (teachers choose)		GPD2_SH				
6/8/2019	Sa									
6/9/2019	S									
6/10/2019	M	42		Finish Geometry Project		Finish Geometry Project				
6/11/2019	Tu	43		End of Year Activity		End of year activity				
6/12/2019	W	43		Last Day of School						

Questions on Lessons or SAS? Contact Jeremy Min (jmin@alphanpublicschools.org or 571-481-0224)

Quarter 1				Assessment	Resources					
Dates	Day	Wk	OBJECTIVE	Lesson	ET/Wkly Quiz	Classwork/LP	Power Point	Aligned IXL	REACH	Note
8/20/2018	M	1	FOI	Intro to Math, Classroom Procedures, and Expectations						Introduction
8/21/2018	Tu	1	Lesson Planning	FALL MAP TESTING						Testing Protocol Review
8/22/2018	W	1	SBAC Summative	FALL MAP TESTING						Testing Protocol Review
8/23/2018	Th	1	Focus Standards	Intro to Math, Classroom Procedures, and Expectations						Tape Diagram Review
8/24/2018	F	1		Intro to Math, Classroom Procedures, and Expectations						Integer Card Intro
8/25/2018	Sa									
8/26/2018	S			Unit 1: Number System (Module 2, Topic A,B, and C)			Procedure PP	IXL Tracker		
8/27/2018	M	2		Module 2 Topic A Lesson 1: Opposite Quantities Combine to Make Zero	ET #1-3	7U1_L01_CW	7M2_L01_PP	B.1		Prepare Integer Cards
8/28/2018	Tu	2	7.NS.A.1a 7.NS.A.1b 7.NS.A.1d	Module 2 Topic A Lesson 2: Using the Number Line to Model the Addition of Integers	ET #1a,b,c	7U1_L02_CW		B.3*Must		
8/29/2018	W	2		Module 2 Topic A Lesson 3: Understanding Addition of Integers	ET #1a,b,c,d	7U1_L03_CW		B.4*Must		
8/30/2018	Th	2		Module 2 Topic A Lesson 4: Efficiently Adding Integers and Other Rational Numbers	ET #2	7U1_L04_CW	7M2_L04_PP	H.3		
8/31/2018	F	2		Quiz 1: Focus Standard - 7.NS.A.1a,b,d	7U1_WQ1	7_WQ1_CW		Finish above		Paper Copy of WQ1
9/1/2018	Sa									
9/2/2018	S									
9/3/2018	M	3		LABOR DAY-NO SCHOOL						
9/4/2018	Tu	3	7.NS.A.1a	Module 2 Topic A Lesson 5: Understanding Subtraction of Integers and Other Rational Numbers	ET #2a,b	7U1_L05_CW	7M2_L05_PP	C.1		
9/5/2018	W	3	7.NS.A.1b 7.NS.A.1c	Module 2 Topic A Lesson 6: The Distance Between Two Rational Numbers	Whole ET	7U1_L06_CW		C.3		
9/6/2018	Th	3	7.NS.A.1d	Module 2 Topic A Lesson 7: Addition and Subtraction of Rational Numbers	ET #1-2	7U1_L07_CW		C.5		
9/7/2018	F	3		Quiz 2: Focus Standard - 7.NS.A.1a-d	7U1_WQ2	7_WQ2_CW		C.2		Paper Copy of WQ2
9/8/2018	Sa									
9/9/2018	S									
9/10/2018	M	4		Module 2 Topic A Lesson 8: Applying the Properties of Operations to Add and Subtract Rational Numbers	Whole ET	7U1_L08_CW		R.9		
9/11/2018	Tu	4	7.NS.A.1d 7.NS.A.2a	Module 2 Topic A Lesson 9: Applying the Properties of Operations to Add and Subtract Rational Numbers	ET #2	7U1_L09_CW		H.7		
9/12/2018	W	4		Module 2 Topic B Lesson 10: Understanding Multiplication of Integers	ET #1a,b	7U1_L10_CW				
9/13/2018	Th	4		Module 2 Topic B Lesson 11: Develop Rules for Multiplying Signed Numbers	ET #1	7U1_L11_CW		n/a		
9/14/2018	F	4		Quiz 3: Focus Standard -	7U1_WQ3	7_WQ3_CW		n/a		Paper Copy of WQ3
9/15/2018	Sa									
9/16/2018	S									
9/17/2018	M	5	7.NS.A.2a	Module 2 Topic B Lesson 12: Division of Integers	ET #1	7U1_L12_CW		C.6		
9/18/2018	Tu	5	7.NS.A.2b 7.NS.A.2c	Module 2 Topic B Lesson 13: Converting Between Fractions and Decimals Using Equivalent Fractions	Whole ET	7U1_L13_CW		C.7		
9/19/2018	W	5	7.NS.A.2d 7.NS.A.3	Module 2 Topic B Lesson 14: Converting Rational Numbers to Decimals Using Long Division	Whole ET	7U1_L14_CW		H.1		
9/20/2018	Th	5		Module 2 Topic B Lesson 15: Multiplication and Division of Rational Numbers	Whole ET	7U1_L15_CW		H.8		
9/21/2018	F	5		Quiz 4: Focus Standard -	7U1_WQ4	7_WQ4_CW		H.9		Paper Copy of WQ4
9/22/2018	Sa									
9/23/2018	S			Unit 2: Expressions, Equations, and Inequalities (Module 2 Topic C & Module 3 Topic A and B)						
9/24/2018	M	6	7.NS.A.2c 7.NS.A.2d	Module 2 Topic B Lesson 16: Applying the Properties of Operations to Multiply and Divide Rational Numbers	Whole ET	7U1_L16_CW				
9/25/2018	Tu	6	7.EE.B.4a 7.EE.A.2	Module 2 Topic C Lesson 17: Comparing Tape Diagram Solutions to Algebraic Solutions	ET #1	7U2_L01_CW				
9/26/2018	W	6		Module 2 Topic C Lesson 18: Writing, Evaluating, and Finding Equivalent Expressions	Whole ET	7U2_L02_CW				
9/27/2018	Th	6		Module 2 Topic C Lesson 19: Writing, Evaluating, and Finding Equivalent Expressions	Whole ET	7U2_L03_CW				
9/28/2018	F	6		Quiz 5: Focus Standard -	7U2_WQ5	7_WQ5_CW				Paper Copy of WQ5
9/29/2018	Sa									
9/30/2018	S									
10/1/2018	M	7	7.NS.A.3 7.EE.B.4a	Module 2 Topic C Lesson 21: If-Then Moves with Integer Number Cards	Whole ET	7U2_L04_CW				
10/2/2018	Tu	7		Module 2 Topic C Lesson 22: Solving Equations Using Algebra	Whole ET	7U2_L05_CW				
10/3/2018	W	7		Module 2 Topic C Lesson 23: Solving Equations Using Algebra	Whole ET	7U2_L06_CW				
10/4/2018	Th	7		Module 3 Topic A Lesson 1: Generating Equivalent Expressions	Whole ET	7U2_L07_CW				
10/5/2018	F	7		Quiz 6: Focus Standard -	7U2_WQ6	7_WQ6_CW				Paper Copy of WQ6
10/6/2018	Sa									
10/7/2018	S									
10/8/2018	M	8	7.EE.A.1 7.EE.A.2	Module 3 Topic A Lesson 2: Generating Equivalent Expressions		7U2_L08_CW				
10/9/2018	Tu	8		Module 3 Topic A Lesson 3: Writing Products as Sums and Sums as Products		7U2_L09_CW				
10/10/2018	W	8		Module 3 Topic A Lesson 4: Writing Products as Sums and Sums as Products		7U2_L10_CW				
10/11/2018	Th	8		Interim Review Part 1: Independent Practice (Previous WQ7)		Review #1				
10/12/2018	F	8		Interim Review Part 2: Review and Remediation (Differentiated Worksheets)		Review #2				
10/13/2018	Sa									
10/14/2018	S									
10/15/2018	M	9		Interim Review Part 3: Performance Task Review (Problem-Solving Skills)		Review #3				
10/16/2018	Tu	9	7.NS.A.2 7.NS.A.3	QUARTER 1 INTERIM						
10/17/2018	W	9	7.EE.A.2 7.EE.B.4a	QUARTER 1 INTERIM						
10/18/2018	Th	9		QUARTER 1 INTERIM						
10/19/2018	F	9		QUARTER 1 INTERIM						
10/20/2018	Sa									
10/21/2018	S									
Quarter 2				Assessment	Resources					
Dates	Day	Wk	OBJECTIVE	Lesson	ET/Wkly Quiz	Classwork/LP	Power Point	Aligned IXL	REACH	Note
10/22/2018	M	10		OCTOBER BREAK-NO SCHOOL						
10/23/2018	Tu	10	7.EE.A.1	Module 3 Topic A Lesson 5: Using the Identity and Inverse to Write Equivalent Expressions	Whole ET	7U2_L11_CW				
10/24/2018	W	10	7.EE.A.2	Module 3 Topic A Lesson 6: Collecting Rational Number Like Terms	Whole ET	7U2_L12_CW				
10/25/2018	Th	10	7.EE.B.3	Module 3 Topic B Lesson 7: Understanding Equations	No ET	7U2_L13_CW				
10/26/2018	F	10	7.EE.B.4a	Quiz 7: Focus Standard -	7U2_WQ7	7_WQ7_CW				Paper Copy of WQ7
10/27/2018	Sa									
10/28/2018	S									
10/29/2018	M	11		DATA DAY-NO STUDENTS						
10/30/2018	Tu	11	7.EE.B.3	Module 3 Topic B Lesson 8: Using If-Then Moves in Solving Equations	Whole ET	7U2_L14_CW			WG7 REACH	
10/31/2018	W	11	7.EE.B.4a	(Conference-Half Day) Module 3 Topic B Lesson 9: Using If-Then Moves in Solving Equations	No ET	7U2_L15_CW	7U2_L15_PP			
11/1/2018	Th	11		(Conference-Half Day) Module 3 Topic B Lesson 12: Properties of Inequalities	No ET	7U2_L16_CW	7U2_L16_PP			
11/2/2018	F			Parent Conference-No School						No Quiz this week
11/3/2018	Sa									
11/4/2018	S									
11/5/2018	M	12		Module 3 Topic B Lesson 13: Inequalities	Whole ET	7U2_L17_CW				
11/6/2018	Tu	12		Module 3 Topic B Lesson 14: Solving Inequalities	Whole ET	7U2_L18_CW				
11/7/2018	W	12	7.EE.B.4b	Module 3 Topic B Lesson 15: Graphing Solutions to Inequalities	Whole ET	7U2_L19_CW			REACH CW	
11/8/2018	Th	12		Flex Day: Interim Remediation Day	No ET	Resource		7J.1 & 7J.2		
11/9/2018	F	12		Quiz 8: Focus Standard -	7U2_WQ8	7_WQ8_CW		7J.4 & 7J.6		Paper Copy of WQ8
11/10/2018	Sa									
11/11/2018	S			Unit 3: Proportional Relationship & Percents (Module 1 and 4)						
11/12/2018	M	13		VETERANS DAY- NO SCHOOL						
11/13/2018	Tu	13	7.RP.A.2a	Module 1 Topic A Lesson 1: An Experience in Relationships as Measuring Rate	ProbSet #1	7U3_L01_CW		7J.5		
11/14/2018	W	13	7.RP.A.2b	Module 1 Topic A Lesson 2: Proportional Relationships	Whole ET	7U3_L02_CW		7J.8 & 7J.9		
11/15/2018	Th	13	7.RP.A.2c	Module 1 Topic A Lesson 3: Identifying Proportional and Non-Proportional Relationships	Whole ET	7U3_L03_CW		7K.1		
11/16/2018	F	13		No School due to air quality (Note: SAS has been shifted. You are losing one day for Interim prep.)						
11/17/2018	Sa									
11/18/2018	S									
11/19/2018	M	14		THANKSGIVING BREAK-NO SCHOOL						
11/20/2018	Tu	14	Break Work Packet (NS.1d)	FALL BREAK-NO SCHOOL						
11/21/2018	W	14		FALL BREAK-NO SCHOOL						
11/22/2018	Th	14		FALL BREAK-NO SCHOOL						
11/23/2018	F	14		FALL BREAK-NO SCHOOL						

3/12/2019	Tu	30		Module 3 Topic C Lesson 23: The Volume of a Right Prism (Modified Version)	Modified ET (in CW)	7U4_L24_CW				
3/13/2019	W	30	7.G.B.6	Module 3 Topic C Lesson 25: Volume and Surface Area (Remediation)						
3/14/2019	Th	30		Flex: Interim Review Day						
3/15/2019	F	30		Flex: Interim Review Day						
3/16/2019	Sa									
3/17/2019	S									
3/18/2019	M	31	Skills Assessed:	Flex: Interim Review Day						
3/19/2019	Tu	31	7.RP.A.2-3							
3/20/2019	W	31	7.EE.A.2	QUARTER 3 INTERIM						
3/21/2019	Th	31	7.EE.B.4a	QUARTER 3 INTERIM						
3/22/2019	F	31	7.G.A.1	QUARTER 3 INTERIM						
3/23/2019	Sa									
3/24/2019	S									
Quarter 4					Assessment	Resources				
Dates	Day	Wk	OBJECTIVE	Lesson	ET/Wkly Quiz	Classwork/LP	Power Point	Aligned IXL	REACH	Note
				Unit 5: Statistics and Probability						
3/25/2019	M	32	7.SP.C.5	Module 4 Topic D Lesson 18: Counting Problems (Connection/Spiral Lesson)	Whole ET	7U5_L01_CW				
3/26/2019	Tu	32	7.SP.C.6	Module 5 Topic A Lesson 1: Chance Experiments	Whole ET	7U5_L02_CW	7U5_L02_PP			
3/27/2019	W	32	7.SP.C.7a	Module 5 Topic A Lesson 2: Estimating Probabilities by Collecting Data	Whole ET	7U5_L03_CW				
3/28/2019	Th	32		Module 5 Topic A Lesson 3: Chance Experiments with Equally Likely Outcomes	Whole ET	7U5_L04_CW				
3/29/2019	F	32		DATA DAY-NO STUDENTS						
3/30/2019	Sa									
3/31/2019	S									
4/1/2019	M	33	7.SP.C.5	Module 5 Topic A Lesson 4: Calculating Probabilities for Chance Experiments with Equally Likely Outcomes		7U5_L05_CW				
4/2/2019	Tu	33	7.SP.C.6	Module 5 Topic A Lesson 5: Chance Experiments with Outcomes That Are Not Equally Likely		7U5_L06_CW				
4/3/2019	W	33	7.SP.C.7	(Conference-Half Day) Module 5 Topic A Lesson 6: Using Tree Diagrams to Represent a Sample Space		7U5_L07_CW				
4/4/2019	Th	33	7.SP.C.8b	(Conference-Half Day) Module 5 Topic A Lesson 7: Calculating Probabilities of Compound Events		7U5_L08_CW				
4/5/2019	F	33		(Conference-Half Day) Module 5 Topic A Remediation (Flex Day)		FYI				
4/6/2019	Sa									
4/7/2019	S									
4/8/2019	M	34		SPRING BREAK-NO SCHOOL						
4/9/2019	Tu	34		SPRING BREAK-NO SCHOOL						
4/10/2019	W	34		SPRING BREAK-NO SCHOOL						
4/11/2019	Th	34		SPRING BREAK-NO SCHOOL						
4/12/2019	F	34		SPRING BREAK-NO SCHOOL						
4/13/2019	Sa									
4/14/2019	S			Unit 6: SBAC Review			Unit Overview		REACH Progression	
4/15/2019	M	35		U6 Lesson 1: Add and Subtract Rational Numbers (7.NS.A.1)		7U6_L01_CW			7.RP.2.c	
4/16/2019	Tu	35	7.NS.A.1	U6 Lesson 2: Multiply and Divide Rational Numbers (7.NS.A.2)	Use IP to gather data	7U6_L02_CW			7.RP.2.c	
4/17/2019	W	35	7.NS.A.2	U6 Lesson 3: Real-World Problems with Rational Numbers (7.NS.A.3)		7U6_L03_CW			7.RP.2.d	
4/18/2019	Th	35	7.NS.A.3	U6 Lesson 4: Performance Task Seminar Part 1	No ET	7U6_L04_CW			n/a	
4/19/2019	F	35		U6 Lesson 5: Review + Quiz 16	7U6_WO16	7U6_L05_CW			7.RP.2.d	Paper Copy of WO16
4/20/2019	Sa									
4/21/2019	S									
4/22/2019	M	36		U6 Lesson 6: Unit Rate and Constant of Proportionality (7.RP.A.1 and 7.RP.A.2b)		7U6_L06_CW			7.RP.3	
4/23/2019	Tu	36	7.RP.A.1	U6 Lesson 7: Identify and Represent Proportional Relationships (7.RP.A.2)	Use IP to gather data	7U6_L07_CW			7.RP.3	
4/24/2019	W	36	7.RP.A.2	U6 Lesson 8: Multistep Ratio and Percent Problems (7.RP.A.3)		7U6_L08_CW			7.EE.B.4a/G5	
4/25/2019	Th	36	7.RP.A.3	U6 Lesson 9: Performance Task Seminar Part 2	No ET	7U6_L09_CW			n/a	
4/26/2019	F	36		U6 Lesson 10: Review + Quiz 17	7U6_WO17	7U6_L10_CW			7.EE.B.4a/G5	Paper Copy of WO17
4/27/2019	Sa									
4/28/2019	S									
4/29/2019	M	37	7.EE.A.1	U6 Lesson 11: Add, Subtract, Factor, and Distribute Expressions (7.EE.A.1 & 2)		7U6_L11_CW			7.EE.B.4a/G4	
4/30/2019	Tu	37	7.EE.A.2	U6 Lesson 12: Construct Simple Equations to Solve Real-life Problems (7.EE.B.4a)	Use IP to gather data	7U6_L12_CW			7.EE.B.4a/G4	
5/1/2019	W	37	7.EE.B.3	U6 Lesson 13: Construct Simple Inequalities to Solve Real-life Problems (7.EE.B.4b)		7U6_L13_CW			7.EE.B.4b	
5/2/2019	Th	37	7.EE.B.4	U6 Lesson 14: Performance Task Seminar Part 3	No ET	7U6_L14_CW			n/a	
5/3/2019	F	37		U6 Lesson 15: Review + Quiz 18	7U6_WO18	7U6_L15_CW			7.EE.B.4b	Paper Copy of WO18
5/4/2019	Sa									
5/5/2019	S									
5/6/2019	M	38		U6 Lesson 16: Scale Drawings (7.G.A.1)		7U6_L16_CW			7.EE.B.4b	
5/7/2019	Tu	38	7.G.A	U6 Lesson 17: Circle and Angle Facts	Use IP to gather data	7U6_L17_CW			7.EE.B.4b	
5/8/2019	W	38	7.G.B	U6 Lesson 18: Surface Area and Volume of Composite Figures		7U6_L18_CW			7.G.B.6	
5/9/2019	Th	38	7.SP	U6 Lesson 19: Performance Task Seminar Part 4	No ET	7U6_L19_CW			7.G.B.6	
5/10/2019	F	38		SBAC FINAL REVIEW: Mock CAT or Quiz Remediation (NHR)	Online Test	Practice CW				
5/11/2019	Sa									
5/12/2019	S									
5/13/2019	M	39		SBAC FINAL REVIEW: Mock CAT or Quiz Remediation (NHR)	Online Test	Practice CW				
5/14/2019	Tu	39		SBAC TESTING WINDOW						
5/15/2019	W	39		SBAC TESTING WINDOW						
5/16/2019	Th	39		Flex Day: NHR Remediation / HR MAP Prep Introduction						
5/17/2019	F	39		Flex Day: NHR Remediation (Mock CAT) / HR MAP Prep						
5/18/2019	Sa									
5/19/2019	S									
5/20/2019	M	40		Flex Day: NHR Remediation (Mock CAT) / HR MAP Prep						
5/21/2019	Tu	40		SBAC TESTING WINDOW						
5/22/2019	W	40		SBAC TESTING WINDOW						
5/23/2019	Th	40		NWEA MAP Prep						
5/24/2019	F	40		NWEA MAP Prep						
5/25/2019	Sa									
5/26/2019	S									
5/27/2019	M	41		MEMORIAL DAY-NO SCHOOL						
5/28/2019	Tu	41		NWEA MAP Prep						
5/29/2019	W	41		NWEA MAP Prep						
5/30/2019	Th	41		No Math (BAMS only)						
5/31/2019	F	41		NWEA MAP Prep						
6/1/2019	Sa									
6/2/2019	S									
6/3/2019	M	42		SPRING MAP TESTING						
6/4/2019	Tu	42		SPRING MAP TESTING						
6/5/2019	W	42		Math Final Project						
6/6/2019	Th	42		No Math (BAMS only)						
6/7/2019	F	42		EOY Activities						
6/8/2019	Sa									
6/9/2019	S									
6/10/2019	M	42		EOY Activities						
6/11/2019	Tu	43		EOY Activities						
6/12/2019	W	43		Last Day of School						

Year	Month	Day	Event Name	Location	Time	Notes
2022	1	1	Monday			
2022	1	2	Tuesday			
2022	1	3	Wednesday			
2022	1	4	Thursday			
2022	1	5	Friday			
2022	1	6	Saturday			
2022	1	7	Sunday			
2022	1	8	Monday			
2022	1	9	Tuesday			
2022	1	10	Wednesday			
2022	1	11	Thursday			
2022	1	12	Friday			
2022	1	13	Saturday			
2022	1	14	Sunday			
2022	1	15	Monday			
2022	1	16	Tuesday			
2022	1	17	Wednesday			
2022	1	18	Thursday			
2022	1	19	Friday			
2022	1	20	Saturday			
2022	1	21	Sunday			
2022	1	22	Monday			
2022	1	23	Tuesday			
2022	1	24	Wednesday			
2022	1	25	Thursday			
2022	1	26	Friday			
2022	1	27	Saturday			
2022	1	28	Sunday			
2022	1	29	Monday			
2022	1	30	Tuesday			
2022	1	31	Wednesday			
2022	2	1	Thursday			
2022	2	2	Friday			
2022	2	3	Saturday			
2022	2	4	Sunday			
2022	2	5	Monday			
2022	2	6	Tuesday			
2022	2	7	Wednesday			
2022	2	8	Thursday			
2022	2	9	Friday			
2022	2	10	Saturday			
2022	2	11	Sunday			
2022	2	12	Monday			
2022	2	13	Tuesday			
2022	2	14	Wednesday			
2022	2	15	Thursday			
2022	2	16	Friday			
2022	2	17	Saturday			
2022	2	18	Sunday			
2022	2	19	Monday			
2022	2	20	Tuesday			
2022	2	21	Wednesday			
2022	2	22	Thursday			
2022	2	23	Friday			
2022	2	24	Saturday			
2022	2	25	Sunday			
2022	2	26	Monday			
2022	2	27	Tuesday			
2022	2	28	Wednesday			
2022	2	29	Thursday			
2022	2	30	Friday			
2022	2	31	Saturday			
2022	3	1	Sunday			
2022	3	2	Monday			
2022	3	3	Tuesday			
2022	3	4	Wednesday			
2022	3	5	Thursday			
2022	3	6	Friday			
2022	3	7	Saturday			
2022	3	8	Sunday			
2022	3	9	Monday			
2022	3	10	Tuesday			
2022	3	11	Wednesday			
2022	3	12	Thursday			
2022	3	13	Friday			
2022	3	14	Saturday			
2022	3	15	Sunday			
2022	3	16	Monday			
2022	3	17	Tuesday			
2022	3	18	Wednesday			
2022	3	19	Thursday			
2022	3	20	Friday			
2022	3	21	Saturday			
2022	3	22	Sunday			
2022	3	23	Monday			
2022	3	24	Tuesday			
2022	3	25	Wednesday			
2022	3	26	Thursday			
2022	3	27	Friday			
2022	3	28	Saturday			
2022	3	29	Sunday			
2022	3	30	Monday			
2022	3	31	Tuesday			
2022	4	1	Wednesday			
2022	4	2	Thursday			
2022	4	3	Friday			
2022	4	4	Saturday			
2022	4	5	Sunday			
2022	4	6	Monday			
2022	4	7	Tuesday			
2022	4	8	Wednesday			
2022	4	9	Thursday			
2022	4	10	Friday			
2022	4	11	Saturday			
2022	4	12	Sunday			
2022	4	13	Monday			
2022	4	14	Tuesday			
2022	4	15	Wednesday			
2022	4	16	Thursday			
2022	4	17	Friday			
2022	4	18	Saturday			
2022	4	19	Sunday			
2022	4	20	Monday			
2022	4	21	Tuesday			
2022	4	22	Wednesday			
2022	4	23	Thursday			
2022	4	24	Friday			
2022	4	25	Saturday			
2022	4	26	Sunday			
2022	4	27	Monday			
2022	4	28	Tuesday			
2022	4	29	Wednesday			
2022	4	30	Thursday			
2022	4	31	Friday			
2022	5	1	Saturday			
2022	5	2	Sunday			
2022	5	3	Monday			
2022	5	4	Tuesday			
2022	5	5	Wednesday			
2022	5	6	Thursday			
2022	5	7	Friday			
2022	5	8	Saturday			
2022	5	9	Sunday			
2022	5	10	Monday			
2022	5	11	Tuesday			
2022	5	12	Wednesday			
2022	5	13	Thursday			
2022	5	14	Friday			
2022	5	15	Saturday			
2022	5	16	Sunday			
2022	5	17	Monday			
2022	5	18	Tuesday			
2022	5	19	Wednesday			
2022	5	20	Thursday			
2022	5	21	Friday			
2022	5	22	Saturday			
2022	5	23	Sunday			
2022	5	24	Monday			
2022	5	25	Tuesday			
2022	5	26	Wednesday			
2022	5	27	Thursday			
2022	5	28	Friday			
2022	5	29	Saturday			
2022	5	30	Sunday			
2022	5	31	Monday			
2022	6	1	Tuesday			
2022	6	2	Wednesday			
2022	6	3	Thursday			
2022	6	4	Friday			
2022	6	5	Saturday			
2022	6	6	Sunday			
2022	6	7	Monday			
2022	6	8	Tuesday			
2022	6	9	Wednesday			
2022	6	10	Thursday			
2022	6	11	Friday			
2022	6	12	Saturday			
2022	6	13	Sunday			
2022	6	14	Monday			
2022	6	15	Tuesday			
2022	6	16	Wednesday			
2022	6	17	Thursday			
2022	6	18	Friday			
2022	6	19	Saturday			
2022	6	20	Sunday			
2022	6	21	Monday			
2022	6	22	Tuesday			
2022	6	23	Wednesday			
2022	6	24	Thursday			
2022	6	25	Friday			
2022	6	26	Saturday			
2022	6	27	Sunday			
2022	6	28	Monday			
2022	6	29	Tuesday			
2022	6	30	Wednesday			
2022	6	31	Thursday			
2022	7	1	Friday			
2022	7	2	Saturday			
2022	7	3	Sunday			
2022	7	4	Monday			
2022	7	5	Tuesday			
2022	7	6	Wednesday			
2022	7	7	Thursday			
2022	7	8	Friday			
2022	7	9	Saturday			
2022	7	10	Sunday			
2022	7	11	Monday			
2022	7	12	Tuesday			
2022	7	13	Wednesday			
2022	7	14	Thursday			
2022	7	15	Friday			
2022	7	16	Saturday			
2022	7	17	Sunday			
2022	7	18	Monday			
2022	7	19	Tuesday			
2022	7	20	Wednesday			
2022	7	21	Thursday			
2022	7	22	Friday			
2022	7	23	Saturday			
2022	7	24	Sunday			
2022	7	25	Monday			
2022	7	26	Tuesday			
2022	7	27	Wednesday			
2022	7	28	Thursday			
2022	7	29	Friday			
2022	7	30	Saturday			
2022	7	31	Sunday			
2022	8	1	Monday			
2022	8	2	Tuesday			
2022	8	3	Wednesday			
2022	8	4	Thursday			
2022	8	5	Friday			
2022	8	6	Saturday			
2022	8	7	Sunday			
2022	8	8	Monday			
2022	8	9	Tuesday			
2022	8	10	Wednesday			
2022	8	11	Thursday			
2022	8	12	Friday		</	

Alpha Public Schools - Cornerstone Academy Preparatory

Multiyear Budget Summary

Charter Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
SUMMARY						
Revenue						
General Block Grant	5,331,989	5,514,066	5,675,921	5,665,368	5,719,758	5,817,428
Federal Revenue	286,982	231,550	238,497	245,652	253,021	260,612
Other State Revenues	416,610	419,915	429,336	430,724	436,495	445,606
Local Revenues	47,696	49,085	50,244	50,399	51,124	52,261
Fundraising and Grants	44,638	45,227	45,834	46,459	47,103	47,766
Total Revenue	6,127,915	6,259,844	6,439,832	6,438,601	6,507,500	6,623,673
Expenses						
Compensation and Benefits	3,753,575	3,656,775	3,776,074	3,878,548	3,985,723	4,097,006
Books and Supplies	281,727	215,454	222,066	226,862	232,881	239,838
Services and Other Operating Expenditures	2,284,284	2,350,496	2,418,057	2,430,896	2,465,132	2,513,877
Depreciation	-	-	-	-	-	-
Total Expenses	6,319,586	6,222,725	6,416,197	6,536,306	6,683,737	6,850,721
Operating Income	(191,671)	37,119	23,635	(97,705)	(176,236)	(227,048)
Fund Balance						
Beginning Balance (Unaudited)	4,038,678	3,847,007	3,884,126	3,907,760	3,810,055	3,633,819
Audit Adjustment	-	-	-	-	-	-
Beginning Balance (Audited)	4,038,678	3,847,007	3,884,126	3,907,760	3,810,055	3,633,819
Operating Income	(191,671)	37,119	23,635	(97,705)	(176,236)	(227,048)
Ending Fund Balance	3,847,007	3,884,126	3,907,760	3,810,055	3,633,819	3,406,772
Ending Fund Balance as a % of Expense	61%	62%	61%	58%	54%	50%
Capital Outlay	-	-	-	-	-	-
REVENUE						
LCFF Entitlement						
8011 Charter Schools LCFF - State Aid	2,956,014	3,088,283	3,201,964	3,175,902	3,205,947	3,277,199
8012 Education Protection Account Entitlement	753,678	754,817	756,203	742,339	736,809	732,840
8019 State Aid - Prior Years	-	-	-	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,622,297	1,670,966	1,717,753	1,747,127	1,777,003	1,807,389
SUBTOTAL - LCFF Entitlement	5,331,989	5,514,066	5,675,921	5,665,368	5,719,758	5,817,428
8100 Federal Revenue						
8181 Special Education - Entitlement	65,888	67,865	69,901	71,998	74,158	76,382
8291 Title I	137,323	141,443	145,686	150,057	154,558	159,195
8292 Title II	21,595	22,243	22,910	23,597	24,305	25,035
8293 Title III	62,176	-	-	-	-	-
SUBTOTAL - Federal Income	286,982	231,550	238,497	245,652	253,021	260,612
8300 Other State Revenues						
8381 Special Education - Entitlement (State)	283,051	287,177	295,760	298,467	304,532	313,059
8382 Special Education Reimbursement (State)	19,002	19,572	20,159	20,764	21,387	22,029
8550 Mandated Cost Reimbursements	8,608	7,645	7,702	7,716	7,574	7,517
8560 State Lottery Revenue	105,949	105,521	105,715	103,777	103,002	103,002
SUBTOTAL - Other State Income	416,610	419,915	429,336	430,724	436,495	445,606
8600 Other Local Revenue						
8634 Food Service Sales	13,450	13,550	13,575	13,325	13,225	13,225
8636 Uniforms	34,246	35,535	36,669	37,074	37,899	39,036

Alpha Public Schools - Cornerstone Academy Preparatory

Multiyear Budget Summary

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SUBTOTAL - Books and Supplies	281,727	215,454	222,066	226,862	232,881	239,838
5000 Services & Other Operating Expenses						
5101 CMO Management Fee	925,913	956,629	984,187	982,066	991,157	1,007,751
5102 CMO Facilities Fee	708,051	731,540	752,614	750,992	757,943	770,633
5103 SPED Reserve	27,233	28,136	28,947	28,884	29,152	29,640
5220 Travel and Lodging	40,000	41,200	42,436	43,709	45,020	46,371
5305 Dues & Membership - Professional	4,896	5,043	5,194	5,350	5,510	5,676
5605 Equipment Leases	35,834	36,909	38,016	39,157	40,331	41,541
5804 Staff Appreciation	30,200	31,106	32,039	33,000	33,990	35,010
5815 Consultants - Instructional	5,750	5,923	6,100	6,283	6,472	6,666
5817 Community Services	7,044	7,255	7,473	7,697	7,928	8,166
5820 Consultants - Non Instructional	18,000	18,540	19,096	19,669	20,259	20,867
5821 Consultants - Non Instructional - ASES	-	-	-	-	-	-
5822 Consultants - Non Instructional - Custom 3	-	-	-	-	-	-
5824 District Oversight Fees	53,322	55,141	56,759	56,654	57,198	58,174
5826 Directors Contingency	10,000	10,000	10,000	10,000	10,000	10,000
5827 Principal Contingency	-	-	-	-	-	-
5828 Sunshine Committee	-	-	-	-	-	-
5829 Enrichment Program	-	-	-	-	-	-
5830 Field Trips Expenses	92,405	95,177	98,032	100,973	104,003	107,123
5833 Fines and Penalties	-	-	-	-	-	-
5836 Fingerprinting	3,547	6,528	6,723	6,925	7,133	7,347
5839 Fundraising Expenses	-	-	-	-	-	-
5841 Party Expense	-	-	-	-	-	-
5842 Grant Writer	-	-	-	-	-	-
5843 Interest - Loans Less than 1 Year	-	-	-	-	-	-
5845 Legal Fees	-	-	-	-	-	-
5846 Loan and Financing Fees	-	-	-	-	-	-
5848 Licenses and Other Fees	-	-	-	-	-	-
5851 Marketing and Student Recruiting	1,000	1,000	1,000	1,000	1,000	1,000
5852 Receivable Sale Fees	-	-	-	-	-	-
5853 Walden West	18,000	18,000	18,000	18,000	18,000	18,000
5857 Payroll Fees	-	-	-	-	-	-
5860 Printing and Reproduction	6,500	6,695	6,896	7,103	7,316	7,535
5861 Prior Yr Exp (not accrued)	-	-	-	-	-	-
5863 Professional Development	122,950	107,575	110,803	114,127	117,550	121,077
5865 Pride U	-	-	-	-	-	-
5866 Special Education Fees	-	-	-	-	-	-
5869 Special Education Contract Instructors	37,074	38,186	39,332	40,512	41,727	42,979
5872 SELPA Admin Fees	15,567	14,985	15,433	15,649	16,003	16,459
5874 Sports	1,475	1,519	1,565	1,612	1,660	1,710
5875 Staff Recruiting	-	10,300	10,609	10,927	11,255	11,593
5877 Student Activities	13,925	14,343	14,773	15,216	15,673	16,143
5878 Student Assessment	24,924	25,672	26,442	27,235	28,052	28,894
5880 Student Health Services	2,224	2,291	2,359	2,430	2,503	2,578
5881 Non Curriculum Software	48,086	49,529	51,014	52,545	54,121	55,745
5883 Student Incentives	13,434	13,837	14,252	14,680	15,120	15,574
5884 Substitutes	8,880	9,146	9,421	9,703	9,995	10,294
5885 Tutor	-	-	-	-	-	-
5887 Technology Services	-	-	-	-	-	-
5890 Transcript	-	-	-	-	-	-
5893 Transportation - Student	990	1,020	1,050	1,082	1,114	1,148
5896 Internet/Website consulting	-	-	-	-	-	-
5898 Bad Debt Expense	-	-	-	-	-	-
5899 Miscellaneous Operating Expenses	-	-	-	-	-	-
5900 Communications	7,060	7,272	7,490	7,715	7,946	8,184
5905 Communications - Cell Phones	-	-	-	-	-	-
5910 Communications - Internet / Website Fees	-	-	-	-	-	-
5915 Postage and Delivery	-	-	-	-	-	-

Alpha Public Schools - Cornerstone Academy Preparatory

Multiyear Budget Summary

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5920 Communications - Telephone & Fax	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.	2,284,284	2,350,496	2,418,057	2,430,896	2,465,132	2,513,877
TOTAL EXPENSES	6,319,586	6,222,725	6,416,197	6,536,306	6,683,737	6,850,721
Net Income - Alpha: Cornerstone Academy Preparatory	(191,671)	37,119	23,635	(97,705)	(176,236)	(227,048)

Depreciation Calculation

Prior Year (Yr 0 or before) Depreciation Impact	-	-	-	-	-	-
Forecasted Depreciation Impact (2016-17)	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	-	-	-	-	-	-
2025/26	-	-	-	-	-	-
Forecasted Depreciation Impact	-	-	-	-	-	-
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	6,319,586	6,222,725	6,416,197	6,536,306	6,683,737	6,850,721

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	2019-20	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	4,125,790	3,829,510	3,915,493	3,762,893	3,801,392	3,849,258	3,731,141	3,852,469	3,972,268	4,059,103	4,168,986	3,921,828		
Revenue														
General Block Grant	147,801	245,139	649,136	395,825	395,825	584,244	395,825	395,825	714,028	406,640	88,680	277,100	5,331,989	635,920
Federal Revenue	-	-	55,274	-	-	55,274	10,984	10,984	66,257	10,984	10,984	42,624	286,982	23,620
Other State Revenues	-	-	-	-	8,608	-	68,014	68,014	68,014	68,014	32,764	15,103	416,610	88,079
Local Revenues	-	4,336	4,336	4,336	4,336	4,336	4,336	4,336	4,336	4,336	4,336	4,340	47,696	-
Fundraising and Grants	-	-	11,159	-	-	11,159	-	-	11,159	-	-	11,159	44,638	-
Total Cash In	147,801	249,474	719,905	400,161	408,769	655,013	479,158	479,158	863,794	489,973	136,764	350,326	6,127,915	
Expenses														
Compensation and Benefits	307,770	307,770	314,126	314,457	314,126	312,784	312,784	313,452	314,457	312,784	314,457	314,611	3,753,575	-
Books and Supplies	75,137	75,137	75,137	6,254	6,254	6,254	6,254	6,254	6,254	6,254	6,254	6,283	281,727	-
Services and Other Operating Expenditures	66,274	62,387	485,884	40,950	40,523	454,091	38,792	39,653	456,249	61,052	63,211	475,217	2,284,284	-
Depreciation													-	-
Uncategorized Expense (for YTD only)													-	-
Total Cash Out	449,181	445,293	875,146	361,661	360,903	773,129	357,830	359,359	776,960	380,090	383,922	796,110	6,319,586	
Operating Cash Inflow (Outflow)	- 301,380	- 195,819	- 155,241	38,499	47,865	- 118,116	121,328	119,799	86,834	109,883	- 247,158	- 445,785	- 191,671	747,620
Revenues - Prior Year Accruals	14,191	281,802	2,642											
Expenses - Prior Year Accruals	9,092													
ENDING CASH	3,829,510	3,915,493	3,762,893	3,801,392	3,849,258	3,731,141	3,852,469	3,972,268	4,059,103	4,168,986	3,921,828	3,476,043		

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	2020-21	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	3,476,043	3,341,744	3,615,666	3,531,056	3,720,822	3,791,810	3,669,731	3,815,834	3,960,583	4,048,828	4,183,412	3,948,691		
Revenue														
General Block Grant	154,414	254,672	667,166	411,623	411,623	600,327	411,623	411,623	734,004	422,763	92,648	281,353	5,514,066	660,228
Federal Revenue	-	-	40,921	-	-	40,921	11,313	11,313	52,234	11,313	11,313	40,700	231,550	11,521
Other State Revenues	-	-	-	-	7,645	-	68,725	68,725	68,725	68,725	32,928	15,337	419,915	89,103
Local Revenues	-	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,467	49,085	-
Fundraising and Grants	-	-	11,307	-	-	11,307	-	-	11,307	-	-	11,307	45,227	-
Total Cash In	154,414	259,134	723,856	416,085	423,730	657,017	496,123	496,123	870,733	507,263	141,351	353,164	6,259,844	
Expenses														
Compensation and Benefits	301,209	301,209	305,657	305,889	305,657	304,718	304,718	305,185	305,889	304,718	305,889	306,037	3,656,775	-
Books and Supplies	57,462	57,462	57,462	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,805	215,454	-
Services and Other Operating Expenditures	64,614	60,161	497,681	42,742	42,302	469,595	40,519	41,405	471,817	63,177	65,400	491,084	2,350,496	-
Depreciation													-	-
Uncategorized Expense (for YTD only)													-	-
Total Cash Out	423,285	418,832	860,799	353,413	352,742	779,096	350,020	351,373	782,489	372,678	376,072	801,926	6,222,725	
Operating Cash Inflow (Outflow)	- 268,870	- 159,698	- 136,944	62,671	70,988	- 122,079	146,103	144,750	88,244	134,585	- 234,721	- 448,762	37,119	760,852
Revenues - Prior Year Accruals	134,572	433,619	52,333	127,095										
Expenses - Prior Year Accruals														
ENDING CASH	3,341,744	3,615,666	3,531,056	3,720,822	3,791,810	3,669,731	3,815,834	3,960,583	4,048,828	4,183,412	3,948,691	3,499,929		

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	2021-22	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	3,499,929	3,360,227	3,637,085	3,545,004	3,739,772	3,813,588	3,683,726	3,834,582	3,984,044	4,070,049	4,209,018	3,966,636		
Revenue														
General Block Grant	160,098	263,163	683,358	425,597	425,597	614,648	425,597	425,597	752,068	437,049	96,059	285,110	5,675,921	681,980
Federal Revenue	-	-	42,149	-	-	42,149	11,652	11,652	53,801	11,652	11,652	41,921	238,497	11,866
Other State Revenues	-	-	-	-	7,702	-	70,286	70,286	70,286	70,286	33,419	15,796	429,336	91,274
Local Revenues	-	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,572	50,244	-
Fundraising and Grants	-	-	11,458	-	-	11,458	-	-	11,458	-	-	11,458	45,834	-
Total Cash In	160,098	267,731	741,533	430,164	437,866	672,823	512,103	512,103	892,182	523,555	145,697	358,858	6,439,832	
Expenses														
Compensation and Benefits	311,052	311,052	315,624	315,863	315,624	314,659	314,659	315,140	315,863	314,659	315,863	316,016	3,776,074	-
Books and Supplies	59,225	59,225	59,225	4,930	4,930	4,930	4,930	4,930	4,930	4,930	4,930	4,952	222,066	-
Services and Other Operating Expenditures	66,476	61,890	512,024	43,948	43,495	483,096	41,659	42,572	485,384	64,997	67,287	505,229	2,418,057	-
Depreciation													-	-
Uncategorized Expense (for YTD only)													-	-
Total Cash Out	436,754	432,167	886,873	364,741	364,050	802,685	361,248	362,641	806,177	384,586	388,079	826,197	6,416,197	
Operating Cash Inflow (Outflow)	- 276,656	- 164,437	- 145,340	65,423	73,816	- 129,862	150,855	149,462	86,005	138,969	- 242,382	- 467,340	23,635	785,120
Revenues - Prior Year Accruals	136,953	441,294	53,260	129,345										
Expenses - Prior Year Accruals														
ENDING CASH	3,360,227	3,637,085	3,545,004	3,739,772	3,813,588	3,683,726	3,834,582	3,984,044	4,070,049	4,209,018	3,966,636	3,499,296		

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	2022-23	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	3,499,296	3,547,471	3,631,267	3,529,265	3,718,424	3,782,539	3,641,949	3,783,750	3,924,116	4,002,220	4,131,630	3,878,218		
Revenue														
General Block Grant	158,795	263,623	681,071	425,601	425,601	611,186	425,601	425,601	750,956	437,249	95,277	280,862	5,665,368	683,944
Federal Revenue	-	-	43,413	-	-	43,413	12,002	12,002	55,415	12,002	12,002	43,179	245,652	12,222
Other State Revenues	-	-	-	-	7,716	-	70,515	70,515	70,515	70,515	33,261	15,962	430,724	91,724
Local Revenues	-	4,581	4,581	4,581	4,581	4,581	4,581	4,581	4,581	4,581	4,581	4,586	50,399	-
Fundraising and Grants	-	-	11,615	-	-	11,615	-	-	11,615	-	-	11,615	46,459	-
Total Cash In	158,795	268,204	740,681	430,183	437,899	670,796	512,700	512,700	893,083	524,348	145,121	356,203	6,438,601	
Expenses														
Compensation and Benefits	319,490	319,490	324,191	324,435	324,191	323,198	323,198	323,692	324,435	323,198	324,435	324,593	3,878,548	-
Books and Supplies	60,504	60,504	60,504	5,036	5,036	5,036	5,036	5,036	5,036	5,036	5,036	5,059	226,862	-
Services and Other Operating Expenditures	68,227	63,503	512,946	45,023	44,557	483,151	42,665	43,605	485,507	66,703	69,062	505,947	2,430,896	-
Depreciation													-	-
Uncategorized Expense (for YTD only)													-	-
Total Cash Out	448,222	443,497	897,641	374,495	373,784	811,385	370,899	372,334	814,979	394,938	398,533	835,600	6,536,306	
Operating Cash Inflow (Outflow)	- 289,426	- 175,293	- 156,960	55,688	64,115	- 140,589	141,801	140,366	78,104	129,410	- 253,412	- 479,397	- 97,705	787,889
Revenues - Prior Year Accruals	337,602	259,090	54,958	133,470										
Expenses - Prior Year Accruals														
ENDING CASH	3,547,471	3,631,267	3,529,265	3,718,424	3,782,539	3,641,949	3,783,750	3,924,116	4,002,220	4,131,630	3,878,218	3,398,822		

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2023-24	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	3,398,822	3,437,389	3,513,301	3,401,292	3,585,810	3,644,692	3,495,100	3,633,241	3,769,905	3,842,637	3,967,864	3,704,992		
Revenue														
General Block Grant	160,297	266,917	685,978	430,695	430,695	614,898	430,695	430,695	757,058	442,542	96,178	280,381	5,719,758	692,727
Federal Revenue	-	-	44,716	-	-	44,716	12,362	12,362	57,078	12,362	12,362	44,474	253,021	12,589
Other State Revenues	-	-	-	-	7,574	-	71,501	71,501	71,501	71,501	33,466	16,296	436,495	93,154
Local Revenues	-	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,652	51,124	-
Fundraising and Grants	-	-	11,776	-	-	11,776	-	-	11,776	-	-	11,776	47,103	-
Total Cash In	160,297	271,565	747,116	435,343	442,917	676,036	519,206	519,206	902,060	531,052	146,654	357,579	6,507,500	
Expenses														
Compensation and Benefits	328,317	328,317	333,149	333,401	333,149	332,129	332,129	332,637	333,401	332,129	333,401	333,563	3,985,723	-
Books and Supplies	62,109	62,109	62,109	5,170	5,170	5,170	5,170	5,170	5,170	5,170	5,170	5,193	232,881	-
Services and Other Operating Expenditures	70,095	65,229	519,019	46,195	45,715	488,329	43,766	44,735	490,757	68,526	70,955	511,810	2,465,132	-
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uncategorized Expense (for YTD only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Out	460,522	455,656	914,278	384,766	384,034	825,628	381,065	382,542	829,328	405,825	409,526	850,566	6,683,737	
Operating Cash Inflow (Outflow)	- 300,225	- 184,092	- 167,161	50,576	58,883	- 149,592	138,140	136,664	72,732	125,228	- 262,872	- 492,988	- 176,236	798,470
Revenues - Prior Year Accruals	338,792	260,004	55,152	133,941										
Expenses - Prior Year Accruals														
ENDING CASH	3,437,389	3,513,301	3,401,292	3,585,810	3,644,692	3,495,100	3,633,241	3,769,905	3,842,637	3,967,864	3,704,992	3,212,004		

Alpha Public Schools - Cornerstone

Cash Flow Statement

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	2024-25	AP/AR
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Balance
BEGINNING CASH	3,212,004	3,245,696	3,317,746	3,196,458	3,381,008	3,438,089	3,279,912	3,418,294	3,555,157	3,623,525	3,748,454	3,477,197		
Revenue														
General Block Grant	163,860	272,303	695,045	439,539	439,539	622,749	439,539	439,539	767,340	451,588	98,316	281,526	5,817,428	706,545
Federal Revenue	-	-	46,057	-	-	46,057	12,733	12,733	58,790	12,733	12,733	45,808	260,612	12,967
Other State Revenues	-	-	-	-	7,517	-	73,029	73,029	73,029	73,029	33,925	16,754	445,606	95,292
Local Revenues	-	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,756	52,261	-
Fundraising and Grants	-	-	11,941	-	-	11,941	-	-	11,941	-	-	11,941	47,766	-
Total Cash In	163,860	277,054	757,794	444,290	451,807	685,498	530,052	530,052	915,852	542,101	149,724	360,786	6,623,673	
Expenses														
Compensation and Benefits	337,484	337,484	342,451	342,710	342,451	341,402	341,402	341,924	342,710	341,402	342,710	342,876	4,097,006	-
Books and Supplies	63,965	63,965	63,965	5,324	5,324	5,324	5,324	5,324	5,324	5,324	5,324	5,348	239,838	-
Services and Other Operating Expenditures	72,062	67,050	528,559	47,445	46,950	496,949	44,943	45,941	499,450	70,446	72,947	521,134	2,513,877	-
Depreciation													-	-
Uncategorized Expense (for YTD only)													-	-
Total Cash Out	473,511	468,499	934,975	395,479	394,726	843,676	391,670	393,189	847,484	417,172	420,982	869,359	6,850,721	
Operating Cash Inflow (Outflow)	- 309,651	- 191,445	- 177,181	48,810	57,081	- 158,177	138,382	136,863	68,368	124,929	- 271,257	- 508,573	- 227,048	814,803
Revenues - Prior Year Accruals	343,342	263,495	55,893	135,740										
Expenses - Prior Year Accruals														
ENDING CASH	3,245,696	3,317,746	3,196,458	3,381,008	3,438,089	3,279,912	3,418,294	3,555,157	3,623,525	3,748,454	3,477,197	2,968,624		



Alpha Public Schools – CMO Department Overview

Alpha Public Schools is a Charter Management Organization that currently operates a network of 4 charter public schools in East San Jose, California. The CMO provides wide-ranging support including management and coaching of school leaders, professional development, staff recruitment, fundraising and more, as outlined below. This way, our schools can focus on teaching and learning.

Structure:

As described in the Cornerstone Academy charter petition, Alpha Public Schools is a tax-exempt organization, subject to all applicable local, State, and Federal laws as well as to its approved by-laws. Alpha Public Schools (CMO) and Cornerstone Academy Preparatory School are not separate legal entities, but will be operated as different departments within a single entity. This is typical of most CMOs.

Revenues and expenses will be tracked using the SACS Resource, Goal, Function, Object and Site codes. Monthly financial statements will be produced for each entity along with consolidated statements for all entities. Cash account registers will be maintained for each entity along with a consolidated account register.

Presently, there have been no provisions made for borrowing or lending of funds between the CMO and Cornerstone Academy.

Scope of Services:

Alpha (CMO) will provide the following services:

1. Payment of the School's lease costs, utilities costs, and necessary site improvements
2. Researching, providing or preparing for any future expansion of the facility to accommodate growth of the School
3. Providing professional and leadership development training for certain employees prior to the commencement of the school year and continuing throughout the school year as necessary

4. Providing office services, such as accounting, payroll, human resources and billing
5. Supervising the annual budget
6. Developing and executing fundraising opportunities
7. Working with the Charter Authorizer, CDE and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies
8. Supervising parent coordination and parent involvement generally
9. Marketing for student enrollment and teacher recruitment
10. Assisting with public relations
11. Writing grants for state and other funding
12. Providing guidance relating to the curriculum
13. Providing support for information technology
14. Securing working capital financing for the school
15. Providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing
16. Providing any other operational or educational needs relating to the School that the school may reasonably request of the CMO
17. Collecting Special Education funds and managing the Special Education program budget on behalf of all Alpha schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site
18. Providing guidance relating to model development and innovation

Excluded Services:

Other than the services outlined above, Alpha (CMO) is not responsible for any other activities, unless mutually agreed to in writing.

CMO Management and Facilities Fees:

In consideration for the services, Alpha (CMO) shall receive a monthly CMO Management Fee equal to 15% of local, state, and federal revenues of Cornerstone Academy Preparatory School (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied; provided, however, that if in any month Cornerstone Academy Preparatory School suffers a net loss, the amount of such net loss will be carried forward to succeeding months and no further payment of the Services Fee shall be made until and to the extent that the cumulative amount of all such losses is recouped against net income of Cornerstone Academy Preparatory School earned in such succeeding months. The Services Fee shall be payable by

Cornerstone Academy Preparatory School to the CMO on or before the 30th day after the end of each calendar month.

The Manager shall receive a quarterly "Facilities Fee" equal to 15% of local, state, and federal revenues of Cornerstone Academy Preparatory School (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue), determined in accordance with United States generally accepted accounting principles which are consistently applied and the facilities lease payments for that quarter.

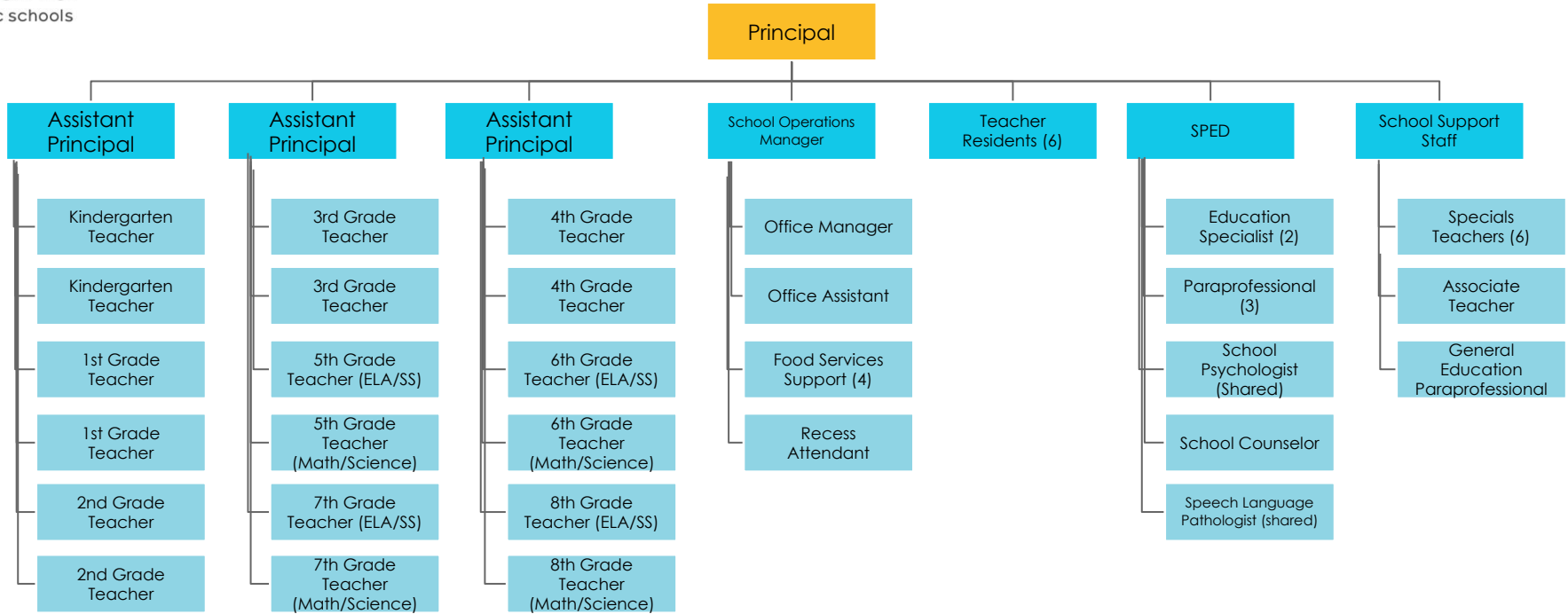
The Services Fee and Facilities Fee are the only compensation or other payments to which the CMO will be entitled hereunder; Cornerstone Academy Preparatory School shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including, but not limited to, compensation and other benefits payable to any employees and any travel expenses.

CMO Expenditures:

An updated budget projection that includes management and facilities fees has been provided. The CMO will provide all services listed in the scope of services. Accordingly, certain expenditures have been eliminated from the school-level budget because the CMO will provide the services to the school. Specifically, the following expenditures have been eliminated:

- Repairs and Maintenance
- Accounting Fees
- Business Services
- Financial Service Contracts
- Instructional Consulting
- Facilities Consulting
- Fundraising Expenses
- Legal Fees
- Student Recruiting
- Marketing/Outreach
- Staff Recruiting
- Student Information Systems
- Technology Systems
- Internet/Website Consulting

Alpha: Cornerstone Academy Preparatory School 18-19





Student Discipline, Suspension, & Expulsion

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

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 School. In creating this policy, the School has reviewed California Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions and the language below closely follows the California Education Code. The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the 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. 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 School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process

procedures applicable to general education students except when federal and state law mandates additional or different procedures. The 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 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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 anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Any progressive discipline steps shall not preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) 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.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) 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 School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
 - 1) A message, text, sound, video, or image.
 - 2) 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 (i) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 4) Notwithstanding subparagraphs (i) and (ii) 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.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
 - b) Brandishing a knife at another person
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
 - d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

3. Discretionary Expellable Offenses. Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) 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.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) 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.
 - p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of

actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) 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.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) 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 School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
 - 1) A message, text, sound, video, or image.

- 2) 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 (i) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
- 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4) Notwithstanding subparagraphs (i) and (ii) 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.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 in accordance with Education Code Section 47605(b)(5)(J)(i) . This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Authority to Expel

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

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

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 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.

- 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.
- The 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.
- 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.
- 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.
- 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.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity

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

- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 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.
- 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.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

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 of Directors 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

Written Notice to Expel

The Principal or designee following a decision of the Board of Directors 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 School.

The Principal 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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The 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.

Rehabilitation Plans

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

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 of Directors following a meeting with the Chief Schools Officer, Principal, and/or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Schools Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

- **Notification of SELPA:**
The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the School or the SELPA would be deemed to have knowledge that the student had a disability.
- **Services During Suspension:**
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- **Procedural Safeguards/Manifestation Determination:**
Within ten (10) school days of a recommendation for expulsion or any decision to change the

placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

- **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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

- **Special Circumstances**

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

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

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

- **Interim Alternative Educational Setting**
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

- **Procedures for Students Not Yet Eligible for Special Education Services**
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

Morning Drop-Off Procedure

Foundations

Vision:

- The morning drop-off at Cornerstone Academy is calm, safe, and efficient. Scholars arrive on time, parents adhere to all traffic laws, and staff members are able to maintain order. Safety is the top priority.

What's Sacred:

- SAFETY and order
- Compliance with traffic laws
- Efficient use of everyone's time (staff, parents, scholars)
- ALL staff members fulfill their roles and responsibilities

System		
Level	Team Member	Description
Primary	Traffic Safety Director (TSD) Support Staff	<ul style="list-style-type: none"> • The TSD will draft and execute a plan for Morning Drop Off, ensuring all parts of the plan are adhered to, and follow up as needed • The Support Staff will execute the Setup of cones following the map and also serve as Crossing Guard on a rotating basis
Secondary	Leadership Team	<ul style="list-style-type: none"> • The Leadership Team will greet scholars at the gate with a "Good Morning", a firm handshake, and eye contact • The Leadership Team will scan and monitor the overall procedure, fill roles as need arises
Secondary	Parent Volunteers	<ul style="list-style-type: none"> • Parent Volunteers will fill in the empty 'stall' stations, open car doors, greet scholars
Secondary	Parents (drivers)	<ul style="list-style-type: none"> • Parents who are driving scholars to school should follow all guidelines for morning drop-off
Execution	ALL	<ul style="list-style-type: none"> • Staff, parents, and scholars are all responsible for following all roles and responsibilities assigned to them and executing this procedure faithfully

Procedures

*Note all Left and Right directions are based on a person facing Cornerstone's office

- The TSD (in the beginning of the year) will create a memo for parents outlining the Do's and Don'ts of Morning Drop Off. The memo will be translated and sent home
 - Do - Keep flow of traffic moving safely
 - Do - Obey ALL school traffic signs and CA State driving laws,
 - Do - Have scholars fully dressed in approved Cornerstone attire
 - Do - Have all of the materials scholars will need to have a successful day **in their backpack**
 - Do - Have scholar exit the **right side of the the car**, closest to the curb
 - Do - Pull your car all the way up
 - Don't - Park in the parking lot in front of Cornerstone's Main Office. If you would like to walk your child to the gate, park in the Kennedy parking lot or utilize street parking
 - Don't - Park in the Don De Dios Apartment Complex. Management will tow your car.
 - Don't - Park in any space of the staff parking lot
 - Don't - Get out of your car when driving through the drop-off loop
 - Don't - Have scholars eating breakfast or completing homework as they are about to be dropped off
 - Don't - Leave your car unattended in the drop-off loop
 - Don't - Park your car in the Fire Lane

7:15AM:

- **Support Staff** will be assigned to the following roles on a rotating basis by the TSD.
 - **Set up-** place cones along the curb, at the entrance and exit of the drop-off loop , block off the teacher parking lot (following the map) and stand in the lead position to act as a crossing guard at the crosswalk leading from the teacher parking lot to the curb
 - **Crossing Guard-** Will safely and efficiently direct the flow of traffic, stopping traffic when necessary for scholars and parents to use the crosswalk
- If you are unable to fulfill your role for the day, you need to contact a [designated back](#) up and the TSD
- **Entrance-** set up the cones following the map.
 - Materials: 10- 28" orange road cones,

- Place 8 of the orange cones approximately every 3-4 feet starting at the drive way and arching towards the apartment complex.
- Place 1 cone on the speed bump to block cars from (cutting in line) entering the second lane.
- Place 1 cone at the entrance to the teacher parking lot
- **Exit-** set up cones at the exit following the map.
 - Materials: 8- 28" road cones
 - Place cones starting from where the sidewalk and parking lot meet approximately 3-4 feet apart, making an arch to the first lane.
- **Curb-** set up all other cones following the map.
 - Materials: 6-9- 28' orange road cones
 - Place the cones every 3 slabs of concrete, approximately 24 feet apart along the Fire Lane curb starting 1 slab away from the crosswalk until all remaining cones are used (see map)

During:

- Support staff, and parent volunteers will fill the role of the **Curb Greeters**
- Curb Greeter will safely direct the flow of traffic, making sure that cars are pulling as far forward as possible
- Curb Greeter will open the passenger side door of the cars only when the car has safely stopped
- Curb Greeter will assist scholars in getting out of the car if necessary (Grades K-3 mostly) making sure the scholars are safely on the curb before assisting them in putting on backpacks, tying shoes, or helping with any other materials they might have.
- Curb Greeters will remind parents to stay in cars and scholars should exit from the right side of the vehicle. For parents who do not follow rules, please share a copy of the Dos/Don'ts
- Curb Greeters will carefully shut car doors
- The Leadership Team will have 1-2 people at the gate to greet scholars and start the day with a "good morning", handshake, and eye contact
- The Leadership Team will oversee the whole procedure to ensure safety and compliance and provide feedback to the TSD

After:

- At 7:45 The [Support Staff](#) assigned for that week will clean up cones starting at the exit so that the bus driver from Kennedy will be able to make a left hand turn, then move on to the cones at the entrance
- Assigned support staff will make sure all cones are put away in the equipment cabinet and ensure that the cabinet is **locked**

Dismissal and Late Pick Up Procedure

Foundations
<p>Vision:</p> <ul style="list-style-type: none"> The dismissal pick up at Cornerstone Academy is calm, safe, and efficient. Scholars leave, parents adhere to all traffic laws, and staff members are able to maintain order. Safety is the top priority.
<p>What's Sacred:</p> <ul style="list-style-type: none"> SAFETY and order Compliance with traffic laws Efficient use of everyone's time (staff, parents, scholars) ALL staff members fulfill their roles and responsibilities

System		
Level	Team Member	Description
Primary	Teachers and Leadership Team	<ul style="list-style-type: none"> Leadership team members circulate the quad area to ensure scholar safety Leadership Team Members open gates at 4 (back, Kinder and front gates) All scholars will be dismissed from either the front or back gate and picked up in their classroom Teachers will walk scholars to the office who have not been picked up at 4:15PM.
Secondary	Leadership Team and Operations	<ul style="list-style-type: none"> After 4:15PM, all scholars will sit in the office and wait for pick up Leadership Team on duty will call parents for pick up once they arrive Notify parents that supervision will not be available after 4:20PM (Refer to the Family Handbook) Parents sign out the Late Pick up log before picking up their scholar

Procedures
<p>After School Dismissal: Teachers will dismiss any scholars in Coral (at 4:10pm, TH: 12:55) or Pride U (at 4:12pm, TH: 12:57) during dismissal.</p>

Teachers will dismiss any scholars with siblings (at 3:55pm, TH: 12:40) prior to dismissal.

- Older siblings will pick up the younger siblings (only K and 1st grade) in front of their classroom
- Older sibling will bring their younger sibling (only K and 1st grade) back to their classroom
- Older siblings return with their sibling(s) to their classroom by 4:00pm

Teachers will stay with their students in their classrooms from 4:00-4:15

- At 4pm, designated Leadership Team will open the back gate and the front gate
- All students are picked up in their classroom
- K-3 parents pick up through the front gate
- 4-8 parents pick up through the back gate
- Teachers will implement in class procedure during dismissal time
- **Students should not leave the classroom during dismissal time for any reason other than being picked up by their parent**

At 4:15pm, all team members will walk remaining scholars up to the front office so that designated Leadership Team on duty can call parents

- Scholars will sit in the office until parents pick up
- Parent will sign out late pick up form when picking up their scholar
- Office assistant will track the late pick ups weekly

Parent Notice:

A letter and copy of the Family Handbook section Late Pick Up will be sent to parents pick up their scholars late more than 3 times. This will be sent by Ops team.

If a scholar is picked up late more than 5 times, a conference is scheduled with a member of the Leadership Team.

If a scholar is picked up late more than 10 times, a conference is scheduled with Principal and the scholar will lose a privilege (field trip/party, etc).

Leadership Team Schedule:

Monday: Lisamarie Reid (Primary) Emma Bean (Secondary)

Tuesday: Emma Bean (Primary) Tara Vincent (Secondary)

Wednesday: Tara Vincent (Primary) Lisamarie Reid (Secondary)

Thursday: Lana Nguyen (Primary), Claudia/Betty Legaspi (Secondary)

Friday: Jake Thompson/Fallon Parker (Rotate)

A late pick-up is defined as any time a parent arrives at the school after 4:15 PM (M-F) and 1:00 PM (Thursdays).

The following consequences will apply:

- After the first late pick-up, you will receive a verbal.
- After the 3rd late pick-up will result in a written warning.
- After the 5th late pick-up will result in a phone call from the Assistant Principal
- After the 7th late pick-up will result in a meeting with the Principal
- After excessive late pick-ups have occurred (10+), the School may contact the local police department and/or the Department of Social Services/Child Protective Services to report child neglect



alpha

cornerstone academy

School Safety & Emergency Plan

Template

(Updated June 6, 2019)

Table of Contents

[Emergency & Safety Plan Overview](#)

[Emergency Preparedness](#)

[Emergency Supplies](#)

[Emergency Phone Numbers](#)

[Emergency Contact Resources](#)

[Safety and Emergency Team Roles](#)

[Preventions](#)

[Safe Ingress and Egress](#)

[Determination of Threat](#)

[Emergency Procedures](#)

[Emergency Evacuation/Fire or Fire Drill](#)

[Evacuation of Individuals with Disabilities](#)

[Evacuation, Fire or Fire Drill Procedures at a Glance](#)

[Earthquake Emergency Procedures](#)

[Shelter in Place - Code Blue](#)

[Emergency Lockdown - Code Red](#)

[Emergency Drill Schedule](#)

[Emergency during after-school or Sport Activities](#)

[Parent Reunification](#)

[Student Pick-up in the Event of an Emergency](#)

[School Map](#)

[For Parent Handbook](#)

[Preventions](#)

[Drill Schedule](#)

Emergency & Safety Plan Overview

Purpose

The purpose of this plan is to document the procedures for identification, response, and roles/responsibilities in a variety of emergency scenarios at Alpha: Cornerstone Academy. In clearly outlining and training towards adherence to these procedures, we aim to ensure that all school employees can act efficiently and confidently in order to keep our students safe in a variety of situations.

Process of Plan Development

In creating this document, a variety of stakeholders and resources were consulted over the course of Spring 2019, including:

- Guidance & best practices from Santa Clara County Office of Education
- Guidance & best practices from the San Jose Police Department & Fire Department
- Review of SEMS and NIMS training
- Pursuant to AB 1747, community input and approval by Families through School Site Councils
- Input by School Leadership Teams and Staff
- Final Review by Fire Department and/or police department
- Review and Approval by Alpha Executive Team
- Review and Approval by Alpha Board of Directors
- Review by Legal Counsel (Young, Minney, Corr LLP)

Training

After adoption of the plan, a variety of communication and training to various stakeholders takes place in order to ensure this plan is well known by all. This includes:

- Posting of Safety Plan on Website
- Inclusion of Plan within Family Handbook
- Mandatory First Aid/CPR/AED training by key leadership team members, including all sports coaching staff
- Sessions during summer staff professional development, with role play and practice

Evaluation & Reflection

In order to ensure that we are improving our emergency and safety procedures, this plan is assessed and updated twice a year (December & June) by our Network Operations Team, School Operations Leadership, and our Executive Team.

Emergency Preparedness

Emergency Supplies

Item	Location	Suggestions
Campus Map: evacuation routes and fire extinguishers clearly marked (both CAPs and Kennedy Map)	<ul style="list-style-type: none"> ● By the classroom door ● Not covering classroom windows 	On a pin board, clipped to a surface or stapled, not glued down next to the door.
Safe Haven Map: routes to safe haven locations near the campus	<ul style="list-style-type: none"> ● Inside Emergency Bag 	This should be out of sight and located inside the Emergency Bag for easy access.

Emergency Resources Contact List	<ul style="list-style-type: none"> • Inside Emergency Bag 	Located inside the Emergency Bag for easy access.
Emergency Code Description & Determination of Threat Explanation Sheet	<ul style="list-style-type: none"> • By the classroom door • Not covering classroom windows 	Posted on brightly colored paper that aligns with the various emergency codes (i.e.- "Code Red"- On Red Paper)
Emergency Bag	<ul style="list-style-type: none"> • In an easy to access location, so it can simply be grabbed in the event of an emergency 	Possibly assigning two responsible students to grab this during a drill/emergency
Audio/Visual Impairment Notification (Only post if applicable)	<ul style="list-style-type: none"> • In a clearly visible place for people who may be entering the room 	Notification should be posted in the same location for each classroom, emergency personnel should be notified of location. (i.e. corner of the classroom window)
Automated External Defibrillators (AED)	<ul style="list-style-type: none"> • AED machines are located in the front office. 	<ul style="list-style-type: none"> • All AEDs are checked and maintained quarterly • All school leaders and sports coaches are trained on AED use.

Emergency Phone Numbers

In the case of an emergency (fire, lockdown, active shooter, shelter-in-place), the designated logistics director is the primary point of contact for external parties in emergency situations. Given this they are to be in direct contact with police and fire department.

The following agencies should be contacted as soon as possible in the case of an emergency. After agencies are notified, the ANT Office should also be notified.

Emergency Contact Resources	
Organization Name	Contact Information

General Emergency Number	911
Fire (non-emergency)	(408) 277-8900
Police (non-emergency)	311
County Emergency Medical Services/County Emergency Services	(408)794-0600
American Red Cross (Silicon Valley)	(877) 727-6771
State Warning Center	(800) 852 - 7550
National Response	(800) 424 - 8802
Poison Control Center	(800) 222 - 1222
Emergency Broadcast Radio Stations	<ul style="list-style-type: none"> ● KCBS - AM 740 ● KGO - AM 810 ● KLIV - AM 1590 ● KQED - FM 88.5 ● KSOL - FM 98.9 (Spanish) ● KSJX - AM 1500 (Vietnamese)
Alpha: Cornerstone Academy Leadership Team	<p>Marion Dickel - (408) 479-1674 Tara Vincent - (408) 210-7277 Fallon Houseman - (408) 495-9247 Lana Nguyen - (714) 915-6218</p>

Safety and Emergency Team Roles

Role	Role Description	Alpha: Cornerstone
Emergency Lead	Decision maker in emergency situations Communicates with the rest of team "Incident Commander"	Marion Dickel
Logistics Director	POC for emergency services Sweep of school after evacuation Correspondence with nearby schools Assess injuries and medical risk analysis "Operations Section Chief" "Liaison Officer"	Lana Nguyen

Assistant Logistics Director	Verify attendance Point person for notifying parents of updates and procedures on campus "Public Info Officer"	Beatriz Legaspi
Assistance Monitor	Assist students, ensure students with disabilities or requiring extra assistance are accounted for	Claudia Legaspi

Preventions

At Alpha: Cornerstone Academy we strive to continue to use preventative measures to ensure student and staff safety. We have school wide communication systems and norms in place, first aid and AED machines on campus, and various safety precautions to ensure safety while fostering a learning environment. Each classroom is equipped with a variety of safety measures intended to keep students safe while ensuring everyone is prepared in the event of an emergency. Some of these things could look like lock blocks on the doors and safety clipboards with accessible information.

The positive mental health of our students is important, in addition to the anti bullying program we also incorporate new state laws into our daily routine

- o SB972 - Suicide hotline number on the back of ID cards
- o AB2022 - access to mental health supports
- o Counselor at each site

In concurrence with all of the preventions in place, communication is key. Alpha Public Schools will continue to communicate information happening on campus. Families, it is imperative to maintain an active phone number to receive all communication. If you have a new phone number, contact the front office immediately.

Safe Ingress and Egress

At Alpha: Cornerstone Academy, our goal is to have safe ingress and egress of students. We ensure student and family safety by staffing the gated entrances, coned off areas adult presence ushering students safely into campus.

During dismissal or egress, adult staff are available to assist students getting to their cars safely. Students are walking to the designated areas and safely use crosswalks when necessary.

Determination of Threat

The Emergency Lead will determine the appropriate response to any situation that may require an additional course of action. They will then share this information immediately to the rest of their team. In the case of a shared campus, the campus emergency lead will make the final decision about lockdown or evacuation in a timely manner, and will share this information with the other school's emergency lead to communicate to their team.

This Emergency Plan outlines procedures for situations that present imminent danger to students, staff and property beyond the school's ability to control and involve a 911 emergency response. These situations could result or require evacuation or containment/lockdown.

For Containment/Lockdown, staff and students will remain indoors and continue teaching as normal. Everyone will minimize going outside for any reason until the lockdown has been lifted.

For Evacuation, staff and students will evacuate the classrooms because of imminent danger on campus. Staff and students will evacuate to one of the four locations listed on this [Safe Haven Map](#). Teachers will use Groupme to text which location they are at (i.e. Ms. Smith is at location #1)

Evacuation will be required in the event of:	Containment/Lockdown will be required or in the best interest of students in the event of:
<ul style="list-style-type: none"> ● Fire ● Explosion ● Hazardous Material Spill (Inside) ● Hostage Situation ● Bomb Threat ● Gas Leak 	<ul style="list-style-type: none"> ● Riot ● Shooting ● Armed Person On or Near Site ● Hazardous Material Spill (Outside) ● Hostage Situation ● Suicide ● Earthquake ● Air quality concern ● Traffic accident in neighborhood within view of campus ● Adults on campus that did not check in with Front Office

Emergency Procedures

To use the all-school paging function on the school's phone system, pick up your receiver and dial *9601. To page a specific room or classroom, dial * and the extension of the room you are trying to reach.

The school owns two-way radios. These should be charged each night. One should always be left in the office. The other must be turned on and carried by the designated people on the correct channel.

Emergency Evacuation/Fire or Fire Drill

A fire, fire drill, or other emergency evacuation will be indicated either by the school's fire alarm or via an announcement over the intercom system.

During a fire drill or fire emergency evacuation, teachers should instruct students to evacuate the building in an orderly fashion, using designated routes, and assemble in their assigned Assembly Area. Teachers should take the student roster when leaving the building and take attendance once the class is assembled in their assigned Assembly Area. **Teachers should confirm that all members of their class are accounted for by displaying their "Green" all students present card. If students are missing, teachers should display their "red" missing students card.** Teachers and students should wait silently for an "all-clear" to return to class or for further instructions. All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office)

In an actual emergency, the ability to communicate quickly and clearly will be extremely important. It is vital that students remain silent in drills and during actual emergencies, to ensure the safety of students and staff.

In the event that the Fire Alarm should sound between classes or during lunch transitions:

- Students within a classroom are to stop what they are doing immediately and form a single line near the doorway.
- Teacher will check to ensure that all students are out of the classroom, then proceed to escort students to the assigned assembly place.
- If there are students in the cafeteria or common area when the alarm sounds, they are to immediately stop what they are doing and line up single file nearest to the doorway and head to the assigned assembly place.
- All **staff/faculty** should be outside making sure the students are lined up and silent.

Evacuation of Individuals with Disabilities

The Assistance Monitors will maintain an active list of the names of individuals who might require assistance during an evacuation, which will be kept on the in the front office where it's easily accessed. Assistance Monitors will be responsible for ensuring that individuals requiring assistance are safely evacuated from the building.

Evacuation, Fire or Fire Drill Procedures at a Glance

- Fire alarm with sound and flashing lights/silent students
- Take emergency bag with roster, and red and green cards
- Door closed
- Walk to the assigned assembly place; students in a line quietly
- Teacher takes attendance
- Show green flag for all clear signal, or red flag if a student is missing
- If student is missing, Ops team searches for the student if no one has identified who has them on Groupme
- If a student is injured, display the Injury Assessment Card and indicate the severity
 - (1- Non life-threatening, 2- life-threatening)
- Cell phone on, on silent, emergency use only
- Procedure ends when PA announcement is made: "Who are we proud to be?"

Earthquake Emergency Procedures

In the event of an actual earthquake, either you feel the earth shaking or Safety Director makes an announcement indicating **"This is an Earthquake."**

Teachers are to direct students to duck and cover. Duck and cover under the table with head and neck underneath and cover your neck with the back of your hands. Once the earthquake has stopped or a second announcement is made indicating "Earthquake has stopped, please evacuate."

At this point, teachers should check the exit to ensure there are no hazards (downed electrical lines, etc.). Then, they should follow the emergency evacuation procedures above.

Earthquake – Drop, Cover and Hold Drill

1. An administrator will announce that a "Earthquake Drill" will begin and to duck and cover.
2. At the administrator/teacher's command, all students will drop under their desks.
3. All students will drop under the desk, hold the desk and remain under the desk until told to return to the seated position by the administrator/teacher
4. Teachers should monitor students to be sure all students are under their desks.
5. The administrator/teacher will remind students of the need to follow this procedure whenever there is an earthquake and to remain in the duck hold position until they are told to evacuate the building.
6. An administrator will announce when the drill is over and to evacuate to designated area.
7. All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office)

Earthquake, Earthquake Drill Procedures at a Glance

- PA announcement or shaking earth
- Duck and cover under the table – head and neck underneath, cover back of neck with hands
- 2nd PA announcement or when earth stops shaking, follow evacuation procedures
- Take emergency bag and escort students to assigned assembly place
- Leave the door open, lights off
- Once outside, take attendance and indicate whether all students are present (green card) or students are missing (red card).
- All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office)
- Indicate if there are any injuries, by displaying the appropriate “injury card.”
- Wait for Risk Analysis personnel to instruct teachers on the “next steps.”

Shelter in Place - Code Blue

In general, “code blue” will be called when there is police activity or danger in the surrounding neighborhood, but no immediate threat on campus.

Safety Director/Office Staff should notify classrooms of code blue by dialing #01 on the office loud speaker and announcing “code blue – please lock doors, close blinds, account for all students, and remain in your classroom until you receive the school's all clear code.

When code blue is called, all students and staff should go immediately to their classrooms/office, lock the doors, and close the blinds. All students should be accounted for. All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office). Missing students should be reported to the office immediately by Groupme chat or office phone. Finally, Safety Director/Office Staff should confirm that bathrooms are empty, lock bathroom doors, and return to the office.

PLT coaches and after school coordinators should ensure all students return immediately to their classrooms

During a code blue, once the campus is secure and all students are accounted for, please ensure students of their safety and continue with instructional activities. Do not leave your classroom or send students out of classrooms for any reason until receiving an all clear code: “Who are we proud to be?” or specific instruction from a member of the Safety Director/Office Staff.

Under no circumstances are teachers to open the door.

- All classroom teachers must lockdown in their classrooms.

- o All staff and teachers not with a class must lockdown in nearest office space or classroom. **Please remember, classroom doors are not to re-open for any circumstance.**
- o If students are in the Cafeteria they are to be locked in place and doors are barricaded, e.g. lunch.
- o If students are at PLT or in the field they are to go to their homerooms.

Shelter In Place - Code Blue at a Glance

- Police activity in the neighborhood, shelter in place, announcement is made, **"This is a code blue."**
- Shelter in place – don't leave room, (not even for the bathroom)
- Lock door, close blinds
- Keep teaching/normal classroom activities
- All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office)
- Check email for updates
- Cell phone on, on silent, emergency use only
- Procedure ends when announcement is made, **"Who are we proud to be?"**

Emergency Lockdown - Code Red

In general, "code red" will be called only when there is immediate threat on campus. When code red is called unless more detailed instructions are given, all students and staff should go immediately to their classrooms/office or nearest classroom, lock the doors, close the blinds, turn off lights, and barricade the doors. All students should be accounted for. All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office) Missing students should be reported to the office immediately by via phone or text.

Safety Director/Office Staff should notify classrooms of code red by dialing #01 on the office loud speaker and announcing code red. Finally, Safety Director/Office Staff should check bathrooms for students reported missing by classroom teachers, returning with them to the office if located. All staff members will use Groupme app to notify which students they have that are out of their normal classroom. (i.e. John is in the office)

PLT coaches and after school coordinators should ensure all students returns immediately to their classrooms or to the nearest classroom. If the classroom has already been barricaded, students should go directly to the office.

In the case of an Active Shooter Event:

HIDE: If it is not safe to run, hide and create a stronghold. Lock the doors, close the blinds, turn off lights, barricade the doors and move away from doors and windows. Silence your cell phones and turn off vibrate mode. *Note: In many cases, you will not know where the threat is. If unsure, hide and creating a stronghold will be your best option.

RUN: Decide if you can escape safely. If it is safe, run as fast as you can away from the direction of the danger. DO NOT stop running until you are far away from the area.

- Leave your belongings behind
- Call 911 when safe and notify the office of your location as soon as possible.

DEFEND: This is a last resort. Prepare yourself mentally and physically for the possibility of engaging the shooter. Use any materials available in your room to defend yourself and your students.

Any staff member who needs to report an in-class emergency during a code red should Dial 911.

Lockdown - Code Red at a Glance

- Threat **on campus:** PA announcement, ***"This is a code red."***
- Teacher discretion to **RUN, HIDE, or DEFEND**

HIDE

- Lock door
- Shut blinds
- **Silent**
- Lights off

RUN

- Leave your room and run to a safe spot off campus
- Notify the office of your location as soon as possible (fire station)

DEFEND

- Use any materials available in your room to defend yourself and your students (e.g., fire extinguisher)
- Teachers with classes outside should also RUN, HIDE (in the nearest classroom), or DEFEND
- Students in the bathroom should either run to the nearest classroom building, or lock the stall and sit/stand on the toilet with feet hidden silently.
- Check email for updates
- Cell phone on, on silent, emergency use only
- Procedure ends when PA announcement is made

Emergency Drill Schedule

The Emergency Drill Schedule should be completed at the beginning of each school year by the Principal and Safety Director/Office Staff. The annual schedule should include one emergency drill each month between August and May. The principal and Safety Director/Office Staff should ensure that school staff are trained on emergency procedures at

the beginning of the school year and regularly notified of the monthly emergency drill schedule.

We are required to have the following drills throughout the academic school year. More than these are okay, but at the very least:

- 2 Fire Drills/academic school year
- 1 Lock Down Drills/academic school year
- 2 Earthquake/academic school year

Please talk with your students about the importance of drills and how to continue being safe even in non-drill or emergency moments of the school day.

<u>Date</u>	<u>Type of drill</u>	<u>Start Time</u>	<u>End Time</u>
9/5/2019	Fire Drill	10:00 am	10:10 pm
10/10/20	Earthquake Drill	9:00 am	9:10 am
12/12/20	Lock Down	1:15 pm	1:25 pm
01/23/20	Earthquake Drill	8:30 am	8:40 am
02/26/20	Lock Down	2:00 pm	2:20 pm
03/27/20	Fire Drill	9:55 am	10:15 am
04/24/20	Fire Drill	2:40 pm	3:00 pm
May TBD - depending on SBAC			

***Note:** The "California ShakeOut Drill" will be held every year on the 3rd Thursday in October The next scheduled ShakeOut Drill will be: **October 18, 2019 at 10:18 a.m**

This can be used as one of the required earthquake drills (note above if doing so)

***Note:** If the fire alarm will be triggered during a drill, contact the Alarm company (number located on the panel).

Emergency during after-school or Sport Activities

Given the existence of after-school and/or sport activities, the following procedures and policies are in place:

- The designated emergency lead is the head coach of the team impacted, and will be responsible for assessing the situation and then calling emergency services
- The assistant coach will be responsible for contacting external parties/families and supervising the other students.
- The designated emergency lead will administer CPR/AED/Basic First aid measures until emergency services arrive.
- An AED will be present in the main office of all schools, and will be checked/maintained quarterly.
- All coaches will be trained prior to the school year in CPR/AED/First Aid use.

Parent Reunification

Student Pick-up in the Event of an Emergency

In the event of an emergency, it may become necessary to relocate the school population to the safe haven location. Such a move would take place when it is determined by school or county officials that keeping students in the school would be hazardous to students and staff.

Parents will be notified of the relocation via a mass one-call sent out by school administrators. When parents are notified of the relocation, you will be told which site the students have been transported to. It is critically important that the school office has all necessary CURRENT phone numbers so that we are able to contact you at any time during the school day in the event of an emergency.

When you arrive to pick up your child—either at Alpha: Cornerstone Academy or the safe haven location—there will be a student release station. Please pay attention to all directions for parking. Locate the site and give the staff your child's name. Once you have been identified, your child will be brought to you. It is essential that parents cooperate with the release procedures.

We must be organized in order to ensure 100% accountability for our students. All individuals picking up students must be positively identified by our staff or provide valid identification. Unless a person's name is on your emergency card as having your permission to pick up your child, we will not release your child to them.

School Map

Located at [here](#).

For Parent Handbook

Purpose

The purpose of this plan is to document the procedures for identification, response, and roles/responsibilities in a variety of emergency scenarios at Alpha: Cornerstone Academy. In clearly outlining and training towards adherence to these procedures, we aim to ensure that all school employees can act efficiently and confidently in order to keep our students safe in a variety of situations.

Preventions

At Alpha: Cornerstone Academy we strive to continue to use preventative measures to ensure student and staff safety. We have school wide communication systems and norms in place, first aid and AED machines on campus, and various safety precautions to ensure safety while fostering a learning environment. Each classroom is equipped with a variety of safety measures intended to keep students safe while ensuring everyone is prepared in the event of an emergency. Some of these things could look like lock blocks on the doors and safety clipboards with accessible information.

The positive mental health of our students is important, in addition to the anti bullying program we also incorporate new state laws into our daily routine:

- SB972 - Suicide hotline number on the back of ID cards
- AB2022 - access to mental health supports
- Counselor at each site

In concurrence with all of the preventions in place, communication is key. Alpha: Cornerstone Academy will continue to communicate information happening on campus. Families, it is imperative to maintain an active phone number to receive all communication. If you have a new phone number, contact the front office immediately.

Drill Schedule

The Emergency Drill Schedule should be completed at the beginning of each school year by the Principal and Safety Director/Office Staff. The annual schedule should include one emergency drill each month between August and May. The principal and Safety Director/Office Staff should ensure that school staff are trained on emergency procedures at the beginning of the school year and regularly notified of the monthly emergency drill schedule.

We are required to have the following drills throughout the academic school year. More than these are okay, but at the very least:

- 2 Fire Drills/academic school year
- 1 Lock Down Drills/academic school year
- 2 Earthquake/academic school year

Please talk with your students about the importance of drills and how to continue being safe even in non-drill or emergency moments of the school day.



Alpha Public Schools: Financial Policies and Procedures

TABLE OF CONTENTS

Overview	<u>2</u>
Audit Procedures	<u>3</u>
Purchases and Contracts	<u>5</u>
Credit Card Expenditures	<u>7</u>
Accounts Payable	<u>10</u>
Employee Reimbursement & Travel	<u>11</u>
Petty Cash	<u>15</u>
Banking	<u>16</u>
Asset Allocation	<u>17</u>
Payroll	<u>18</u>
Insurance	<u>19</u>
Capitalization and Depreciation	<u>20</u>
Budgeting and Financial Reporting	<u>22</u>
ANT Management Fees & Expenditures	<u>24</u>
ANT Facilities Fees & Expenditures	<u>26</u>
ANT Special Education Fees & Expenditures	<u>28</u>
Reserve Policy for Alpha School Sites	<u>29</u>
Reserve Policy for The Alpha Network	<u>32</u>

OVERVIEW

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as Alpha Public Schools (“Alpha) develops and regulations change. The Board of Directors (“Board”) will approve these financial policies, and revisit them periodically to ensure the most effective use of the funds of Alpha Public Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

Policy Guidelines

1. The board delegates the creation; administration; and ongoing, necessary revision of financial policies and procedures to the CEO or his designee. The board is responsible for the review and approval of these policies.
2. The CEO or his designee of Alpha Public Schools has responsibility for all operations and activities related to financial management of Alpha Public Schools.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. With reference to the following procedures, if the organization does not have a CFO or Director of Finance, these responsibilities may be handled on a contract basis.
5. Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse him or herself from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act to the extent it applies to the organization.

I. AUDIT PROCEDURES

Audit Objectives

In compliance with California Education Code 47605(b)(5)(l), the Board of Directors will arrange for an independent financial audit to be performed following the close of the fiscal year. The audit shall include, but not be limited to, (1) an audit of the accuracy of each School's financial statements, (2) an audit of each School's attendance accounting and revenue claims practices, (3) an audit of each School's internal controls practices for the purpose of determining financial statement accuracy, and (4) other programmatic compliance as outlined within the California K-12 Audit Guide.

Audit Requirements

Audits must be conducted in accordance with generally accepted auditing standards in the United States of America. If Alpha Public Schools expends over \$750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.

Audit Committee

Each year, the Board of Directors will take affirmative action to form an ad hoc committee with the expressed purpose of overseeing the audit process. In close concert with Alpha's Back Office Support Provider those activities may include soliciting audit firm proposals, participating in planning with the selected audit firm, addressing questions during interim or field work, and responding to findings or concerns raised by the audit firm.

Audit Firm Selection

The audit committee will have solicited proposals from approved firms, as found here: <http://cpads.sco.ca.gov/CPAList.aspx>. Following proposal solicitation and evaluation, the audit committee will recommend a firm and engagement length based on a number of factors including experience with charter school finance, auditing experience, and cost. The auditor will not have a direct, financial stake in matters audited.

Each year, no later than April 1st, each School will notify its authorizer and the appropriate county office of education of the selected firm to perform the independent financial audit following the close of the fiscal year.

Audit Procedures - Internal Control

Alpha Public Schools will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The CEO, Director of Finance, Back Office Support Provider and Finance Committee of the Board will be knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies”.

Audit Review and Submission

Following the conclusion of audit field work and preparation of the final audit report, the audit committee will review and respond to any findings or concerns flagged within the audit report. The audit firm will conduct a final meeting with appropriate school staff, the audit committee, and/or other board members as necessary.

A completed audit report will be provided to the Board Finance Committee by December 1. The Board of Directors will then review the completed audit report, including any audit committee responses, and will approve the submission of the audit report to required parties.

The selected audit firm will be responsible for transmitting the final audit report and accompanying schedules by December 15th to all required parties by law, including but not limited to, the California Department of Education, the State Controller, and each School’s authorizer.

Form 990 Federal Tax Return

The selected audit firm will prepare the Form 990 tax return and send a copy to the staff members responsible for the audit. Alpha Public School staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, Alpha Public Schools will notify the audit firm who will then prepare the final return for filing.

II. PURCHASES AND CONTRACTS

BACKGROUND/OVERVIEW:

This document outlines policies and guidelines for procurement at Alpha. Procurement is defined broadly to include all purchases of goods and services.

PURCHASES

The following approval thresholds apply to all purchases. Written approval is required (email is acceptable). Purchases should not be divided to circumvent these limits.

- a. **Up to \$500.** Written approval not required as long as other policies are followed.
- b. **Between \$500 and \$5,000.**

Purchase or approval required by a **School Principal** for school site purchases.

Approval required by a **Senior Director** for ANT purchases.
- c. **Between \$5,000 and \$25,000.** Approval required by the **COO** (ANT expenditure) or **CSO** (School expenditure). **COO** will sign checks.
- d. **Above \$25,000.** Approval required by the **CEO**. **CEO and COO** will sign checks.
- e. **Above \$100,000.** Retroactive review by the **Board Finance Committee** **within 60 days**.

CONTRACTS

- a. Regardless of the dollar amount involved, **only the CEO, COO, and CSO are authorized to sign binding contracts on behalf of Alpha**. All approved contracts for vendors, independent contractors, and service providers should be submitted to and retained by the Finance department. Contracts will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- b. Whenever possible, **Alpha should avoid paying deposits or advances prior to the delivery of services**. Payment should be made upon completion of deliverables.

c. The use of consultants and contract personnel should be **evidenced by a written agreement** detailing the contractor's compensation, allowable expenses (if any), the scope of work, and ownership rights to intellectual property.

d. **Contractors who will interact with Alpha students must clear criminal background checks before having any unsupervised contact with students.**

e. The use of consultants should be closely monitored to comply with IRS classification rules. **Consultants should not be controlled directly by Alpha in terms of how and when the work is performed,** are not eligible for employee benefits or a permanent workstation, and must pay self-employment taxes.

f. The process for **requesting a contractor** is similar to other purchases, but involves additional steps with the HR department, as follows:

- 1) Manager confirms with Finance that funds are available in the budget.
- 2) Manager obtains required approvals based on the value of the contract.
- 3) Manager sends scope of work to HR, including:
 - Clear description of the project and desired outcomes
 - Timeframe for the work to be completed
 - Proposed project fee and payment schedule
- 4) HR sends contractor a contract via Alpha's online HR system.
- 5) HR oversees background check, liability insurance, and any other requirements if the contractor is doing work onsite.
- 6) HR sends a copy of the executed contract to Finance.

III. CREDIT CARD PURCHASES

Credit Card Use Guidelines

Alpha credit cards will be issued to staff, only with approval of the Director of Finance. Only C-Level Officers (CEO, COO, CFO etc), School Principals and ANT Directors who report to the CEO will be issued a credit card. Any exceptions must be approved by the CEO or COO.

Cardholders are responsible for all purchases made on the card. Receipts are required for all credit card expenditures.

Charges may not be made for “Non-Reimbursable Expenditures” as described in the Employee Reimbursement Section below. Any charges on an organization credit card deemed as non-reimbursable expenditures will result in money owed by the employee to Alpha.

Failure to meet requirements, or making of inappropriate charges will result in loss of the credit card.

The single transaction limit for all cards (except the COOs card) will be \$1,000. Exceptions may be granted on a case by case basis with COO approval.

The monthly credit limit for all cardholders except the COO shall not exceed \$10,000. The COOs credit limit may be increased up to \$25,000 on a seasonal basis to facilitate purchases made by the Operations team when procurement activity is high.

Allowable Purchases

Credit cards will only be used for business purposes. Personal purchases of any type are not allowed. If any card purchases are found to be personal in nature or impermissible expenses the cardholder will be liable for the reimbursement of such charges.

The following purchases are **not** allowed on the credit card (all exceptions must be **pre-approved** by the CEO):

- Leases or maintenance agreements
- Services
- Non-work related personal items
- Loans or rentals (other than short-term car rentals for travel purposes)

- Alcoholic beverages

Cash advances on credit cards are *not* allowed under any circumstances.

Gift cards may only be purchased with explicit written CEO or COO approval.

Card credit limits are subject to change and will be modified as organizational needs change.

Any exceptions to the above guidelines must be approved by the CEO.

Misuse

Gross violation of the above policies will result in revocation of credit card privileges.

Failure to complete expense reports or submit all receipts within 7 days of the deadline will lead to the following consequences (reset annually):

- 1st Violation - Written Warning to Cardholder
- 2st Violation - Reduction of credit limit and single transaction limit.
- 3rd Violation - Meeting with Cardholder and Manager to address violations
- 4th Violation - Loss of card privileges

If credit cards are lost or stolen, cardholders are required to contact Capital One immediately within 24 hours followed by an email to the Director of Finance detailing the scenario.

Credit Card Procedures

It is the purchaser's responsibility to obtain an itemized receipt for all purchases. Failure to provide a detailed receipt will make the purchaser responsible for the expenditure incurred. Those expenditures are to be reimbursed to the school no later than 10 working days following notification of improper documentation or use of the school credit card. In certain circumstances, a claim may be allowed without a proper receipt.

Employees will complete expense reports monthly, as necessary, to be submitted to the Finance Team.

Credit card statements will be reviewed by the Director of Finance on a monthly basis. Purchases that may deviate from policy will be sent to the COO for additional review. The COO will inform and provide the Chair of the Board Finance Committee a description of any questionable items flagged on the CEOs credit card. The Director of

Finance will inform and provide the CEO a description of any questionable items flagged on the COOs credit card.

V. ACCOUNTS PAYABLE

Alpha shall abide by EdTec accounts payable policies and procedures set forth separately.

VI. EMPLOYEE REIMBUREMENT AND TRAVEL

Purpose

Alpha Public Schools (“Alpha”) recognizes that employees may be required to travel or incur business-related expenses from time to time. The purpose of this Policy is to ensure that

- Adequate cost controls are in place
- Travel and other expenditures are appropriate
- To provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by employees.

Our policy is to reimburse only reasonable and necessary expenses actually incurred by employees. No expense will be reimbursed unless an itemized original receipt is submitted along with the expense reimbursement form.

When incurring business expenses, Alpha expects employees to:

- Exercise discretion and good business judgement with respect to those expenses.
- Be cost-conscious and spend money as carefully and judiciously.
- Report expenses, supported by required documentation, as they were actually spent.

Expense Report

Individuals must submit an approved expense reimbursement form for all reimbursements. Forms should be filled out by employees and submitted to their manager for approval. Forms are then submitted by the manager to the Director of Finance for processing.

All reimbursements will require receipts of purchases. If reimbursement is for mileage, a printout map from worksite to destination with date of travel is required.

All reimbursements will be sent in the form of a check to the employee’s listed address on the expense reimbursement form. Cash reimbursements are not permitted.

Travel

All travel on behalf of Alpha must be approved by the employee's manager. Employees cannot authorize their own travel or approve their own expenses.

Air

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. All air travel should be booked in economy or coach class, unless explicitly approved by the CEO.

Lodging

Employees traveling on behalf of Alpha may be reimbursed at the single room rate in a "business economy" or "budget" hotel for the cost of hotel accommodations. The cost should be comparable to the cost of similar accommodations available near the location of the reservation. Convenience, the cost of staying in the city (reference the [Per Diem Rates](#)) in which the hotel is located, and proximity to other venues on the employee's itinerary shall be considered when approving travel requests. Employees should make use of available discount rates for hotels.

Out-of-Town Meals

Employees traveling on behalf of Alpha are reimbursed on a per meal basis at the following rates when they actually incur the cost of a meal. Employees will not be reimbursed for meals paid for or provided by others. The daily maximum, exclusive of tips is as follows:

Breakfast:	\$9.00
Lunch:	\$13.00
Dinner:	\$29.00

Tips which are considered reasonable and necessary are eligible for reimbursement. Alcohol will not be reimbursed by Alpha.

Ground Transportation

Employees are expected to use the most economical ground transportation under the circumstances and should generally use the following, in this order of desirability:

- Courtesy cars: many hotels have courtesy cars, which will take you to and from the airport at no charge. Employees should take advantage of this free service whenever possible. Another alternative may be a shuttle or bus.
- Taxis/Rideshare: when courtesy cards and airport shuttles are not available, a taxi or ride sharing is the next most economical and convenient form of transportation when a the trip is for a limited time and minimal mileage is involved.
- Car rentals are expensive, so other forms of transportation should be considered when practical. Employers will be allowed to rent a car while out of town provided that the cost is less than alternative methods of transportation.

Personal Vehicles

Employees are compensated for use of their personal vehicles when used for business travel outside of their normal commute from home to work site. When employees use their personal vehicles for such travel, mileage reimbursement will be allowed at the currently approved Internal Revenue Service (“IRS”) rate per mile.

In the case of travel using personal vehicles to take a trip that would normally be made by air, mileage reimbursement will be allowed at the currently approved IRS rate per mile; however, the total mileage reimbursement will not exceed the sum of the lowest available round trip economy or coach airfare.

Mileage Reimbursement

Employees may request reimbursement based on the current IRS rate per mile. Mileage is reimbursable from the employee’s regular work site to the employee’s temporary work site.

Mileage is *not* reimbursable from the employee’s home to the employee’s regular place of work, even if travel occurs multiple times daily or outside of regular work hours. Mileage is also *not* reimbursable for travel if the total mileage driven to a temporary work site is less than the employee’s regular commute distance.

Mileage will be reimbursable if the employee is required to report to his or her normal work site and then required to travel to the location of the Alpha related function.

Mileage reimbursement must be submitted within 1 month of date of travel. Maps must be submitted showing distance traveled from work site to location of the work related function and the date of travel.

Note: Mileage is not reimbursed for voluntary Alpha-sponsored events such as the holiday party or end of year party.

Parking/Tolls

Parking and toll expenses, including charges for hotel parking, incurred by employee traveling on organization business will be reimbursed. The costs of parking tickets, fines, car washes, valet service, etc., are the responsibility of the employee and will not be reimbursed.

Non-reimbursable Expenditures

Alpha maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed. Expenses for personal use will also be deemed non-reimbursable. Such expenses are inappropriate for reimbursement.

VII. PETTY CASH

Usage

The purpose of the Petty Cash Checking Account is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, food/meals for teachers and emergency repairs. Petty cash shall not be used for teacher reimbursements, employee expense reimbursements or independent contractor payments.

The Schools Office Manager, Operations Manager or ANT Bookkeeper shall have access to petty cash not to exceed \$700.

Approval

Such funds shall be used at the discretion of the COO, subject to Board review upon request and consistent with the approved budget and School rules and regulations. Use of petty cash shall require itemized original receipts for all purchases.

Personal Use of School Funds: Use of School petty cash for personal use is **strictly prohibited**. Violation of this policy shall result in discipline up to and including termination.

Petty Cash Checking Account

The Petty Cash Checking Account shall have a maximum balance of \$700. The maximum one-time request amount is \$500. The Account shall be funded from the School's business General Checking Account as necessary. A ledger shall be maintained by the School Office Manager and reconciled monthly by the Director of Finance. The petty cash bank reconciliations shall be reviewed by the COO. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process (see EdTec accounts payable policies and procedures set forth separately).

No deposits other than replenishments as stated above shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into the General Checking Account.

VIII. BANKING

General Checking Account

The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.

The general checking account shall be the primary account for School needs. Authorized signatories to this account shall be the CEO, COO and Director of Finance. Checks above \$5,000 must be signed by the COO or CEO. Checks above \$25,000 must be signed by both the CEO and COO (in the absence of either, explicit written temporary approval from the CEO or the COO must be provided to the Director of Finance). Checks payable to an authorized signer, must be signed by two other authorized people.

The general checking account shall be reconciled monthly by a school staff member or outsourced accountant that does not have the ability to approve expenses or disburse funds from the account. Upon completion, bank reconciliations shall be sent to the Board Finance Committee on a quarterly basis.

Deposits of Receipts

The School will deposit all funds received as soon as practical upon receipt. The Bookkeeper will open all mail on a daily basis and process all checks expeditiously. The Bookkeeper will immediately endorse the checks and prepare appropriate deposits as soon as practical, ideally within 2-3 days and in no case later than five working days.

XI. ASSET SELECTION

An investment policy can be established by the Finance Committee for guidance to place funds in a portfolio of short term instruments which: (in order of priority):

1. preserves principal
2. meets the organization's liquidity needs
3. delivers good yields in relationship to these guidelines and market conditions
4. avoids inappropriate investments or inappropriate risks, or concentrations of investments

Safety shall always be a primary consideration in structuring the investment portfolio. Alpha Public Schools is adverse to incurring market risk or credit risk, and will generally sacrifice yield in the interest of safety.

X. PAYROLL

Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

XI. INSURANCE

Purpose

The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedure

The COO will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.

XII. CAPITALIZATION AND DEPRECIATION

Alpha will capitalize and depreciate all assets costing \$100,000 or more. All other assets are charged to expense in the year incurred.

Accounting Procedures

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

Disposal of Surplus Property and Donations

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program. If the School wishes to dispose of equipment or other surplus property, the school upon approval of the COO shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the COO shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the COO shall declare the property surplus and authorize the donation. Requirements for potential recipient organizations shall include: (1) the recipient organization is fully independent of the School, with none of Alpha's Board members or key personnel involved in the recipient organization; and (2) the recipient organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the recipient organization for the donated property, and shall remove the asset from

the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, Alpha shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

XIII. BUDGETING AND FINANCIAL REPORTING

Annual Budget

In consultation with members of Alpha’s Executive Leadership Team (“E-Team”), the finance team at Alpha Public Schools will prepare the annual financial budget for approval by the Board of Directors.

A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

Interim Budgeting and Budget Revisions

In consultation with the CEO and the Board Finance committee, the financial team at Alpha Public Schools will review and, if necessary, revise the annual financial budget at a minimum of twice each fiscal year consistent with First Interim and Second Interim budget requirements. Interim budgets must be submitted to authorizing entities in accordance with authorizer deadlines.

Monthly Reporting

The financial team at Alpha Public Schools will submit a monthly revenue and expense summary to the CEO including a review of the discretionary accounts and any line items that are substantially over budget (greater than 10% of approved budget and over \$10,000).

Each month, the financial team will also prepare an updated budget forecast. The budget forecast will highlight any variances from the approved budget.

The financial team at Alpha Public Schools will provide the CEO, Board Finance Committee and Board of Directors with additional financial reports, as needed.

XIV. ANT REVENUE AND EXPENDITURES

ANT Revenue

The Alpha Network Team (ANT) will acquire revenue primarily through two sources: (i) Management Fees from Alpha Schools in exchange for support services and (ii) Fundraising through donations or non-public grants.

Management Fee Determination

In consideration for the support services described below (see: Scope of Support Services), Alpha (ANT) shall receive a quarterly ANT Management Fee equal to 15% of state and federal school revenue (excluding revenues from EPA and reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied; provided, however, that (1) if at the end of any quarter where a school's cash balance is below 3% of budgeted operating expenses, no further payment of the Management Fee shall be made until the school's cash balance exceeds the 3% threshold (2) if a school is between years 5 and 10 of its operations it shall pay a Fee equal to 17% (3) if Actual P-2 ADA declines below the Target P-2 ADA (the ADA listed in the Jul 1 budget submission), schools will pay 50% of the Management Fee Shortfall described below.

Management Fee Shortfall

The greater of (i) ANT Management Fee calculated at Target P-2 ADA minus the ANT Management Fee at Actual P-2 ADA and (ii) 0, shall be referred to as the Management Fee Shortfall.

ANT and Alpha schools will each pay 50% of the annual Management Fee Shortfall. The Management Fee Shortfall will be added to the Management Fee due from schools to the ANT due in the last quarter of the fiscal year.

Management Fee Payment Date

The Management Fee shall be payable by each Alpha school to the ANT on or before the 30th day after the end of each fiscal quarter.

Fundraising

Alpha may receive grants or donations from outside entities to help fund its operations. Unless otherwise required by the grantor, any non-public grants provided to Alpha Public Schools will be provided to the ANT. Donations will be provided to the ANT unless otherwise specified by the funder. The ANT may disburse revenue generated through fundraising to schools at the discretion of the CEO.

Scope of Services

Alpha (ANT) will provide the following services in exchange for management fees received:

1. Creating the School, including, but not limited to, any and all required legal and financial filings
2. Creating, preparing, and submitting the School's charter
3. Researching, locating, and preparing a suitable facility for the operation of the School
4. Payment of the School's lease costs, utilities costs, and necessary site improvements
5. Researching, providing or preparing for any future expansion of the facility to accommodate growth of the School
6. Providing professional and leadership development training for certain employees prior to the commencement of the school year and continuing throughout the school year as necessary
7. Providing office services, such as accounting, payroll, human resources and billing
8. Supervising the annual budget
9. Managing recruitment, interviewing, candidate selection, offboarding, onboarding and credentialing.
10. Ensuring human resource compliance with current labor laws.
11. Developing and executing fundraising opportunities
12. Working with the Charter Authorizer, CDE and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies

13. Supervising parent coordination and parent involvement generally
14. Marketing for student enrollment and teacher recruitment
15. Assisting with public relations
16. Writing grants for state and other funding
17. Providing guidance relating to the curriculum
18. Providing support for information technology
19. Securing working capital financing for the school
20. Providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing
21. Providing any other operational or educational needs relating to the School that the school may reasonably request of the ANT
22. Collecting Special Education funds and managing the Special Education program budget on behalf of all Alpha schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site
23. Providing guidance relating to model development and innovation

Excluded Services

Other than the services outlined above, Alpha (ANT) is not responsible for any other activities, unless mutually agreed to in writing.

Loans to/from Alpha Schools

Borrowing, lending and transfer of funds between Alpha schools is not permitted.

ANT Expenditures

The ANT will provide all services listed in the scope of services. Accordingly, certain expenditures have been eliminated from the school-level budget because the ANT will provide the services to the school. Specifically, the following expenditures have been eliminated:

- Audit Fees

- Business Services Fees
- Financial Service Contracts
- Payroll Processing Fees
- Insurance Expenses
- Fundraising Expenses
- Legal Fees
- Staff Recruiting Expenses
- Student Recruiting Expenses
- Marketing/Outreach Expenses
- Internet/Website Consulting Expenses
- Board Expenses

Schools shall be responsible for incorporating into their budgets all other costs and expenses necessary to fulfill its obligation to the mission.

XV. ANT FACILITIES FEES AND EXPENDITURES

Determination of Facilities Fees

In consideration for the facilities related services described below (see: Scope of Facilities Services), Alpha (ANT) shall receive a quarterly ANT Facilities Fee equal to 13% of state and federal school revenue (excluding revenues from EPA and reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied; provided, however, that if at the end of any quarter where a school's cash balance is below 3% of budgeted operating expenses, no further payment of the Management Fee shall be made until the school's cash balance exceeds the 3% threshold.

Facility Services Expenditures

The ANT will provide all services for the expenses listed below. Accordingly, certain expenditures have been eliminated from the school-level budget because the ANT will provide the services to the school. Specifically, all or a portion of the following expenditures have been eliminated:

- Rent and lease expenses for all Alpha schools
- New facility construction
- Facilities consulting and special projects
- Groundskeeping
- Repairs and Maintenance
- Custodial and Janitorial Services
- Utilities (electric, gas)
- Facility Loan Payments and Fees

XVI. ANT SPECIAL EDUCATION RESERVE FEES AND EXPENDITURES

Determination of Special Education Reserve Fees

To protect against sudden and unanticipated increases in special education expenditures, Alpha (ANT) shall receive a quarterly ANT Special Education Reserve Fee equal to 0.5% of state, and federal school revenue (excluding revenues from EPA and reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied; provided, however, that if at the end of any quarter where a school's cash balance is below 3% of budgeted operating expenses, no further payment of the ANT Special Education Reserve Fee shall be made until the school's cash balance exceeds the 3% threshold.

Special Education Reserve Fees may be expended to cover the following:

- To cover a portion of school expenses related to a non public school placement
- To cover a portion of non-reimbursed legal expenses related to special education
- To cover a portion of school special education expenses in the event of a school budget shortfall

XVII. RESERVE POLICY FOR ALPHA SCHOOL SITES

Purpose:

The objective of the reserve policy contained within is to establish rules governing the usage of funds held in school reserves. The schools reserve policy will guide multiyear planning of school expenditures. It also seeks to provide protection against sudden declines in revenues or unforeseen large expenditures.

Minimum Reserve Requirements

Alpha schools at full enrollment are required to end each fiscal year with an unrestricted fund balance equal to or exceeding an amount equivalent to **25% of current fiscal year budgeted operating expenses**. Exceptions will be granted in the following instances with Board approval only if the following conditions are met:

- Approval by the Board prior to the fiscal year in the Jul 1 budget setting process.
- A 5% decline in budgeted state revenues occurs after the Board approves the Jul 1 budget.
- The school experiences a 2 month or more delay in state funding (i.e. deferrals).
- P-2 ADA projections decline below the P-2 ADA target (listed in the approved budget) by 5% or more.
- An unanticipated school expense greater than \$100,000 requires payment

Reserve Targets

The Board finance committee may set targets for school reserve levels that are above minimum requirements. The finance committee will work in conjunction with members of Alpha's Executive Leadership Team to set reserve targets in accordance with Alpha's long-term strategy and priorities. General guidelines are as follows:

1. Alpha's finance department will maintain a five-year financial forecast for all aspects of the organization. This forecast will enable the Board and Leadership Team to develop insight into key drivers and see trends that are not evident in annual budgets.

2. Reserve targets will be set based on assessment of:
 - a. Funds needed to accomplish objectives in Alpha's long-term strategic plans while maintaining minimum reserve requirements
 - b. The current year reserve percentage projection for the current year, upcoming budget year and for two successive years.
 - c. Changes in the local environment or economic conditions that may require adjustments to current reserve balances.

3. The Board finance committee may set a reserve target below the school's current reserve level for (but not limited to) the following purposes:
 - To fund programmatic investments not to exceed two years in length
 - To fund research & development (pilots)
 - To fund repairs and maintenance beyond scope of scheduled ANT work
 - To fund structural operational changes.

4. Alpha schools should work to each fiscal year with an unrestricted fund balance equal to or exceeding an amount the target set by the Board Finance Committee in the Jul 1 budget approval process. Missed targets may be permitted by the Board Finance Committee if the following conditions are met:
 - A 5% decline in budgeted state revenues occurs after the Board approves the Jul 1 budget.
 - The school experiences a 2 month or more delay in state funding (i.e. deferrals).
 - ADA projections decline below the ADA target in the approved budget by 5% or more.
 - An unanticipated school expense greater than \$100,000 requires payment

Maximum Reserve Levels

Charter schools are not subject to the reserve caps specified in Education Code section 42127.01. As such, Alpha will not place a restriction on the maximum amount of funds that can be held in school or ANT reserves. However, as stated above, the finance committee may set a reserve target below the school's current reserve level.

Rules For Replenishment Of Reserves

If reserves are reduced below the minimum threshold:

The Board will require that such shortfall percentage be replenished over a reasonable time period starting with the current year ending in June. The need will be identified in the December meeting and the actual recommendation from the BOD will be presented at the June BOD meeting, as part of the budget approval process.

- No additional replenishment of the reserve shall be required, unless the Board feels it is necessary.

Policy Review

Reserves will be reviewed annually as part of the final audit review process (done in the late-Nov to mid-Dec timeframe) and also as part of the June budget approval process. During these reviews, attention will be paid to the following:

The adequacy and efficacy of the reserve policy will be evaluated by the Finance Committee every 2 years during the November-December timeframe.

If a change in the policy is required, the Finance Committee will develop a proposal highlighting the changes and the rationale for the same, for consideration by the Board.

The Board will review and decide on the proposal put forth. If adopted, such policy change will go into effect for the next fiscal year.

XVIII. RESERVE POLICY FOR THE ALPHA NETWORK

Purpose:

The objective of the reserve policy contained within is to establish rules governing the usage of funds held in ANT reserves. The network reserve policy will guide multiyear planning of management expenditures and facilities projects. It also seeks to provide protection against sudden declines in revenues or unforeseen large expenditures.

Minimum Reserve Requirements

The Alpha Network is required to maintain an unrestricted fund balance equal to or exceeding an amount equivalent to **25% of current year budgeted operating expenses in its unrestricted fund balance.**

The network can use reserve funds below the minimum reserve requirement with Board approval only if the following conditions are met:

- A planned decision by the Board in the Jul 1 budget setting process
- A 5% decline in budgeted state revenues occurs after the Board approves the Jul 1 budget.
- One or more Alpha schools experiences a 2 month or more delay in state funding (i.e. deferrals).
- Network wide P-2 ADA projections decline below network wide P-2 Target ADA (listed each school's approved budget) by 5% or more.
- An unanticipated ANT expense greater than \$100,000 requires payment

Setting Reserve Targets

The board finance committee may set a reserve targets below the network's current reserve level (but above the minimum) for (but not limited to) the following purposes:

- To fund a deficit in ANT revenue in a particular year driven by:
 - Sudden declines or delays in funding from the state (deferrals)
 - Sudden drops in enrollment
- To fund research & development (pilots)
- To fund a capital or facility project not fully funded by the facilities

reserve

Policy Review

- Reserves will be reviewed annually as part of the final audit review process (done in the late-Nov to mid-Dec timeframe) and also as part of the June budget approval process
- During these reviews, attention will be paid to the following:
 - The Current Year Reserve percentage projection for the current year, upcoming budget year and for two successive years.
 - Changes in the local environment or economic conditions that may require adjustments to current reserve balances.
- The adequacy and efficacy of the reserve policy will be evaluated by the Finance Committee every 2 years during the November-December timeframe.
- If a change in the policy is required, the Finance Committee will develop a proposal highlighting the changes and the rationale for the same, for consideration by the Board.
- The Board will review and decide on the proposal put forth.
- If adopted, such policy change will go into effect for the next fiscal year.

ANT Facilities Reserves

The balance remaining from ANT Facilities Fee Revenue minus the facilities services costs will be tracked by the Director of Finance as the “ANT Facilities Reserve Balance”.

The ANT Facilities Reserve Balance will be 100% funded by ANT facility fee revenue and fundraising. No revenue for the facilities reserve shall be derived from restricted federal or restricted state funding sources (including state and federal facilities funding).

Though the ANT Facilities Reserve Balance is intended to set aside funds for facilities and capital projects, it is not a restricted balance. Upon approval of the Board Finance Committee, funds may be transferred from the ANT Facilities Reserve Balance to the ANT Unrestricted Reserve Balance and vice versa.

The Alpha ANT Facilities Reserve Balance is not subject to any minimum reserve requirement.

Facilities Reserve Usage

The facilities reserve is managed by the COO in conjunction with the CEO.

Board approval is required to fund unforecasted fund facilities projects in excess of: \$100,000.

Potential uses of Alpha ANT Facilities Reserve funds include:

- To plan for long-term funding of a capital or facility project
- To pay for large scale facility renovations
- To fund ongoing facilities related operations personnel

Annual targets for the facilities reserve will be set and managed by the COO in conjunction with the CEO.

ANT Special Education Reserve

The balance remaining from ANT Special Education Fee Revenue minus expenditures of ANT Special Education Reserve funds will be tracked by the Director of Finance as the “ANT Special Education Reserve Balance”.

Potential uses of ANT Special Education Reserve funds include:

- To cover a portion of school expenses related to a non public school placement
- To cover a portion of non-reimbursed legal expenses related to special education
- To cover a portion of school special education expenses in the event of a school budget shortfall

Annual targets for the Special Education Reserve will be set and managed by the COO in conjunction with the CEO.

The Special Education Reserve will be 100% funded by ANT management fee revenue. No revenue for the special education reserve shall be derived from restricted federal or restricted state funding sources (including state and federal Special Education funding).

Though the Special Education Reserve Balance is intended to set aside funds for special

education expenditures, it is not a restricted balance. Upon approval of the Board Finance Committee, funds may be transferred from the ANT Special Education Reserve Balance to the ANT Unrestricted Reserve Balance or vice versa.

The Special Education Reserve Balance is not subject to a minimum reserve requirement.

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Alpha: Cornerstone Academy Preparatory School	Name: John Glover	Petition Received:	
Location of Proposed School(s): 1598 Lucretia Avenue, San Jose, CA 95122	Title: Chief Executive Officer	Public Hearing: (30 days from receipt)	
Grade Level: K-8	Phone/Cell: 408-455-1223	Board Decision: (60 days from receipt)	
District of Proposed Charter School: Franklin-McKinley School District	Email: john@alphaps.org	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes <input type="checkbox"/> No <input type="checkbox"/>
District's written factual findings	Yes <input type="checkbox"/> No <input type="checkbox"/> Not Available <input type="checkbox"/>
Date of district denial:	10/22/2019
Received by County Board within 180 days	Yes <input type="checkbox"/> No <input type="checkbox"/>
Copy of the charter as denied, including signatures	Yes <input type="checkbox"/> No <input type="checkbox"/>
Description of any changes necessary to reflect the County Board as the authorizer	Yes <input type="checkbox"/> No <input type="checkbox"/>
Signed certification stating petitioner(s) will comply with all applicable law	Yes <input type="checkbox"/> No <input type="checkbox"/>

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

- Required to be included in every charter petition and/or Memorandum of Understanding.*
- Applies to Petition Renewals Only*
- Applies to Material Revisions and Renewals Only*

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(6)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-9
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-O)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
<input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page

• 50% of the permanent status teachers currently employed at the public school to be converted.				N/A
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The California Department of Education • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	139
REQUIRED AFFIRMATIONS: Education Code § 47605(d)				
<input type="checkbox"/> Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4			
	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> <u>Documentation</u> that charter has met minimum academic performance criteria per 47607(b)	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> <u>Includes updates to comply with all laws that have gone into effect since previous approval or renewal</u>	<input type="checkbox"/>	<input type="checkbox"/>	N/A

Strengths:

Areas of Concerns:

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	34
	Age, grade levels and number of students	<input type="checkbox"/>		34
	• Number of students per classroom	<input type="checkbox"/>		129
	• Maximum enrollment predicted for school	<input type="checkbox"/>		34

Type of desired student populations	<input type="checkbox"/>		34
<input type="checkbox"/> 2. Attendance		<input type="checkbox"/>	
• Describes whether multiple sites will be included	<input type="checkbox"/>		n/a
• Indicates proposed opening date(s)	<input type="checkbox"/>		n/a
<input type="checkbox"/> Attendance requirements		<input type="checkbox"/>	
• Includes length of school day and year	<input type="checkbox"/>		App C
• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	<input type="checkbox"/>		App I
• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	<input type="checkbox"/>		App I
<input type="checkbox"/> 3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	35
<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	35
Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		35
<input type="checkbox"/> 4. Description of How Learning Best Occurs		<input type="checkbox"/>	36-40
Persuasive instructional design	<input type="checkbox"/>		36-73
• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>		44-51
• Description of instructional approaches and strategies	<input type="checkbox"/>		52-56
• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		44
Proposed program strongly aligned to school's mission	<input type="checkbox"/>		31
Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>		35-56
Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>		57
Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>		36-40
Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>		58-71
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>		44-51
Educational Program describes professional development for teachers	<input type="checkbox"/>		73, App E 69, 71
Minimal instructional time	<input type="checkbox"/>		71, App D
Includes school calendar	<input type="checkbox"/>		App C
<input type="checkbox"/> 5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	34
<input type="checkbox"/> 6. English Learner Services		<input type="checkbox"/>	58-61
<input type="checkbox"/> All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	58
<input type="checkbox"/> Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	58
<input type="checkbox"/> A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	58, App E
<input type="checkbox"/> A description of the process for reclassification of English Learners		<input type="checkbox"/>	60, App E
<input type="checkbox"/> An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		<input type="checkbox"/>	58-59
<input type="checkbox"/> References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	App E
<input type="checkbox"/> Petition explains how English Learners will be reclassified and how English Learners will be monitored		<input type="checkbox"/>	60, App E

Strengths:			
Areas of Concerns:			
Conclusions:			
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052		<input type="checkbox"/> 56
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP		<input type="checkbox"/> 56
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		<input type="checkbox"/> 75-92
	<input type="checkbox"/> A. Conditions of Learning	<input type="checkbox"/>	
	(Priority 1) Basic Needs	<input type="checkbox"/>	75-77
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	77-79
	(Priority 7) Course Access	<input type="checkbox"/>	88-92
	<input type="checkbox"/> B. Pupil Outcomes	<input type="checkbox"/>	
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	80-84
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	88-92
	<input type="checkbox"/> C. Engagement	<input type="checkbox"/>	
	(Priority 3) Parental Involvement	<input type="checkbox"/>	79-80
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	84-86
	(Priority 6) School Climate	<input type="checkbox"/>	86-88
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	
	<input type="checkbox"/> Racial/Ethnic groups	<input type="checkbox"/>	74
	<input type="checkbox"/> Low-income students, including homeless students	<input type="checkbox"/>	74
	<input type="checkbox"/> English learners	<input type="checkbox"/>	78-79, 82-83
	<input type="checkbox"/> Students with disabilities	<input type="checkbox"/>	81-82
	<input type="checkbox"/> Foster youth	<input type="checkbox"/>	74
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)		<input type="checkbox"/>
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	n/a
	<input type="checkbox"/> Transferability of courses to other public high schools; and	<input type="checkbox"/>	n/a
	<input type="checkbox"/> Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	n/a
	<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>	n/a
Strengths:			
Areas of Concern:			

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		<input type="checkbox"/>	61
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		61, App L
	• Discussed application of SELPA policies	<input type="checkbox"/>		61, App L
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	61, App L
	• Includes fiscal allocation plan	<input type="checkbox"/>		68
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for Special Ed):		<input type="checkbox"/>	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Referral	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		n/a
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		n/a
<input type="checkbox"/>	If charter is own LEA		<input type="checkbox"/>	
	• Notified SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>		61-71, App L
	• Located within SELPA geographical boundaries	<input type="checkbox"/>		61-71, App L
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>		132
	• Provides assurances that all will be instructed in safe environment	<input type="checkbox"/>		61-71, App L
	• Provides copy of original charter petition and any amendments to SELPA	<input type="checkbox"/>		61-71, App L
	• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>		61-71, App L
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>		61-71, App L
	• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>		61-71, App L
	• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		135
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	
	• The charter will comply with all provisions of IDEA and plan for how it will comply	<input type="checkbox"/>		61
	• No student will be denied admission based on disability or lack of available services	<input type="checkbox"/>		6, 61
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input type="checkbox"/>		61-71, App L
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	62
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	62
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	61-62

<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related services to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	61-63
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	61-71, App L
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	61-71, App L
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	61-71, App L
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timely manner		<input type="checkbox"/>	61-71, App L
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	63
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	App L
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	66, 7
<input type="checkbox"/>	Overview of how special education funding and services will be provided by:		<input type="checkbox"/>	
	• Charter School	<input type="checkbox"/>		61-71, App L
	• Charter Granting Agency	<input type="checkbox"/>		61-71, App L
	• SELPA			61-71, App L
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input type="checkbox"/>	64
ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		69-71
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		69-71
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		69-71
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		62, 69-71
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		69-71
<input type="checkbox"/>	Includes plan and appropriate staffing for 504 compliance	<input type="checkbox"/>		69-71
iii	Implementation of Americans with Disabilities Act (ADA)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms charter's obligations to comply with ADA		<input type="checkbox"/>	7, 69, 137
<input type="checkbox"/>	Any facility used by charter will be ADA compliant		<input type="checkbox"/>	69
Strengths:				
Areas of Concern:				

Conclusions				
B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input type="checkbox"/>	74-92
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		75-92
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		75-92
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		35-36
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		74
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		74
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		74-92
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		74-75
	If high school, graduation requirements defined.	<input type="checkbox"/>		N/A
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		N/A
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter		<input type="checkbox"/>	74-92
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	74
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of <u>how</u> the charter will address all 8 state priorities		<input type="checkbox"/>	74-92
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input type="checkbox"/>	74-92
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		<input type="checkbox"/>	N/A
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		<input type="checkbox"/>	N/A
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.		<input type="checkbox"/>	78-83
<input type="checkbox"/>	(E) The English learner reclassification rate.		<input type="checkbox"/>	83
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		<input type="checkbox"/>	N/A
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		<input type="checkbox"/>	N/A

For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school.

<input type="checkbox"/>	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups	<input type="checkbox"/>	N/A
The Minimum Threshold for Student Achievement per EC 47606(b):			
<input type="checkbox"/>	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	<input type="checkbox"/>	N/A
<input type="checkbox"/>	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	5) Qualified for an alternative accountability system (EC 52052)	<input type="checkbox"/>	N/A
	During period of API suspension item compliance with (4) or (5) above or:		
<input type="checkbox"/>	A) Ranked in deciles 4 to 10 inclusive on the most recent API calculation	<input type="checkbox"/>	N/A
<input type="checkbox"/>	B) Ranked in deciles 4 to 10 inclusive based on an average of the three most recent API calculations	<input type="checkbox"/>	N/A
<input type="checkbox"/>	C) Alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups	<input type="checkbox"/>	N/A
Strengths:			
Areas of Concern:			

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		92-95
	Assessments include multiple, valid and reliable measures using traditional/alternative tools	<input type="checkbox"/>		92-95
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		92-95
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		92-95
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		92-95
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		95-96
	Method of measuring outcomes aligns with SARC		<input type="checkbox"/>	95-96
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		<input type="checkbox"/>	75
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	92-95
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input type="checkbox"/>	92-95
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	95-96
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	95-96
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	95-96
Strengths:				
Areas of Concern:				
Conclusions				
D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	100-101
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	97-101, App B
	• Size/composition of board	<input type="checkbox"/>		97-101
	• Board committees or advisory councils	<input type="checkbox"/>		97-101
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		97-101
<input type="checkbox"/>	Status as a non-profit corporation		<input type="checkbox"/>	97, App B
<input type="checkbox"/>	Tax exempt status	<input type="checkbox"/>		138
<input type="checkbox"/>	If non-profit, provisions for liability for debts		<input type="checkbox"/>	138

<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input type="checkbox"/>		App B
<input type="checkbox"/>	Initial governing board members identified by name or the process used to select them and future board members	<input type="checkbox"/>		27, 97
<input type="checkbox"/>	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>		27, 97
<input type="checkbox"/>	Demonstrates compliance with Brown Act		<input type="checkbox"/>	97-98
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		<input type="checkbox"/>	56
<input type="checkbox"/>	Detailed description of any relationship with for profits, including CMO/EMO		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Compliance with transparency and public accountability		<input type="checkbox"/>	8
	• Public Records Act	<input type="checkbox"/>		8
	• Political Reform Act of 1974	<input type="checkbox"/>		8
	• Government Code 1090 et seq.	<input type="checkbox"/>		8

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		102-106, App G
	Process for staff selection	<input type="checkbox"/>		105-106
	Procedure for adequate background checks	<input type="checkbox"/>		106
	Salaries and benefits for all employees	<input type="checkbox"/>		106, App H
	Measures of assessment of performance	<input type="checkbox"/>		102, App F
<input type="checkbox"/>	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		102-106, App G
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Confirms that these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	104-105
<input type="checkbox"/>	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		102-106, App G
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		102-106, App G
	Statement of acknowledgment that all employees are subject to state and federal employment laws	<input type="checkbox"/>		102, App H
	Explains how teachers will learn the curricula	<input type="checkbox"/>		73

Strengths:

Areas of Concern:				
Conclusions				
F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	107
<input type="checkbox"/>	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		107-112
	• Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		110, App S
	• Natural disasters and emergencies	<input type="checkbox"/>		110, App S
	• Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		106, 108, App H, I
	• Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		111, App I
	• Staff training on emergency and first aid response	<input type="checkbox"/>		110, App S
	• Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		110, App S
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		110, App S
<input type="checkbox"/>	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		<input type="checkbox"/>	107
Strengths:				
Areas of Concern:				
Conclusions:				
G	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		113
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	<input type="checkbox"/>		113
<input type="checkbox"/>	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions:				
H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	6, 114-116
<input type="checkbox"/>	Clearly describes admissions procedures, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference Preferences will be approved at a public hearing and cannot be changed without a material revision Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation		<input type="checkbox"/>	114-116
	Includes a copy of an annual parent/student contract and/or handbook, if available	<input type="checkbox"/>		App I
<input type="checkbox"/>	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		<input type="checkbox"/>	114-116
	Provides application and admission timelines	<input type="checkbox"/>		114-116
<input type="checkbox"/>	Specifies all information to be requested on any application		<input type="checkbox"/>	114-116
<input type="checkbox"/>	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input type="checkbox"/>	114

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input type="checkbox"/>		117
<input type="checkbox"/>	Qualifications of independent auditor	<input type="checkbox"/>		117
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		117
<input type="checkbox"/>	Describe specific scope of audit	<input type="checkbox"/>		117
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input type="checkbox"/>		117
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	<input type="checkbox"/>		117
<input type="checkbox"/>	Describes manner in which the audit will be made public	<input type="checkbox"/>		117
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		<input type="checkbox"/>	117
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		<input type="checkbox"/>	117
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input type="checkbox"/>		117, 132, 137, 105

Strengths:

Areas of Concern:				
Conclusions				
J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input type="checkbox"/>		119
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		119-120, App I
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		119-120, App I
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		<input type="checkbox"/>	119-120, App I, App O
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		119-120, App I, App O
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		App I
<input type="checkbox"/>	Identifies the detailed procedures by which pupils can be suspended or expelled.		<input type="checkbox"/>	App I, App O
<input type="checkbox"/>	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		<input type="checkbox"/>	App I, App O
<input type="checkbox"/>	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		<input type="checkbox"/>	App I, App O
<input type="checkbox"/>	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input checked="" type="checkbox"/>		App I, App O
<input type="checkbox"/>	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		App I, App O
<input type="checkbox"/>	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		App I, App O
<input type="checkbox"/>	Describes appeal procedures	<input type="checkbox"/>		App I, App O
<input type="checkbox"/>	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		<input type="checkbox"/>	App I, App O
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		App I, App O
<input type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		App I, App O
<input type="checkbox"/>	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 		<input type="checkbox"/>	App I, App O

	<p>2. For suspensions of more than 10 days and all expulsions:</p> <p>a. Timely written notice of the charges and the pupil's rights.</p> <p>b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate.</p> <p>c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.</p>			
<input type="checkbox"/>	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		App I, App O
Strengths:				
Areas of Concern:				
Conclusions				
K	Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	121
<input type="checkbox"/>	Specifies which retirement system for each position		<input type="checkbox"/>	121
<input type="checkbox"/>	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		<input type="checkbox"/>	121
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		121
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		App H
	Labor procedures which will be applied to employees	<input type="checkbox"/>		App H
	Process for resolving complaints/grievances	<input type="checkbox"/>		App H
	Process for ensuring due process	<input type="checkbox"/>		App H
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		App H
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		102, App H
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		App H
<input type="checkbox"/>	Establish compliance with Ed Code 47611		<input type="checkbox"/>	121
Strengths:				
Areas of Concern:				
Conclusions				
L	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	122
<input type="checkbox"/>	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		<input type="checkbox"/>	122
Strengths:				
Areas of Concern:				
Conclusions				
M	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district or SCCOE		<input type="checkbox"/>	123
	<ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling 	<input type="checkbox"/>		123
	<ul style="list-style-type: none"> Whether and how charter school staff may resume employment within the district/SCCOE 	<input type="checkbox"/>		123
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		123

<ul style="list-style-type: none"> Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school 	<input type="checkbox"/>		123
<ul style="list-style-type: none"> How employees will be paid (e.g. salaried, hourly, etc.) 	<input type="checkbox"/>		App H
<ul style="list-style-type: none"> Describes employee benefits 	<input type="checkbox"/>		App H
<ul style="list-style-type: none"> Identifies intended employment status of charter school employees (exempt/non-exempt) 	<input type="checkbox"/>		App H
<ul style="list-style-type: none"> Describes how rights will be communicated to prospective employees 	<input type="checkbox"/>		App H

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		124-125
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		124-125
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		124-125
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		124-125
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		124-125
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		124-125
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		124-125
<input type="checkbox"/>	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	<input type="checkbox"/>		124-125, MOU

Strengths:

Areas of Concern:

Conclusions

O	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	126-128
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		<input type="checkbox"/>	126-128
<input type="checkbox"/>	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	<input type="checkbox"/>		126-128, MOU

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes how charter administrative services will be acquired or provided		<input type="checkbox"/>	135
<input type="checkbox"/>	Describes how the day-to-day administrative operations will be handled	<input type="checkbox"/>		135-137

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input type="checkbox"/>	138
<input type="checkbox"/>	Appropriate insurance coverage in conformance with SCCOE risk management standards		<input type="checkbox"/>	135
<input type="checkbox"/>	Indemnification/defense/hold harmless of SCCOE		<input type="checkbox"/>	137
Strengths:				
Areas of Concern:				
Conclusions				
iii	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget includes:		<input type="checkbox"/>	128-135, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Start-up costs 		<input type="checkbox"/>	128-135, App N
<input type="checkbox"/>	Cash flow for first three years		<input type="checkbox"/>	128-135, App N
<input type="checkbox"/>	Financial projections for first three years		<input type="checkbox"/>	128-135, App N
Strengths:				
Areas of Concern:				
Conclusions				
iv	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	6
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input type="checkbox"/>		6
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input type="checkbox"/>		App H
Strengths:				
Areas of Concern:				
Conclusions				
v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Number/types of students 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Number of staff 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Teacher/student ratio 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Facilities needs 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Whether the charter school will participate in the National School Lunch Program 	<input type="checkbox"/>		132
<input type="checkbox"/>	<ul style="list-style-type: none"> Costs of all major items are identified and within reasonable market ranges 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions in line with state and federal funding guidelines 	<input type="checkbox"/>		128-137, App N

<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue from “soft sources” (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows window for grant applications to be submitted and funded 	<input type="checkbox"/>		128-137, App N
Strengths:				
Areas of Concern:				
Conclusions				
vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Clearly identifies most major start-up costs 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Staffing 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Facilities 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Equipment and Supplies 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Professional Services 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Assumptions in line with overall school design plan 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Identifies potential funding source that could or would fund these costs 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows for grant and fundraising 	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes). 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect prevailing or market costs 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> “Soft” revenues (e.g. fund-raises and grants) are not critical to solvency 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2-5% of expenditure or \$25,000) 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Budget clearly indicates restricted versus general operating/flexible funds. 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement 	<input type="checkbox"/>		128-137, App N, MOU
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Description of all insurance the charter school will purchase, complete with annual cost 	<input type="checkbox"/>		128-137, App N
<input type="checkbox"/>	<ul style="list-style-type: none"> First year budget premised on realistic year 1 ADA 	<input type="checkbox"/>		128-137, App N
Strengths:				

Areas of Concern:				
Conclusions				
viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		App N
<input type="checkbox"/>	<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		App N
Strengths:				
Areas of Concern:				
Conclusions				
ix	Long-term Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Projects revenues and expenditures for at least three additional years (in addition to first year budget). 	<input type="checkbox"/>		App N, LCFF Sheet
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		App N, LCFF Sheet
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		App N, LCFF Sheet
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. 	<input type="checkbox"/>		App N, LCFF Sheet
<input type="checkbox"/>	<ul style="list-style-type: none"> Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. 	<input type="checkbox"/>		App N, LCFF Sheet
Strengths:				
Areas of Concern:				
Conclusions				
x	District Impact Statement	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the charter include an impact statement? 	<input type="checkbox"/>		137
	<ul style="list-style-type: none"> Provides estimated numbers of students anticipated to enroll 	<input type="checkbox"/>		129
	<ul style="list-style-type: none"> Identify whether or not will request district-owned facilities 	<input type="checkbox"/>		136
Strengths:				
Areas of Concern:				
Conclusions				
xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district? <ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception 	<input type="checkbox"/>		136
	<ul style="list-style-type: none"> Does the Petition identify where the school will operate? 	<input type="checkbox"/>		136
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district? 	<input type="checkbox"/>		N/A
Strengths:				

Areas of Concern:				
Conclusions				
xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? 	<input type="checkbox"/>		117
Strengths:				
Areas of Concern:				
Conclusions				
xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		136
<input type="checkbox"/>	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). 	<input type="checkbox"/>		136
<input type="checkbox"/>	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		136
<input type="checkbox"/>	<ul style="list-style-type: none"> Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		137
Strengths:				
Areas of Concern:				
Conclusions				
xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input type="checkbox"/>		9, 135, 137, MOU
<input type="checkbox"/>	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input type="checkbox"/>		9, 135, 137, MOU
<input type="checkbox"/>	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language 	<input type="checkbox"/>		9, 137
<input type="checkbox"/>	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	<input type="checkbox"/>		137
Strengths:				
Areas of Concern:				

Conclusions