

Regularly Scheduled Board Meeting January 26, 2023 – 10:00 am

Cabrillo Point Academy 1300 Quail Street #100 Newport Beach, CA 92660

Through Teleconference

Joel Garcia 17451 Bastanchury Road, Suite 203 Yorba Linda, CA 92886

Daniel Rooney 100 W. Broadway, Suite 360 Long Beach, CA 90802

AGENDA

- 1. Call to Order
- 2. Public Comments
- 3. Approval of the Agenda
- Closed Session Conference with Legal Counsel Anticipated Litigation (One Case) § 54956.9
- Discussion on FCMAT Recommendation Response and AB 139 Extraordinary Audit Letter
- 6. Discussion and Potential Action on the 2022-2023 School Accountability Report Card (SARC)
- 7. Discussion on the Mid-Year Local Control Accountability Plan (LCAP) Update
- 8. Discussion and Potential Action on the December Financials
- 9. Discussion and Potential Action on the 2023-2024 Independent Auditor Selection
- 10. Discussion and Potential Action on the 2024-2025 School Calendars
- 11. Discussion and Potential Action on the Resolution Authorizing Submission of a Request for Material Revision to the Charter
- 12. Executive Director's Report
- 13. Consent Agenda

The following items are considered by the Executive Director to be of a routine nature. The last item in this section is a single vote to approve them en masse with one motion. Any recommendation may be removed at the request of any Board Member and placed on the regular agenda.

- a. Regularly Scheduled Board Meeting Minutes from December 8, 2023
- b. 403b Plan Document
- c. Comprehensive School Safety Plan
- d. Independent Study Policy
- e. Harassment, Discrimination, Intimidation, and Bullying Prevention Policy
- f. Suspension and Expulsion Policy
- g. Invoices over \$100,000
- h. Vote to Approve the Consent Agenda
- 14. Future Agenda Items
- 15. Announcement of Next Regular Scheduled Board Meeting March 8, 2024
- 16. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a public comment card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to staff or calendar the issue for future discussion.

Note: Cabrillo Point Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (619) 782-6464 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)). The public may inspect the board materials at 13915 Danielson Street #200, Poway, CA 92064 or https://cabrillopointacademy.org/about/school-board.



Cabrillo Point Academy

13915 Danielson Street, Suite 200, Poway, CA 92064 Ph (619) 782-6464 | Fax (619) 363-7051

December 20, 2023

Dear Dr. Gothold,

This message is in response to the recommendations presented by the San Diego County Office of Education regarding the Extraordinary Audit of Inspire Schools. Cabrillo Point Academy has discussed improvements with FCMAT and is taking the following steps to address the recommendations.

Internal Controls and Records

Cabrillo Point Academy's authorizing district, Dehesa School District, has implemented a comprehensive oversight process, conducting annual reviews covering financial, personnel, special education, governance, and educational programs. This process includes a thorough review of policies and procedures, and we continue to use this process to regularly engage in reflection and proactive improvement.

Cabrillo Point Academy completely separated from the Inspire CMO. Since then, Cabrillo Point Academy has developed a robust Fiscal Policies and Procedures manual in consultation with our authorizing district, fiscal experts, and our legal team. Fiscal policies and procedures continue to be reviewed regularly. Other measures that have taken place to improve internal controls include maintaining autonomous financial records overseen by an independent governing board and partnering with a back-office service provider specializing in charter schools. These steps ensure solid internal controls and adequate record keeping exists.

Amended Attendance Records

We have engaged with our authorizer and auditor and reached out to the California Department of Education to assess the need and potential process for submitting an amended attendance report for the years reviewed. We will continue to collaborate with our auditor and authorizer to formulate an actionable plan to ensure all necessary requirements are fulfilled.



Track A

Cabrillo Point Academy has exclusively maintained a single-track system and has not offered Track A since 2018. Cabrillo Point Academy has been offering a non-ADA summer program since 2021 for our credit deficient students, and we have included the approved board resolution that presents the details of the program. At our January 2024 board meeting, we intend to add a statement to our Independent Study Policy that clarifies Cabrillo Point Academy does not permit collection of ADA for short–term summer programs. The proposed changes to the Independent Study Policy and the approved non-ADA summer program resolution are attached.

Cabrillo Point Academy is dedicated to full transparency, compliant practices, and accurate record keeping. We are committed to taking all necessary steps to address these concerns and aim to engage in continual improvement.

Thank you for your support and direction. Please reach out if you require any further information or updates.

Sincerely,

Devon Roseli

Cabrillo Point Academy Board President



Cabrillo Point Academy

Board Resolution 2022 - 08

1. Adoption of Cabrillo Point Academy Approving the Non-Average Daily Attendance Summer School

WHEREAS, Cabrillo Point Academy (the "School") is committed to providing students with individualized learning experiences through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

WHEREAS, the School is committed to supporting students in $9^{th} - 12^{th}$ grade who are credit deficient with additional supports as needed for their success;

WHEREAS, the School desires to provide additional opportunities outside of the school year for $9^{th} - 12^{th}$ grade credit deficient students to complete course work;

NOW THEREFORE BE IT RESOLVED, the School will provide summer school for credit deficient students, but will not collect Average Daily Attendance Funding.

NOW THEREFORE BE IT RESOLVED, the Board will delegate the Senior Director to

- 1. Identify those students entering grades 10-12 who are credit deficient, no more than (MVA 60, CPA 70, PCA 45) students
- 2. Offer courses required for graduation in the categories of history, English, math and science
- 3. Provide curriculum and teacher support at the cost of no more than \$180 per course, per student, with students taking a maximum of two courses
- 4. Establish a summer school calendar running from June 13, 2022 through July 29, 2022
- 5. Participate in a summer school memorandum of understanding between Cabrillo Point Academy, Mission Vista Academy, and Pacific Coast Academy to reimburse the costs of shared staff based on number of students enrolled in the program



	Cabrillo	MVA	PCA
Students	70	60	45
Stipend	3780	3360	2160
Student Cost	70	60	45
Course 1	180	180	180
Course 2	180	180	180
Curriculum Cost	25200	21600	16200
Total Per School	28980	24960	18360



SECRETARY'S CERTIFICATE

	of Directors of Cabrillo Point Academy a California, California, hereby certify as follows:
Directors of Cabrillo Point Academy which was	he resolutions duly adopted at a meeting of the Board of duly and regularly held on (date), at which meeting all of notice and at which a quorum thereof was present; and at he following vote:
AYES:	
NOES:	
ABSTAIN:	
ABSENT:	
office; the attached resolution is a full, true, and	ginal minutes of such meeting on file and of record in my correct copy of the original resolution adopted at such esolution has not been amended, modified, or rescinded w in full force and effect.
WITNESS my hand on, 2022	
	Secretary of the Board of Directors of
	Cabrillo Point Academy



Cabrillo Point Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

Cabrillo Point Academy (hereinafter "Charter School") offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Cabrillo Point Academy Governing Board approving this Independent Study Policy is to accomplish the following:

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by Charter School in alignment with Education Code ("EC") § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701.

- 1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)
- 2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher ("Homeschool Teacher") at an in-person meeting on at least two (2) occasions each semester for a minimum of (4) meetings per school year. No more than 60 days shall lapse between the in-person meetings. The in-person meetings are an integral component of the School's educational services. The Executive Director, in the Executive Director's sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the four (4) in-person meetings, absent an Executive Director's waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
- 3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be

placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

- 4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 - a) Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - b) Successful completion of courses that satisfy the requirements for entrance to the University of California and California State University,
 - Successful completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - d) Successful completion of both the university entrance and career technical courses specified above,
 - e) English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - f) English learner reclassification,
 - g) Passing an advanced placement exam with a score of "3" or higher, and
 - h) Demonstrating college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
 - ii. Pupil engagement, as measured by all of the following, as applicable:
 - a) School attendance,
 - b) Chronic absenteeism,
 - c) Middle school dropout,
 - d) High school dropout, and
 - e) High school graduation.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

- c. Learning required concepts, as determined by the Homeschool Teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
- 5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
- 6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify the student's current contact information;
 - b. Notify the student's parent or guardian of the student's lack of participation within one schoolday of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
- 7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record for that student, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the inperson program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - f. 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 student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29)

- U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9)
- j. Each independent study agreement will be signed, prior to 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 the certificated employee designated as having responsibility for the special education programming of the student, as applicable For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or inperson pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:

- i. A copy of the independent study board policies.
- ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
- iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
- iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
- v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
- 11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - a. Students will initial "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 - b. Students shall not be counted for ADA purposes while attending the Charter School's summer school sessions.
- 12. Tracks: Charter School may only offer a multi-track program if each track is a minimum of 175 days.



CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 22, 2023

Jenna Lorge, Executive Director Cabrillo Point Academy 13915 Danielson St. Ste 200 Poway, CA 92064-8884

Dear Ms. Lorge:

Subject: AB 139 Extraordinary Audit

The California Department of Education (CDE) has received a copy of the Extraordinary Audit of the Inspire Charter Schools, issued by the Fiscal Crisis & Management Assistance Team (FCMAT), dated November 20, 2023. Eight county superintendents and the FCMAT entered into an agreement to conduct an Assembly Bill (AB) 139 extraordinary audit of the Inspire Charter Schools to determine if fraud, misappropriation of funds or other illegal fiscal practices may have occurred pursuant to California *Education Code (EC)* Section 1241.5(c).

EC Section 41341(a)(2) gives the State Superintendent of Public Instruction (SSPI) the authority to withhold excesses or add deficiencies to apportionments due to audit exceptions in any fiscal year in which the SSPI certifies apportionments. After reviewing the audit report, we have determined the following:

- Inspire Charter Schools Track A summer program did not have the structural components to support a true offering of a full school calendar 175-day program pursuant to EC Section 47612(d) as stated in the Attendance finding. In total, the combined ADA difference for all Inspire Charter Schools for Track A resulted in a net 69.08 overreported ADA for the two years the summer program was operated, 2017-18 and 2018-19. Therefore, CDE will exclude the ADA generated from Track A from the Inspire Charter Schools, as shown on the Attachment. This correction will reduce the number of reported P-2 ADA for the 2017-18 and 2018-19 fiscal years and will be adjusted at the next Principal Apportionment certification in February 2024.
- Inspire Charter Schools should work with their respective County Office of Education to address the other findings and recommendations found in the report.

Apportionment significant findings contained in the audit report may be appealed. These are state compliance findings involving one or more units of average daily attendance or a value equivalent to the Local Control Funding Formula funding for one or more units of average daily attendance. Upon receipt of the final audit report, you have 30 days to file a written request for summary review (*EC* Section 41344.1[d]) or 60 days to file for formal appeal (*EC*

Jenna Lorge, Executive Director December 22, 2023 Page 2

Section 41344[d]) with the Education Audit Appeals Panel (EAAP). A summary review is a voluntary, informal, appeals process for audit exceptions that clearly constitute substantial compliance as that term is defined in *EC* Section 41344.1(c). If you request a summary review, you may appeal the findings included in that review by filing a formal appeal with the EAAP within 30 days after receiving a determination of the review.

The timelines and procedures to follow for the appeal process are posted on the EAAP web site at http://www.eaap.ca.gov. If you have any questions on the summary review or formal appeal process, please contact the EAAP staff by email at filing@eaap.ca.gov.

A repayment plan to repay an apportionment significant audit exception or to pay a penalty arising from an audit exception may be requested. To request a repayment plan a letter must be submitted to the CDE within 90 days of receipt of the final audit report or within 30 days of withdrawing or receiving a determination of a summary review if there is no appeal, or within 30 days of withdrawing or receiving a final determination regarding an appeal (*EC* Section 41344[a]). More information on the audit resolution process, audit appeals, and repayment plans can be found on the CDE web page at https://www.cde.ca.gov/fg/au/ag.

If you have any questions regarding this subject, please contact Keith Smith, Education Fiscal Services Administrator, Categorical Allocations and Audit Resolution Office, at 916-327-0538 or by e-mail at ksmith@cde.ca.gov.

Sincerely,

Elizabeth Dearstyne, Director School Fiscal Services Division

ED:rt

cc: Dr. Paul Gothold, Superintendent, San Diego County Office of Education Bradley Johnson, Superintendent, Dehesa Elementary School District

Attachment – Inspire Charter Schools Track A ADA Claimed and Funded By CDE

County-District- School Code	Charter School (Current Name)	Charter School (Prior Name)	Authorizer	2017-18	2018-19
37 68049 0132506	Cabrillo Point	Inspire Charter - South	Dehesa Elementary	4.39	0
37 68049 0136416	Pacific Coast	Inspire Charter - Pacific Coast, Learning Latitudes	Dehesa Elementary	8.39	0
51 71456 0133934	Feather River	Inspire Charter - North	Winship-Robbins	38.62	17.68

Cabrillo Point Academy

2022–23 School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

Address: 13915 Danielson St. Ste

(951) 741-4376

Principal:

Jenna Lorge, Senior

200

Poway, CA , 92064-

Director

8884

8884

Phone:

Grade

K-12

Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE)
 SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard)

https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jenna Lorge, Senior Director

Principal, Cabrillo Point Academy

About Our School ——

Dear families,

We are excited that you have decided to share your homeschooling journey with us! Our sincerest hope is that this School Accountability Report Card (SARC) will provide you with information that helps you better understand our school. Please remember that we are here to serve and support you in any way we can. Welcome to Cabrillo Point Academy!

We would like to hear from you to optimize our supports for your children/teens. We look forward to hearing from you. Please send us an email or give us a call to share your thoughts, ideas, and questions.

Contact

Cabrillo Point Academy 13915 Danielson St. Ste 200 Poway, CA 92064-8884

Phone: (951) 741-4376

Email: jenna.lorge@cabrillopointacademy.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name Dehesa Elementary

Phone Number (619) 444-2161

Superintendent Johnson, Bradley

Email Address bradley.johnson@dehesasd.net

Website www.dehesasd.net/

School Contact Information (School Year 2023–24)

School Name Cabrillo Point Academy

Street 13915 Danielson St. Ste 200

City, State, Zip Poway, CA, 92064-8884

Phone Number (951) 741-4376

Principal Jenna Lorge, Senior Director

Email Address jenna.lorge@cabrillopointacademy.org

Website www.cabrillopointacademy.org

County-District- 37680490132506

School (CDS) Code

Last updated: 1/8/24

School Description and Mission Statement (School Year 2023-24)

The mission of Cabrillo Point Academy is to develop the individual gifts of our students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st Century. Our academic program is designed to be highly flexible and customizable. Working together, credentialed teachers and parents create a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support, including interventions
- A child's optimal learning modalities
- Seemingly limitless enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

Schoolwide Learner Outcomes

Our Schoolwide Learner Outcomes (SLOs) reflect our school vision, state College and Career Readiness metrics, and our desire to provide a holistic education.

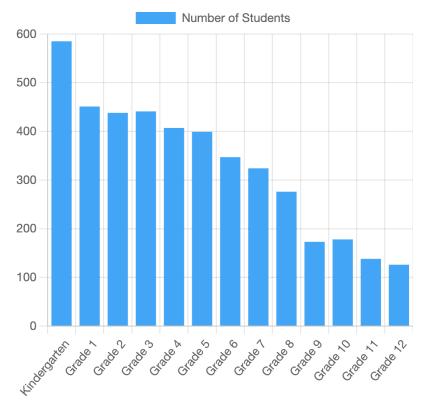
Cabrillo Point Academy Students are:

- Navigators of the digital world who proficiently use technology, media, and online resources.
- Self-Directed and motivated students who can set attainable to achieve academic success.
- Capable of personalizing their education to thrive in the style that best fits their individual needs.
- Developing critical thinkers who can problem-solve, take ownership, and apply their knowledge to resolve various situations.
- Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Last updated: 1/8/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	585
Grade 1	451
Grade 2	438
Grade 3	441
Grade 4	407
Grade 5	399
Grade 6	347
Grade 7	324
Grade 8	276
Grade 9	173
Grade 10	178
Grade 11	138
Grade 12	126
Total Enrollment	4283



Last updated: 1/8/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.50%
Male	49.40%
Non-Binary	0.10%
American Indian or Alaska Native	0.40%
Asian	5.80%
Black or African American	1.30%
Filipino	0.80%
Hispanic or Latino	27.60%
Native Hawaiian or Pacific	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.90%
Foster Youth	0.00%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disavantaged	34.30%
Students with Disabilities	9.60%

Student Group	Percent of Total Enrollment
Islander	
Two or More Races	7.90%
White	53.80%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- · School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.00	53.86%	232.00	55.47%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.50	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.50	0.37%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	72.90	41.76%	166.20	39.75%	12115.80	4.41%
Unknown/Incomplete/NA	7.60	4.37%	16.90	4.04%	18854.30	6.86%
Total Teaching Positions	174.50	100.00%	418.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	114.70	62.34%	271.40	63.09%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	0.67%	1.40	0.34%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	67.70	36.80%	156.00	36.27%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	0.18%	1.20	0.30%	15831.90	5.67%
Total Teaching Positions	183.90	100.00%	430.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020- 21 Number	2021– 22 Number
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.20

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	72.90	66.70
Total Out-of-Field Teachers	72.90	67.70

Last updated: 11/2/23

Class Assignments

Indicator	2020- 21 Percent	2021- 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80%	0.7%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2022

We are an Independent Study Schools. Students have a variety of approved curriculum to select one that best meets their individual learning needs.

_			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted ELA curricula include K12 (gr. TK-5), McGraw Hill Redbird (gr. K-7), and Edgenuity (gr. 6-12).	Yes	0
Mathematics	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted math curricula include K12 (gr. TK-5), McGraw Hill Redbird (gr. K-7), ALEKS (gr. 3-12), and Edgenuity (gr. 6-12).	Yes	0
Science	We are an independent study school. Students and their families select from a variety of approved	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	curricula to meet each student's strengths and needs. Adopted science curricula include K12 (gr. TK-5), and Edgenuity (gr. 6- 12).		
History-Social Science	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. Adopted historysocial studies curricula include K12 (gr. TK-5), and Edgenuity (gr. 6-12).	Yes	0
Foreign Language	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs.	Yes	0
Health	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs. We offer the CHYA program using the grade-level	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Rights, Respect, and Responsibility curricular materials (Advocates for Youth) to students in grades 8 and 9.		
Visual and Performing Arts	We are an independent study school. Students and their families select from a variety of approved curricula to meet each student's strengths and needs.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/8/24

School Facility Conditions and Planned Improvements

Cabrillo Point Academy is a non-classroom-based charter school. We make great efforts to ensure that our administrative facility is clean, safe, and functional. To assist in this effort, the school uses a facility survey instrument developed by the State of California OPSC. The administrative office facilities are in good condition.

Last updated: 1/8/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External : Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good

Last updated: 1/8/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAA for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready: The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed stateadministered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	51%	51%	49%	49%	47%	46%
Mathematics (grades 3-8 and 11)	38%	39%	34%	35%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24
CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2327	2302	98.93%	1.07%	51.15%
Female	1173	1159	98.81%	1.19%	56.26%
Male	1153	1142	99.05%	0.95%	45.92%
American Indian or Alaska Native					
Asian	131	129	98.47%	1.53%	74.22%
Black or African American	26	26	100.00%	0.00%	69.23%
Filipino	19	19	100.00%	0.00%	63.16%
Hispanic or Latino	622	616	99.04%	0.96%	44.97%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races	228	224	98.25%	1.75%	59.82%
White	1285	1272	98.99%	1.01%	49.76%
English Learners	45	45	100.00%	0.00%	8.89%
Foster Youth	0	0	0%	0%	0%
Homeless	29	29	100.00%	0.00%	20.69%
Military	23	22	95.65%	4.35%	50.00%
Socioeconomically Disadvantaged	801	794	99.13%	0.87%	42.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	259	253	97.68%	2.32%	23.02%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24 CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2327	2302	98.93%	1.07%	38.53%
Female	1173	1159	98.81%	1.19%	37.10%
Male	1153	1142	99.05%	0.95%	39.93%
American Indian or Alaska Native					
Asian	131	129	98.47%	1.53%	65.12%
Black or African American	26	26	100.00%	0.00%	42.31%
Filipino	19	19	100.00%	0.00%	42.11%
Hispanic or Latino	622	616	99.04%	0.96%	28.08%
Native Hawaiian or Pacific Islander					
Two or More Races	228	224	98.25%	1.75%	39.73%
White	1285	1272	98.99%	1.01%	40.57%
English Learners	45	45	100.00%	0.00%	8.89%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	29	29	100.00%	0.00%	13.79%
Military	23	22	95.65%	4.35%	45.45%
Socioeconomically Disadvantaged	801	794	99.13%	0.87%	28.72%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	259	253	97.68%	2.32%	17.79%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2021–	2022–	2021–	2022–	2021–	2022–
	22	23	22	23	22	23
Science (grades 5, 8, and high school)	35.65%	38.15%	50.00%	21.43%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	905	891	98.45%	1.55%	38.16%
Female	461	455	98.70%	1.30%	39.34%
Male	444	436	98.20%	1.80%	36.93%
American Indian or Alaska Native					
Asian	51	50	98.04%	1.96%	62.00%
Black or African American	12	12	100.00%	0.00%	25.00%
Filipino					
Hispanic or Latino	253	247	97.63%	2.37%	25.91%
Native Hawaiian or Pacific Islander					
Two or More Races	80	79	98.75%	1.25%	51.90%
White	491	485	98.78%	1.22%	40.62%
English Learners	25	20	80.00%	20.00%	5.00%
Foster Youth					
Homeless	19	19	100.00%	0.00%	0.00%
Military					
Socioeconomically Disadvantaged	339	332	97.94%	2.06%	28.01%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	103	97	94.17%	5.83%	25.77%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

During the 2022-2023 school year, Cabrillo Point Academy offered CTE courses in the Fashion and Interior Design (FSN) and Information and Communication Technologies (INF) sectors.

Courses offered in the Fashion and Interior Design (FSN) sector during the 22-23 school year are as follows:

- Introduction to Fashion and Interior Design
- Intermediate Fashion Design and Merchandising
- Intermediate Interior Design
- Advanced Fashion Design and Merchandising A/B
- Advanced Interior Design A/B

The following list shows the classes offered in the Information and Communication Technologies (INF) sector:

- Introduction to Games and Simulation
- Introduction to Web and Social Media Programming
- Intermediate Games and Simulation
- Intermediate Web and Social Media Programming
- Advanced Games and Simulation
- Advanced Web and Social Media Programming

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Last updated: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.56%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	25.51%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.74%	97.99%	97.99%	97.99%	97.99%
7	96.02%	96.64%	96.64%	96.02%	96.64%
9	95.88%	97.06%	97.06%	97.06%	97.06%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when

Last updated: 1/8/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

the cell size within a selected student population is ten or fewer.

We provide all educational partners with an opportunity to participate in our school's governance and strategic planning. We communicate opportunities to provide input in our decision-making process through surveys, committee meetings (LCAP Advisory Committee and Multilingual Learner Advisory Committee), emails, social media, and our school website. To increase the

transparency and quality of feedback from families, we provide appropriate translation services during meetings.

State Priority: Pupil Engagement

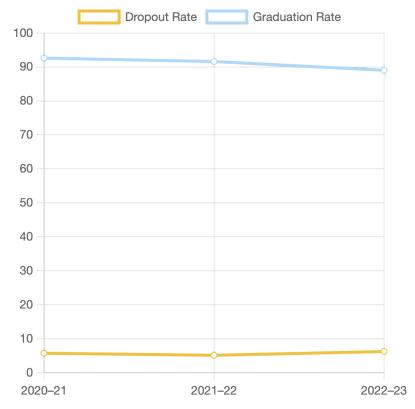
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- · High school dropout rates;
- · High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020- 21	State 2021– 22	State 2022- 23
Dropout Rate	5.7%	5.1%	6.2%	18.9%	17.4%	8.0%	9.4%	7.8%	8.2%
Graduation Rate	92.6%	91.6%	89.0%	66%	70.8%	73.6%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	146	130	89.0%
Female	92	81	88.0%
Male	54	49	90.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino	41	36	87.8%
Native Hawaiian or Pacific Islander			
Two or More Races			
White	85	77	90.6%
English Learners			
Foster Youth	0.0	0.0	0.0%
Homeless			
Socioeconomically Disadvantaged	89	80	89.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	19	12	63.2%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4665	4533	80	1.8%
Female	2354	2293	41	1.8%
Male	2305	2236	39	1.7%
Non-Binary	6	4	0	0.0%
American Indian or Alaska Native	17	17	3	17.6%
Asian	267	255	2	0.8%
Black or African American	65	62	1	1.6%
Filipino	38	37	1	2.7%
Hispanic or Latino	1310	1267	35	2.8%
Native Hawaiian or Pacific Islander	12	11	0	0.0%
Two or More Races	366	359	10	2.8%
White	2493	2429	27	1.1%
English Learners	117	108	5	4.6%
Foster Youth	4	1	1	100.0%
Homeless	66	66	8	12.1%
Socioeconomically Disadvantaged	1643	1589	45	2.8%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	516	496	16	3.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- · Pupil suspension rates;
- · Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.04%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

School Safety Plan (School Year 2023-24)

Our safety planning committee updates our comprehensive safety plan by March of each school year (our current safety plan was adopted in January 2023). We consult all appropriate agencies, including the fire and police departments. Our comprehensive school safety plan components include (not an exhaustive list):

- Child abuse reporting procedures
- Emergency procedures
- · School discipline

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21- 32	Number of Classes* 33+
К	3.00	200		
1	4.00	129		
2	3.00	137		
3	3.00	137		
4	3.00	131		
5	3.00	139		
6	3.00	120		
Other**	5.00	21		

^{*} Number of classes indicates how many classes fall into each size category (a range of total students per class).

^{** &}quot;Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21- 32	Number of Classes* 33+
K	3.00	195		
1	3.00	130		
2	4.00	128		
3	3.00	129		
4	3.00	129		
5	3.00	126		
6	3.00	132	1	
Other**	3.00	15		

^{*} Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21- 32	Number of Classes* 33+
K	3.00	213	0	0
1	4.00	126	0	0
2	4.00	123	0	0
3	3.00	128	0	0
4	3.00	130	0	0
5	3.00	129	0	0
6	3.00	130	1	0
Other**	3.00	6	0	0

^{** &}quot;Other" category is for multi-grade level classes.

- * Number of classes indicates how many classes fall into each size category (a range of total students per class).
- ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1- 22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	3.00	279	3	6
Mathematics	2.00	316	5	2
Science	2.00	240	2	2
Social Science	3.00	282	4	3

^{*} Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1- 22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	3.00	265	4	2
Mathematics	2.00	259	3	1
Science	3.00	179	5	1
Social Science	3.00	184	2	4

^{*} Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1- 22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	3.00	228	2	3
Mathematics	2.00	229	2	2
Science	3.00	141	4	3
Social Science	3.00	157	1	3

^{*} Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	1713.2

^{*} One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.30
Social Worker	1.00
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	2.70
Resource Specialist (non-teaching)	
Other	0.00

^{*} One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/8/24 Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11588.00	\$2300.00	\$9288.00	\$86641.00
District	N/A	N/A		\$64174.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7606.62	\$75753.00
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2022–23)

We offer various programs and services to support students and families, and we align all programs and services with our Local Control and Accountability Plan (LCAP). These programs and services include the following:

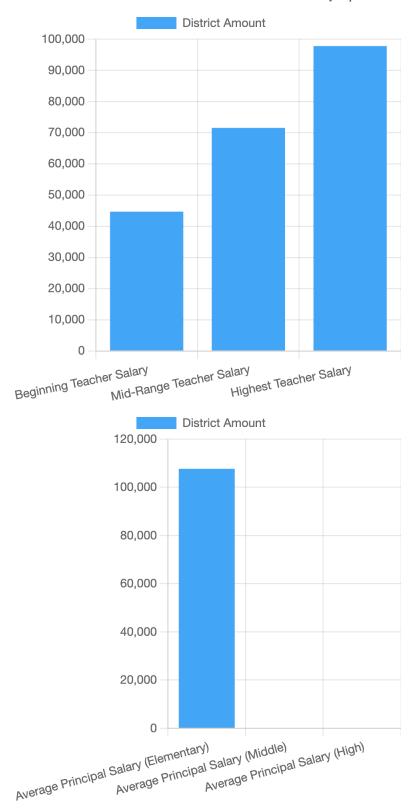
- Comprehensive professional learning for staff, including for English Language Learners.
- Standards-aligned diagnostic and interim student academic assessments to inform our practice.
- Tiered academic and social-emotional supports.

Last updated: 1/8/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44657.00	\$48480.69
Mid-Range Teacher Salary	\$71499.00	\$73129.10
Highest Teacher Salary	\$97736.00	\$99406.48
Average Principal Salary (Elementary)	\$107625.00	\$117381.01
Average Principal Salary (Middle)	\$0.00	\$128157.93
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$185812.00	\$138991.00
Percent of Budget for Teacher Salaries	14.97%	29.34%
Percent of Budget for Administrative Salaries	8.54%	5.99%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 2.9 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered*	19

^{*} Where there are student course enrollments of at least one student.

Last updated: 1/8/24

Professional Development

Measure	2021–	2022–	2023–
	22	23	24
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	15

Cabrillo Point Academy LCAP Update

January 2024

Student Population

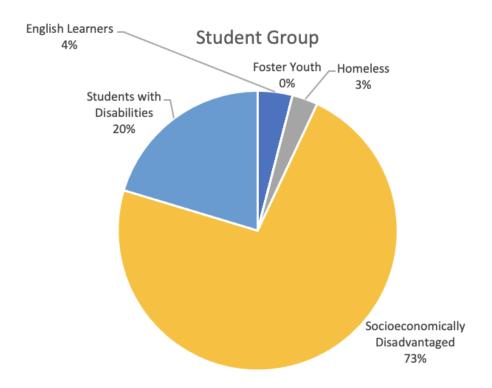
Enrollment 4283

Socio-economic disadvantaged 34.3%

English Learners 1.9%

Foster Youth 0%

Overview of Student Groups

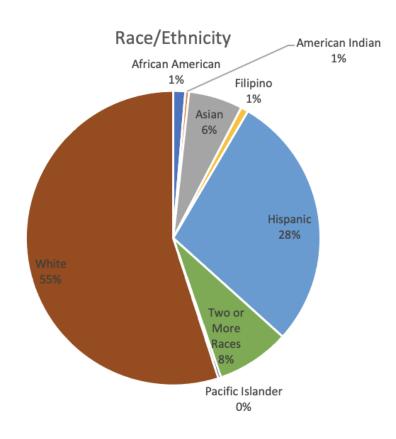


Student Groups	Number	Percentage
English Language Learners	81	1.90%
Foster Youth	1	0%
Homeless	59	1.40%
Economically Disadvantaged	1,468	34.30%
Students with Disabilities	411	9.60%

- ✓ Total Enrollment: 4,283
- ✓ **Unduplicated** (Low SES, Foster, ELLs):

1,550/4,283 or 36%

Overview of Student Race/Ethnicity



Race/Ethnicity	Number	Percentage
African American	55	1.30%
American Indian	17	0.40%
Asian	247	5.80%
Filipino	35	0.80%
Hispanic	1,183	27.60%
Two or More Races	339	7.90%
Pacific Islander	11	0.30%
White	2,306	53.80%



2022-23 Local Indicators

(State Priorities 1, 2, 3, 6, & 7)

LCFF Priority: 1

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LCFF Priority: 6
Local Climate Survey

STANDARD MET

LCFF Priority: 2

Implementation of Academic Standards

STANDARD MET

LCFF Priority: 3

Parent and Family Engagement

STANDARD MET

LCFF Priority: 7

Access to a Broad Course of Study

STANDARD MET

Goal 1: Optimize Conditions for Learning

- This Goal focuses on ensuring student engagement by optimizing conditions for learning.
- This Goal addresses the following LCFF priorities
 - 1: Basic Services/Conditions for Learning),
 - 5: Student Engagement and
 - 6: School Climate

Measuring and Reporting Results

(Goal 1: Priorities 1, 5 & 7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023– 24
% of teachers fully credentialed & appropriately assigned	100%	100%	100%	100%	100%
% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	100%	100%
% of facilities maintained in good repair (metric may be School facilities in "Good Repair" (local survey)	100%	100%	100%	100%	100%

2022-23 Absentee and Suspension Rates

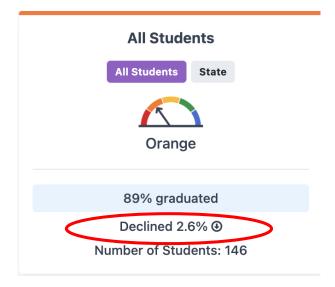
(Goal 1: Priorities 1, 5 & 6)



CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	100%	99%	99%	99%	100%
Chronic Absenteeism Rate	0%	0.6%	0.9%	1%	0%

2022-23 Graduation Rates

(Goal 2: State Priorities 4 & 7)



2022-23 Graduation Rates						
Student Group	# of students	2023	Increased/decreased	Dashboard color		
State of CA		86.4%	Declined 1%	Orange		
Dehesa SD	I	District doe	s not have a high school	program		
CPA Schoolwide	146	89%	Declined 2.6%	Orange		
Hispanic/Latino	41	87.8%	Declined 2%	Orange		
White	85	90.6%	Declined 4%	Yellow		
Socioeconomically Disadvantaged	89	89.9%	Maintained -0.2%	Yellow		
Students with Disabilities	19	63.2%	Declined 15.4%	No Performance Color		

^{*}The following student groups had less than 11 students, so data was not displayed due to privacy: African American (3), American Indian (1), Asian (8), English Learners (7), Filipino (2), Two or More Races (5), Pacific Islander (1), and Homeless (8)

CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	93%	93%	92%	89%	90%

Goal 2: Improve College and Career Readiness

- Goal 2 is a Focused Goal intended to increase/improve college and career readiness.
- This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English.
- This Goal addresses the following LCFF priorities:
 - 4: Student Achievement and
 - 7: Access to a Broad Course of Study

College and Career Indicators (Goal 2: Priorities 4 & 7)

CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	2%	2%	1%	5%	5%
% of high school graduation cohort students who meet A-G requirements	33%	12%	21%	59%	40%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	69%	68%	63%	51%	60%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP) Baseline	20%	23%	31%	28%	50%
% of 12th-grade students who complete a CTE Pathway	28%	0.7%	0.3%	0%	10%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	0%	0%	10%

2022-23 State Assessment Results (Goal 2: State Priorities 4 & 7)

English Language Arts All Students

All Students

State



0.3 points below standard

Maintained 0.5 Points

Number of Students: 2,187

CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide ELA Distance from Standard (DFS)	-20.6 (Yellow)	State did not publish DFS	- 0.9 (dashboard color was not provided by CDE)	- 0.3 Yellow	-5 (Green)
Schoolwide math Distance from Standard (DFS)	-76.4 (Orange)	this year due to COVID.	- 35.2 (dashboard color was not provided by CDE)	- 31.3 Yellow	-25 (Green)

Mathematics All Students

All Students State



31.3 points below standard

Increased 3.9 Points ⊕

Number of Students: 2,187

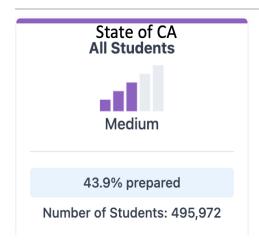
CPA Ca	Change from 2017-18 to						
School year	School year 2017-18 2018- 2019-20 2020-21 2021-22 2022-23						
ELA	42.79%	45.36%	No Tost	59.35%	51.86%	51.7%	8.91%
Math	22.72%	22.34%	No Test (COVID)	39.41%	38.58%	39.0%	16.28%
Science	N/A	28.25%	(COVID)	38.51%	36.13%	37.79%	9.54%

Goal 3: Improve Access and Success in a **Broad Course** of Study

- This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy).
- Each student has different needs related to learning, including academic specific needs and social-emotional needs.
- The Goal addresses the following LCFF priorities:
 - 2: Implementation of State Academic Standards
 - 3: Parent Involvement and Family Engagement
 - 4: Student Achievement and
 - 7: Access to Broad Course of Study

2022-23 College Career Readiness

(Goal 3: Priorities 3, 4, & 7)





2022-23 CPA College and Career Indicator									
Student Group	State	of CA	C	PA	Dehesa				
(# of students)	%	Dashboard	%	Dashboard	%	Dashboard			
(# or students)	Prepared	Status	Prepared	Status	Prepared	Status			
All Students (146)	43.9%	Medium	44.5%	Medium					
Hispanic/Latino (41)	35.5%	Medium	29.3%	Sow					
White (85)	53.2%	Medium	49.4%	Medium	District	does not			
Socioeconomically	35.4%	Medium	34.8%	Low	have a h	igh school			
Disadvantaged (89)	35.4%	iviedium	34.8%		pro	gram			
Students with	12.3%	Low	31.6%	*NPL					
Disabilities (19)	12.5%	LOW	31.0%	INPL					

*NPL: No Performance Level

The following student groups had less than 11 students resulting in no dashboard report:

African American (3), American Indian (1), Asian (8), English Learners (7), Filipino (2), two or
more races (5), Pacific Islander (1) and Homeless (8)

CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	28%	The state did not publish this data for 2021.	The state did not publish this data for 2022	44.5% (Medium)	40%

Metrics include Career Technical Education (CTE) Pathway completion, State Seal of Biliteracy, College credit course completion, AP examination scores, A-G course completion

2022-23 English Learner Progress

(Goal 3: Priorities 3, 4, & 7)

English Learner Progress



2022-23 English Language Proficiency Assessment for California **Proficient** Level 4 Level 3 Level 2 Level 1 (Well (Moderately (Somewhat (Beginning to Developed) Developed) Developed) Develop) State of CA 16.50% 16.50% 33.77% 29.40% 20.33% **Dehesa SD** Less than 11 students **CPA ELPAC** 35.00% 3.75% 33.75% 33.75% 27.50%

60.6% making progress towards English language proficiency

Increased 12% **⊕**

Number of EL Students: 66

CPA Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	63%	The state did not publish this data for 2021.	49%	60.6%	58%



Monthly Financial Update – December FY23/24

Highlights



- ADA forecast is 4,828, up 12 from 1st Interim
- Revenue projected at \$68M, +\$135K
- Expenses forecast is \$66M, +\$5.5M
- YE surplus projection is \$2.1M, -\$5.3M

Compliance and Reporting

- 25:1 PTR is within compliance
- 40/80 in compliance

Pupil:Teacher Ratio						
23.32	:1					

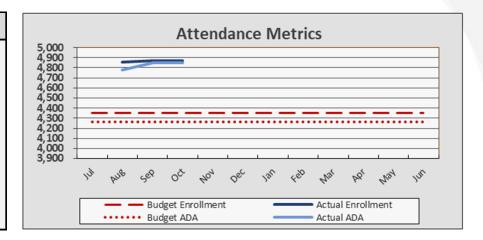
Cert.	Instr.
52.1%	85.8%
8,313,701	3,997,235



Attendance



Enrollment & Per Pupil Data								
<u> Actual</u> <u>Forecast</u> <u>Budget</u>								
Average Enrollment	4,868	4,868	4,351					
ADA	4,828	4,828	4,262					
Attendance Rate	99.2%	99.2%	98.0%					
Unduplicated %	34.8%	34.8%	34.7%					
Revenue per ADA		\$14,174	\$13,750					
Expenses per ADA		\$13,743	\$12,842					



- ADA projection is 4,828
- ADA forecast is +13% to original budget



Revenue



Revenue +\$135K to prior forecast, driven by:

- 12 added ADA: +\$155K

- UPP Count Day Actuals: -\$50K

- PY Revenue: +\$12K

Revenue

State Aid-Rev Limit Federal Revenue Other State Revenue Other Local Revenue

Total Revenue

Year-to-Date									
Actual			Budget	Fav/(Unf)					
\$	22,507,368	\$	18,584,889	\$	3,922,479				
	1,526,128		1,495,623		30,505				
	2,650,156		1,621,757		1,028,400				
	44,867				44,867				
\$	26,728,520	\$	21,702,268	<u>\$</u>	5,026,252				

Annual/Full Year									
	Forecast		Budget	F	av/(Unf)				
\$	56,573,840	\$	49,793,145	\$	6,780,695				
	3,183,005		3,540,349		(357,344)				
	8,631,431		5,267,860		3,363,571				
	44,867				44,867				
<u>\$</u>	68,433,143	\$	58,601,354	\$	9,831,789				



Expenses



- Additional Student Funds: +\$3.5M (\$800 per student)

Retention Stipends: +\$2.3M

- Certificated: 10%, \$7.5K minimum per employee

- Classified: \$5.5K per employee

Year-to-Date

Expenses
Certificated Salaries
Classified Salaries
Benefits
Books and Supplies
Subagreement Service
Operations
Facilities
Professional Services
Depreciation

	Actual	Budget		Fav/(Unf)
aries	\$ 10,836,734	\$ 11,275,340	\$	438,606
es	2,095,772	2,109,725		13,953
	4,080,602	4,537,239		456,637
lies	4,202,610	4,114,024		(88,586)
Services	4,177,642	4,045,719		(131,923)
	490,333	338,700		(151,633)
	137,966	117,100		(20,866)
rvices	1,119,463	1,009,343		(110,121)
	3,928	4,750		822
	 		_	
	\$ 27,145,050	\$ 27,551,940	\$	406,890

	Annual/Full Year										
	Forecast		Budget		Fav/(Unf)						
\$	24,171,045	\$	20,929,019	\$	(3,242,026)						
	4,467,654		4,219,451		(248,203)						
	10,661,006		8,760,329		(1,900,677)						
	9,065,854		9,011,365		(54,490)						
	14,178,044		8,741,798		(5,436,246)						
	875,233		677,400		(197,833)						
	291,204		234,200		(57,004)						
	2,633,772		2,150,547		(483,225)						
	8,478		9,500		1,022						
_		_									
<u>\$</u>	66,352,289	<u>\$</u>	54,733,608	<u>\$</u>	(11,618,682)						



Total Expenses

Interest

Fund Balance



- Year-end surplus forecasted at 3.1% of total expenses
- Projected end of year fund balance exceeds State requirement of 5%

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

l	Year-to-Date									
	Actual		Budget	Fav/(Unf)						
	\$ (416,530)	\$	(5,849,672)	\$	5,433,142					
	12,507,909		12,507,909							
	<u>\$ 12,091,380</u>	<u>\$</u>	<u>6,658,237</u>							
	18.2%		12.2%							

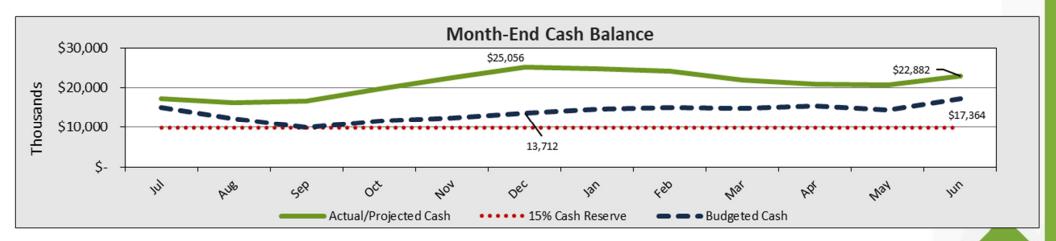
Annual/Full Year								
Forecast	Budget	Fav/(Unf)						
\$ 2,080,854	\$ 3,867,746	\$ (1,786,893)						
12,507,909	12,507,909							
<u>\$ 14,588,764</u>	<u>\$ 16,375,656</u>							
22.0%	29.9%							



Cash Balance



- Projected Year-End Cash Balance: \$22.9M
- No projected borrowing/factoring needed





Compliance (Upcoming)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	26-Jan	CALPADS - Fall 1 Amendment deadline - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Schools	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	31-Jan	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
DATA	1-Feb	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Schools	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	1-Feb	Nonclassroom-Based Funding Determination - Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	20-Feb	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	26-Feb	CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) - The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Schools	No	No	https://crdc.communities.ed.gov/#program
FINANCE	28-Feb	E-Rate FCC Form 470 Due date (FY2024) - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	Schools	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	15-Mar	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31.	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp



Appendices

- FY23/24 Monthly Cash Flow
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows





Monthly Cash Flow/Forecast FY23-24

Revised 12/31/23

ADA = 4827.91 Year-End Original Favorable / Annual Jul-23 Aug-23 Sep-23 Oct-23 Nov-23 Dec-23 Jan-24 Feb-24 Mar-24 Apr-24 May-24 Jun-24 Accruals **Budget Total** (Unfav.) Forecast Revenues ADA = 4261.92 State Aid - Revenue Limit 4,303,062 2,400,128 2,400,128 4,320,230 4,320,230 4,320,230 4,320,230 4,303,062 4,694,797 4,694,797 4,694,797 4,694,796 54,161,285 47,928,453 6,232,832 8011 LCEE State Aid 4.694.797 8012 **Education Protection Account** 213,096 213,096 241,396 297,995 965,582 852,384 113,198 102 187 102,187 1,446,973 1,012,308 8096 In Lieu of Property Taxes 414,199 207,100 207.100 207,100 207,100 434.665 2,400,128 2,400,128 4,533,326 4,320,230 4,320,230 4,533,326 4,405,249 4,405,249 5,350,392 4,901,897 4,901,897 4,901,897 5,199,890 56,573,840 49,793,145 6,780,695 **Federal Revenue** 8181 Special Education - Entitlement 49,864 49,864 105,580 105,580 105,580 105,580 105,580 627,628 532,740 94,888 8290 Title I Part A - Basic Low Income 445 315 445.315 627,306 (181,991)8291 Title II. Part A - Teacher Quality 84.734 84.734 107.002 (22.268)8293 Title III - Limited English 32 32 16,497 (16,465)8296 Other Federal Revenue 1,525,956 9 110 496.988 2.180 2.025.243 2,256,804 (231,561) 53 53 8299 Prior Year Federal Revenue 1,526,009 9 110 546,852 49.864 105,580 105,580 105,580 105,611 637,809 3,183,005 3,540,349 (357,344)Other State Revenue 8311 State Special Education 192.915 192.915 347.247 347.247 347.247 347.247 335,588 335,588 355,589 355,589 355,589 355,589 355,589 4.223.938 3.782.028 441.911 105,113 8550 Mandated Cost 103,861 1,252 105,113 8560 State Lottery 265,305 265,305 671,541 1,202,150 1,010,075 192,075 8598 Prior Year Revenue 94,039 12,000 106,039 106,039 8,678 21,726 2,011,636 138,229 478,895 18,002 20,382 62,626 48,279 89.180 48,279 48,279 2,994,191 371,897 2,622,294 8599 Other State Revenue 192,915 331,144 826,142 459,288 461,038 663,519 357,313 403,868 710,073 403,868 403,868 3,038,765 8,631,431 5,267,860 3,363,571 Other Local Revenue 8660 6.645 10 962 2 672 20.280 20 280 Interest Revenue 8699 School Fundraising 1,247 9,157 3,905 3,519 6,759 24,588 24,588 6,645 1,247 20,119 6,578 3,519 6,759 44,867 44,867 **Total Revenue** 2,599,688 2,732,520 5,379,587 6,312,104 4,784,797 4,919,824 5,615,620 4,812,427 5,859,840 5,717,550 5,411,345 5,411,376 8,876,465 68,433,143 58,601,354 9,831,789 Expenses Certificated Salaries 1,325,243 1,325,243 810,719 14,355,223 (449,513) 1100 Teachers' Salaries 287,234 1,329,008 1,325,511 1,325,511 1,325,511 1,325,511 1,325,243 1,325,243 1,325,243 13,905,709 2,022,045 1175 Teachers' Extra Duty/Stipends 75,632 233,340 242,338 242,338 242,338 242,338 242,338 242,338 242,338 242,338 242,338 27,976 4,540,032 2,529,364 (2,010,668)1.732.901 27,401 157,754 162,219 162,219 162,219 162,219 160,497 160,497 160,497 160,497 160,497 96,386 1,981,904 249.004 1200 Pupil Support Salaries 1300 Administrators' Salaries 166,469 171,235 171,935 171,935 171,935 171,935 168,675 168,675 168,675 168,675 168,675 168,675 2,037,494 1,841,312 (196,181)Other Certificated Salaries 139,177 139,177 139,177 1900 24,475 149.546 155,823 150.268 150,268 150,268 139.177 139.177 28,865 1,505,396 670,729 (834,667)2,040,883 2,022,045 20,929,019 581,212 2,057,826 2,052,271 2,052,271 2,052,271 2,035,929 2,035,929 2,035,929 2,035,929 2,035,929 1,132,620 24,171,045 (3,242,026)**Classified Salaries** Instructional Salaries 29.892 32,104 29.583 29.583 29.583 29.583 71.091 2100 34,246 32.104 32.104 32.104 29.583 29,583 35.000 405.049 476.139 2200 Support Salaries 74.870 81,690 77,983 77.983 77.983 77,983 81,305 81.305 81,305 81,305 81,305 79,260 90.000 1.044.279 1,148,792 104,513 64 171 64.171 64 171 64 171 64 171 64 171 62.923 62.923 62.923 62.923 62 923 62.923 30.000 792.561 654.960 (137.600) Classified Administrators' Salaries 2300 2400 Clerical and Office Staff Salaries 119,165 130,455 128,305 128,305 128,305 128,305 125,786 125,786 125,786 125,786 125,786 125,786 120,000 1,637,554 1,521,645 (115,910) 2900 Other Classified Salaries 48,690 51,135 46,760 46,760 46,760 46,760 42,724 42,724 42,724 42,724 42,724 42,724 45,000 588,211 417,914 (170,296)336,787 349,322 349,322 342,321 342,321 342,321 342,321 342,321 340,276 4,467,654 4,219,451 361,696 349,322 349,322 320,000 (248,203) Benefits 3101 STRS 105,827 371,297 374,713 373,659 359,889 373,659 357,770 357,770 357,770 357,770 357,770 199,033 2,287,410 6,234,339 4,059,824 (2,174,515)19,486 OASDI 21,942 21,253 21,253 19,486 244.113 3301 20,364 21,253 21,253 19,486 19,486 19,486 19,369 261,606 17,493 Medicare 12 768 33 867 33 898 33 818 33,818 31,717 31,717 31,717 360.214 3311 33 818 31.717 31.717 19.643 369.389 9.174 3401 Health and Welfare 263,756 199,329 246,602 247,620 242,383 143,193 362,816 262,816 262,816 262,816 262,816 262,816 3,019,779 3,153,793 134,014 3501 State Unemployment 774 2,987 1,265 1,265 1,265 1,265 36,628 29,302 14,651 7,326 7,326 7,326 111,378 179,316 67,938 3601 39.533 13.177 114.331 (43.450) 13 178 13.178 30 623 30.623 30.623 322,028 356 651 34.623 Workers' Compensation 30.623 30.623 18 966 3901 Other Benefits 310,604 58,551 369,155 379,751 10,596 443,022 642,599 792,061 634,165 982,390 586,366 897,590 731,714 717,063 709,737 709,737 527,152 2,287,410 10,661,006 8,760,329 (1,900,677)



Monthly Cash Flow/Forecast FY23-24

Revised 12/31/23 ADA = 4827.91

CHARTER IMPACT

ADA	= 4827.91	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Sup	nline													Accidais	Torecase	buuget Total	(Olliav.)
4100	Textbooks and Core Materials	49,767	80,102	20,381	24,555	3,115	2,065	22,017	22,017	22,017	22,017	22,017	22,017		312,085	254,900	(57,185)
4302	School Supplies	155,893	972,325	450,956	255,421	174,470	240,440	392,542	446,318	1,231,352	838,363	569,036	137,849	_	5,864,964	3,812,010	(2,052,954)
4302	Software	496,368	367,942	162,879	107,928	16,112	118,974	132,317	132,317	132,317	132,317	132,317	132,317		2,064,104	1,296,200	(767,904)
4310	Office Expense	11,518	19,661	31,603	24,959	6.328	3,022	8,933	8,933	8,933	8,933	8,933	8,933		150,691	125,500	(25,191)
4310	Business Meals	40	4,976	31,003	230	1,245	232	833	833	833	833	833	833		11,723	4,800	(6,923)
4400	Noncapitalized Equipment	1,032	32,630	100,984	130,315	133,938	203	28,575	32,489	89,636	61,028	41,423	10,035		662,288	3,517,955	2,855,666
4400	Noncapitalized Equipment	714,618	1,477,636	766,803	543,409	335,208	364,935	585,217	642,907	1,485,088	1,063,491	774,558	311,983		9,065,854	9,011,365	(54,490)
Subagreement	Services	,			2 10,100		001,000		0 12,001	_,:::,:::	_,,,,,,,,,	,	,				(0.1,100)
5101	Nursing	_	_	_	_	_	_	33	33	33	33	33	33	_	200	300	100
5102	Special Education		27,699	76,360	221,857	199,785	287,156	242,017	242,017	242,017	242,017	242,017	242,017	_	2,264,957	2,648,300	383,343
5104	Transportation		-	-	-	-	-	-	-	-	-	-	-	_	-	500	500
5105	Security	832	363	832	300	163	732	1,067	1,067	1,067	1,067	1,067	1,067	_	9,622	6,900	(2,722)
5106	Other Educational Consultants	632	82,247	754,818	1,029,883	805,622	688,362	927,401	1,054,447	2,909,131	1,980,673	1,344,375	325,674	-	11,903,264	6,085,798	(5,817,466)
		1,464	110,310	832,010	1,252,039	1,005,570	976,249	1,170,518	1,297,564	3,152,248	2,223,790	1,587,492	568,791	-	14,178,044	8,741,798	(5,436,246)
Operations and	l Housekeeping		· ·										·				
5201	Auto and Travel	1,222	5,153	8,169	9,426	15,776	10,336	9,558	9,558	9,558	9,558	9,558	9,558	-	107,431	96,400	(11,031)
5300	Dues & Memberships	2,000	11,648	1,190	-	-	3,770	1,675	1,675	1,675	1,675	1,675	1,675	-	28,658	20,200	(8,458)
5400	Insurance	130,349	43,450	43,450	43,450	43,450	43,450	45,208	45,208	45,208	45,208	45,208	45,208	-	618,849	492,200	(126,649)
5501	Utilities	1,950	3,326	3,272	(17,657)	1,893	2,043	1,675	1,675	1,675	1,675	1,675	1,675	-	4,877	11,100	6,223
5516	Miscellaneous Expense	-	-	-	-	-	-	75	75	75	75	75	75	-	450	4,100	3,650
5900	Communications	754	2,861	1,554	6,730	4,098	58,932	3,475	3,475	3,475	3,475	3,475	3,475	-	95,778	27,500	(68,278)
5901	Postage and Shipping	277	646	1,573	1,260	629	(95)	2,483	2,483	2,483	2,483	2,483	2,483	-	19,190	25,900	6,710
		136,551	67,084	59,208	43,208	65,846	118,436	64,150	64,150	64,150	64,150	64,150	64,150	-	875,233	677,400	(197,833)
Facilities, Repa	irs and Other Leases																
5601	Rent	26,162	10,069	21,998	21,998	21,998	21,998	21,998	21,998	21,998	21,998	21,998	21,998	-	256,209	204,400	(51,809)
5602	Additional Rent	_	665	_	665	_	_	_	_	_	_	_	_	_	1,330	_	(1,330)
5603		102	116			73		8	8	8	8	8	8		341	100	(241)
5604	Equipment Leases Other Leases	1,700	1,100	6,870	1,700	(1,308)	2,061	3,383	3,383	3,383	3,383	3,383	3,383	•	32,423	29,400	(3,023)
5610	Repairs and Maintenance	1,700	1,100	0,670	1,700	(1,306)	2,001	150	150	150	150	150	150	•	900	300	(600)
3010	Repairs and Maintenance	27,963	11,950	28,868	24,363	20,763	24,058	25.540	25,540	25,540	25,540	25.540	25,540	-	291,204	234,200	(57,004)
Professional/Co	onsulting Services	27,303	11,550	28,808	24,303	20,703	24,038	23,340	23,340	23,340	23,340	23,340	23,340		231,204	234,200	(37,004)
5801	IT	2,420	204	30	30	1,906	30	1,208	1,208	1,208	1,208	1,208	1,208		11,870	400	(11,470)
5802	Audit & Taxes	2,420	204	-	50	7,975	-	1,200	1,200	1,200	1,200	1,200	1,200		7,975	11,014	3,039
5803	Legal		25,210	1,355	7,044	13,802	3,411	21,767	21,767	21,767	21,767	21,767	21,767		181,423	288,600	107,177
5804	Professional Development	29,895	11,263	2,596	7,660	11,098	22,420	13,767	13,767	13,767	13,767	13,767	13,767		167,533	78,000	(89,533)
5805	General Consulting	25,055	349	2,415	2,801	2,675	487	2,825	2,825	2,825	2,825	2,825	2,825		25,677	10,300	(15,377)
5806	Special Activities/Field Trips	23,747	59,328	84,783	91,446	27,231	19,800	11,725	13,331	36,779	25,041	16,996	4,117	_	414.323	150,577	(263,746)
5807	Bank Charges	25,7 .7	-		32,110		-			-		-	.,	_	.1.,025	6,900	6,900
5808	Printing			_	_	_	_	342	342	342	342	342	342	_	2,050	1,200	(850)
5809	Other taxes and fees		2,185	68	2,304	194	174	2,292	2,292	2,292	2,292	2,292	2,292	8,825	27,500	29,500	2,000
5810	Payroll Service Fee	1,734	3,468	-	1,734	1,734	1,734	5,775	5,775	5,775	5,775	5,775	5,775	24.246	69.300	49.500	(19,800)
5811	Management Fee	79,147	86,109	86,109	86,109	86,034	99,369	96,698	96,698	96,698	96,698	96,698	96,698	57,314	1,160,381	1,025,524	(134,858)
5812	District Oversight Fee	24,001	24,001	45,333	-	-	-	44,052	44,052	53,504	49,019	49,019	49,019	183,737	565,738	497,931	(67,807)
5813	County Fees	,		-	_	_	_			-	-	-			-	1,100	1,100
5814	SPED Encroachment	2,664	2.664	4.795		9.590	4.795	_	_	_	_	-	_	(24,508)	_	-,	-,
3011		163,609	214,782	227,484	199,128	162,239	152,221	200,451	202,057	234,956	218,733	210,689	197,810	249,613	2,633,772	2,150,547	(483,225)
Depreciation																	(100)
6900	Depreciation Expense	655	655	655	655	655	655	758	758	758	758	758	758	_	8,478	9.500	1.022
		655	655	655	655	655	655	758	758	758	758	758	758	-	8,478	9,500	1,022
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		2,405,881	4,927,594	5,114,237	5,098,560	4,974,264	4,624,513	5,322,474	5,342,940	8,058,053	6,684,449	5,751,174	3,169,080	4,879,068	66,352,289	54,733,608	(11,618,682)
Monthly Surplus (I	Deficit)	193,807	(2,195,075)	265,350	1,213,544	(189,468)	295,311	293,146	(530,513)	(2,198,213)	(966,899)	(339,830)	2,242,296	3,997,397	2,080,854	3,867,747	(1,786,893)
				<u> </u>		<u> </u>											

Monthly Cash Flow/Forecast FY23-24

Revised 12/31/23



Revised 12/31/23																
ADA = 4827.91	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	193,807	(2,195,075)	265,350	1,213,544	(189,468)	295,311	293,146	(530,513)	(2,198,213)	(966,899)	(339,830)	2,242,296	3,997,397	2,080,854	Cert.	Instr.
Cash flows from operating activities															52.1%	85.8%
Depreciation/Amortization	655	655	655	655	655	655	758	758	758	758	758	758	-	8,478	8,313,701	3,997,235
Public Funding Receivables	217,309	-	326,449	(608,188)	1,085,626	(342,452)	(678,744)	-	-	-	-	-	(8,876,465)	(8,876,465)		<u></u>
Grants and Contributions Rec.	66,643	-	-	-	-	-	-	-	-	-	-	-	-	66,643		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	351,869	107,405	138,251	99,814	(194,809)	154,455	-	-	-	-	-	-	-	656,985		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(374,007)	21,240	73,393	(124,127)	(124,193)	221,507	-	-	-	-	-	-	4,879,068	4,572,880	Pupil:Tea	
Accrued Expenses	289,712	1,049,400	(409,368)	1,973,554	2,298,946	2,151,622	-	-	-	-	-	-	-	7,353,866	23.32	:1
Deferred Revenue	-	(138,229)	(15,348)	591,794	(8,678)	(20,492)	-	-	-	-	-	-	-	409,046		
Cash flows from investing activities																
Purchases of Prop. And Equip. Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities	-	-	•		•	-	-	-	-	-	-			-		
Proceeds from Factoring														_		
Payments on Factoring														_		
Proceeds(Payments) on Debt	_	_	_	_	_	_	_	_	_	_	_		_	_		
rrocceus(r ayments) on best																
Total Change in Cash	745,987	(1,154,605)	379,381	3,147,046	2,868,079	2,460,605	(384,839)	(529,755)	(2,197,455)	(966,141)	(339,071)	2,243,054				
•	,		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			,	. ,,	,,	,,	, ,	,- ,	,				
Cash, Beginning of Month	16,609,234	17,355,221	16,200,616	16,579,997	19,727,042	22,595,121	25,055,727	24,670,887	24,141,133	21,943,678	20,977,537	20,638,466				
Cash, End of Month	17,355,221	16.200.616	16.579.997	19.727.042	22,595,121	25,055,727	24.670.887	24.141.133	21,943,678	20.977.537	20.638.466	22,881,520				
,					,,	,,,	, 0,007	,1)100	,,			,,				

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Barranas							
Revenues State Aid - Revenue Limit							
LCFF State Aid	\$ 4,320,230	\$ 4,313,561	\$ 6,669	\$ 22,081,176	\$ 17,733,527	\$ 4,347,649	\$ 40,370,484
Education Protection Account	213,096	213,096	-	426,192	426,192	-	832,020
In Lieu of Property Taxes		80,985	(80,985)		425,169	(425,169)	986,319
Total State Aid - Revenue Limit	4,533,326	4,607,641	(74,315)	22,507,368	18,584,889	3,922,479	42,188,823
Federal Revenue							
Special Education - Entitlement	-	47,947	(47,947)	-	197,114	(197,114)	499,212
Title I, Part A - Basic Low Income	-	470,480	(470,480)	-	627,306	(627,306)	483,386
Title II, Part A - Teacher Quality	-	80,252	(80,252)	-	107,002	(107,002)	98,135
Title III - Limited English	- 110	-	- 110	1 526 075	-	- 064 874	16,731
Other Federal Revenue Prior Year Federal Revenue	110	-	110	1,526,075	564,201	961,874	1,854,918
Total Federal Revenue	110	598,678	(598,567)	53 1,526,128	1,495,623	30,505	2,952,381
Other State Revenue	110	330,070	(330,307)	1,320,120	1,433,023	30,303	2,332,301
State Special Education	347,247	340,383	6,865	1,774,818	1,399,350	375,468	3,254,862
Mandated Cost	-	103,861	(103,861)	105,113	103,861	1,252	98,146
State Lottery	-	· -		, =	· -	, -	948,503
Prior Year Revenue	12,000	-	12,000	106,039	-	106,039	-
Other State Revenue	20,382	19,179	1,203	664,186	118,546	545,640	380,109
Total Other State Revenue	379,629	463,422	(83,793)	2,650,156	1,621,757	1,028,400	4,681,620
Other Local Revenue							-
Interest Revenue	-	-	-	20,280	-	20,280	-
School Fundraising	6,759	-	6,759	24,588	-	24,588	-
Total Other Local Revenue	6,759	-	6,759	44,867		44,867	
Total Revenues	\$ 4,919,824	\$ 5,669,741	\$ (749,917)	\$ 26,728,520	\$ 21,702,268	\$ 5,026,251	\$ 49,822,825
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 1,325,511	\$ 1,264,155	\$ (61,356)	\$ 6,918,288	\$ 7,584,932	\$ 666,644	\$ 12,470,842
Teachers' Extra Duty/Stipends	242,338	225,558	(16,780)	1,278,323	1,353,348	75,025	2,442,427
Pupil Support Salaries	162,219	180,173	17,954	834,032	1,081,039	247,007	1,460,586
Administrators' Salaries	171,935	153,443	(18,492)	1,025,444	920,656	(104,787)	1,660,875
Other Certificated Salaries	150,268	55,894	(94,374)	780,648	335,364	(445,283)	497,624
Total Certificated Salaries	2,052,271	1,879,223	(173,048)	10,836,734	11,275,340	438,606	18,532,354
Classified Salaries	22.424	20.670	7.575	100 550	222.272	45.540	202 502
Instructional Salaries Support Salaries	32,104	39,678	7,575	192,552	238,070	45,518	390,500
Supervisors' and Administrators' Salaries	77,983 64,171	95,733 54,580	17,750 (9,591)	468,491 385,023	574,396 327,480	105,904 (57,543)	952,866 590,778
Clerical and Office Staff Salaries	128,305	126,804	(1,502)	762,841	760,822	(2,019)	1,283,914
Other Classified Salaries	46,760	34,826	(11,934)	286,864	208,957	(77,907)	342,120
Total Classified Salaries	349,322	351,621	2,299	2,095,772	2,109,725	13,953	3,560,178
Benefits	3 .3,322	331,021	2,233	2,033,772	2,203,723	10,555	3,300,270
State Teachers' Retirement System, certificated positi	373,659	364,533	(9,127)	1,959,044	2,187,197	228,153	3,539,680
OASDI/Medicare/Alternative, certificated positions	21,253	21,800	548	127,317	130,803	3,486	220,731
Medicare/Alternative, certificated positions	33,818	32,767	(1,051)	181,987	196,604	14,617	320,342
Health and Welfare Benefits, certificated positions	143,193	262,816	119,623	1,342,882	1,576,896	234,014	2,650,500
State Unemployment Insurance, certificated positions	1,265	8,966	7,701	8,821	53,795	44,974	141,610
Workers' Compensation Insurance, certificated position	13,178	31,637	18,459	149,947	189,825	39,878	309,296
Other Benefits, certificated positions		33,687	33,687	310,604	202,119	(108,485)	249,212
Total Benefits	586,366	756,207	169,840	4,080,602	4,537,239	456,637	7,431,370
Books & Supplies	2.005	24 242	40.477	470.005	427.450	(52.525)	02.400
Textbooks and Core Materials School Supplies	2,065 240,440	21,242 200,310	19,177 (40,130)	179,985	127,450 1,702,320	(52,535) (547,185)	92,100 3,714,743
Software	118,974	108,017	(10,958)	2,249,504 1,270,204	648,100	(622,104)	973,000
Office Expense	3,022	10,458	7,437	97,090	62,750	(34,340)	126,600
Business Meals	232	400	168	6,723	2,400	(4,323)	600
Noncapitalized Equipment	203	184,858	184,655	399,103	1,571,004	1,171,901	2,400,471
Total Books & Supplies	364,935	525,284	160,349	4,202,609	4,114,024	(88,585)	7,307,514
Subagreement Services				•			
Nursing	-	25	25	-	150	150	600
Special Education	287,156	220,692	(66,464)	812,857	1,324,150	511,293	3,248,600
Transportation	-	42	42	-	250	250	1,100
Security	732	575	(157)	3,222	3,450	228	8,200
Other Educational Consultants	688,362	319,790	(368,571)	3,361,563	2,717,719	(643,843)	4,885,230
Total Subagreement Services	976,249	541,124	(435,126)	4,177,642	4,045,719	(131,923)	8,143,730
Operations & Housekeeping	10.226	0.033	(2.202)	FO 004	40.300	(4.004)	97.300
Auto and Travel	10,336	8,033	(2,302)	50,081	48,200	(1,881)	87,200

Budget vs Actual

For the period ended December 31, 2023

	Current Period	Current	Current Period	Current Year	YTD Budget	YTD Budget	Total Budget
	Actual	Period Budget	Variance	Actual		Variance	, and the second
Dues & Memberships	3,770	1,683	(2,087)	18,608	10,100	(8,508)	23,600
Insurance	43,450	41,017	(2,433)	347,599	246,100	(101,499)	358,100
Utilities	2,043	925	(1,118)	(5,173)	5,550	10,723	7,500
Miscellaneous Expense	-	342	342	-	2,050	2,050	9,400
Communications	58,932	2,292	(56,640)	74,928	13,750	(61,178)	23,700
Postage and Shipping	(95)	2,158	2,253	4,290	12,950	8,660	17,700
Total Operations & Housekeeping	118,436	56,450	(61,986)	490,333	338,700	(151,633)	527,200
Facilities, Repairs & Other Leases							
Rent	21,998	17,033	(4,964)	124,221	102,200	(22,021)	174,253
Additional Rent	-	-	_	1,330	-	(1,330)	200
Equipment Leases	-	8	8	291	50	(241)	-
Other Leases	2,061	2,450	389	12,123	14,700	2,577	9,900
Repairs and Maintenance	-	25	25	-	150	150	100
Total Facilities, Repairs & Other Leases	24,058	19,517	(4,542)	137,966	117,100	(20,866)	184,453
Professional/Consulting Services							
IT	30	33	3	4,620	200	(4,420)	150,200
Audit & Taxes	-	3,671	3,671	7,975	11,014	3,039	8,600
Legal	3,411	24,050	20,639	50,823	144,300	93,477	252,600
Professional Development	22,420	6,500	(15,920)	84,933	39,000	(45,933)	64,300
General Consulting	487	858	371	8,727	5,150	(3,577)	25,500
Special Activities/Field Trips	19,800	7,912	(11,888)	306,335	67,243	(239,092)	52,451
Bank Charges	-	575	575	-	3,450	3,450	25,700
Other Taxes and Fees	174	2,458	2,284	4,925	14,750	9,825	25,300
Payroll Service Fee	1,734	4,125	2,391	10,404	24,750	14,346	33,300
Management Fee	99,369	85,460	(13,909)	522,877	512,762	(10,115)	871,899
District Oversight Fee	-	46,076	46,076	93,336	185,849	92,513	421,888
County Fees	_	-	-	-	275	275	1,900
SPED Encroachment	4,795	-	(4,795)	24,508	-	(24,508)	-
Total Professional/Consulting Services	152,221	181,720	29,500	1,119,463	1,008,743	(110,721)	1,933,639
Depreciation	,	,	•	, ,	<i>.</i> .	, , ,	, ,
Depreciation Expense	655	792	137	3,928	4,750	822	19,429
Total Depreciation	655	792	137	3,928	4,750	822	19,429
Total Expenses	\$ 4,624,513	\$ 4,311,937	\$ (312,576)	\$ 27,145,049	\$ 27,551,340	\$ 406,291	\$ 47,639,868
Total Expenses	\$ 4,024,313	Ų 4,011,00 <i>7</i>	\$ (512,570)	\$ 27,243,043	Ų 27,552,540	- 400,231	Ų 47,033,000
Change in Net Assets	295,311	1,357,803	(1,062,493)	(416,529)	(5,849,072)	5,432,543	2,182,957
Net Assets, Beginning of Period	11,796,070			12,507,909			
Net Assets, End of Period	\$ 12,091,380			\$ 12,091,380			

Statement of Financial Position

December 31, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 25,055,728	\$ 16,609,234	\$ 8,446,494	51%
Total Cash & Cash Equivalents	25,055,728	16,609,234	8,446,494	51%
Current Assets				
Accounts Receivable	-	66,643	(66,643)	-100%
Public Funding Receivables	1,984,926	2,663,670	(678,744)	-25%
Prepaid Expenses	515,473	1,172,458	(656,985)	-56%
Total Current Assets	27,556,127	20,512,004	7,044,123	-131%
Property & Equipment, Net	414,808	418,737	(3,928)	-1%
Deposits	66,188	66,188	-	0%
Total Long Term Assets	480,997	484,925	(3,928)	-1%
Total Assets	\$ 28,037,123	\$ 20,996,929	\$ 7,040,194	34%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 699,227	\$ 1,005,414	\$ (306,188)	-30%
Accrued Liabilities	8,574,556	1,220,690	7,353,866	602%
Deferred Revenue	6,304,651	5,895,605	409,046	7%
Total Current Liabilities	15,578,433	8,121,710	7,456,724	92%
Long-Term Liabilities				
Other Long-Term Liabilities	367,310	367,310	-	0%
Total Long-Term Liabilities	367,310	367,310	-	0%
Total Liabilities	15,945,743	8,489,020	7,456,724	88%
Total Net Assets	12,091,380	12,507,909	(416,529)	-3%
Total Liabilities and Net Assets	\$ 28,037,123	\$ 20,996,929	\$ 7,040,194	34%

Statement of Cash Flows

For the period ended December 31, 2023

	onth Ended 12/31/23	TD Ended 12/31/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ 295,311	\$ (416,529)
Adjustments to reconcile change in net assets to net cash flows		
from operating activities:		
Depreciation	655	3,928
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(342,452)	678,744
Grants, Contributions & Pledges Receivable	-	66,643
Prepaid Expenses	154,455	656,985
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	221,507	(306,188)
Accrued Expenses	2,151,622	7,353,866
Deferred Revenue	 (20,492)	409,046
Total Cash Flows from Operating Activities	 2,460,605	 8,446,494
Cash Flows from Financing Activities		
Change in Cash & Cash Equivalents	2,460,605	8,446,494
Cash & Cash Equivalents, Beginning of Period	22,595,122	 16,609,234
Cash and Cash Equivalents, End of Period	\$ 25,055,728	\$ 25,055,728

Proposal for Independent Audit Services



Wilkinson Hadley King & Co. LLP 218 W. Douglas Ave.

El Cajon, California 92020

Ph: (619) 447-6700 Fax: (619) 447-6707

E-mail: ksproul@whllp.com

Title Page

RFP Subject: Independent Audit Services

Firm Name: Wilkinson Hadley King & Co. LLP

Firm Addresses: 218 W. Douglas Ave.

El Cajon, California 92020

Website: www.whllp.com

Firm Contact Person: Kevin Sproul, CPA

Bid Contact Phone: (619) 447-6700

Bid Contact Email: <u>ksproul@whllp.com</u>

Date Submitted: December 20, 2023

Proposal is effective for 60 days.



December 20, 2023

Cabrillo Point Academy 13915 Danielson St, Ste 200 Poway, CA 92064

We are pleased to have this opportunity to present you with a proposal for independent audit services. As a firm with extensive experience auditing California local education agencies, we understand the requirements of this engagement for Cabrillo Point Academy (the School) and the importance of providing the School with reports by the required deadlines. Wilkinson Hadley King & Co. is committed to meeting all of the School's requirements and timelines for successful completion of the annual audit engagement.

Throughout this proposal, we identify the many reasons why we feel that the strengths of Wilkinson Hadley King & Co. LLP create the optimal model to provide the auditing and financial compliance services required by the School. We feel the most important of these strengths are as follows:

- Charter Schools are a strategic industry for Wilkinson Hadley King & Co. LLP. We are on the forefront of issues impacting charter schools in California, and we look forward to sharing this knowledge with your school. As a show of our commitment to the education industry, we are actively involved in the California Association of School Business Officials, the Government Audit Quality Center, and the Audit Guide Committee which aids the Education Audit Appeals Panel in writing the annual Audit Guide for California local education agencies. Our objective is to add value beyond the basic financial statement audit by sharing knowledge gained from our vast experience and professional associations.
- Fresh Perspective. Our firm engages in audit partner rotation in order to provide a fresh
 perspective on internal controls, compliance risks, and other operational matters. As noted
 throughout our proposal, our objective is to provide value beyond our financial and compliance
 audits.
- The right people. Your engagement partner, Kevin Sproul, CPA, is involved in the audit guide committee and has been a guest speaker for the School District Conference hosted by the California CPA Education Foundation to train school auditors. He has extensive knowledge of governmental accounting standards as well as federal and state compliance.

- Record of timely completion. Our firm has a record of timely completion of audits acceptable to the State Controller's Office. We obtain annually the State Controller's desk review checklist and verify each of our audits against the checklist to ensure all requirements have been met. Once that verification has been completed, we electronically submit reports to the California State Controller's Office prior to the audit report deadline.
- Communication. We believe in frequent communication not only during the audit but throughout the year. Our mission is to proactively work with management and those charged with governance to ensure concerns are addressed before they become problems. If we do identify a problem, we will immediately discuss with management.

I am authorized to execute and negotiate this contract on behalf of Wilkinson Hadley King & Co. LLP. Should you have any questions concerning our proposal or you need any additional information, please contact me at (619) 447-6700 or ksproul@whllp.com.

Sincerely,

Kevin Sproul, CPA

Partner

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Part III: Background and Experience

Firm's Background and Experience

The firm of Wilkinson Hadley King & Co. LLP was formed in January 2002 and is a local accounting with two offices located in El Cajon, California and Berkeley, California.

The partners of the firm have collectively more than 50 years of experience in auditing school districts, charter schools, governmental agencies, and nonprofit organizations. Managers and staff have collectively more than 35 years of experience in auditing public entities and nonprofit organizations. Below is a summary of our firm's auditing experience during the past year:

Audits of K-12 School Districts	39
Audits of Charter Schools	74
Audits of County Offices of Education	3
Audits of Proposition 39 General Obligation Bonds	19
Audits of Other Governmental or Nonprofit Organizations	23
Total Audits Performed	158

Our firm has been engaged to work with California local education agencies of all sizes. We currently audit the largest elementary school district in the state along with a number of other large districts. While every school district audit is unique, the breadth of our experience ensure that we can provide the Cabrillo Point Academy (the School) with the expertise and understanding needed for an effective and efficient engagement.

Range of Services

We are a full-service accounting firm providing professional accounting, auditing, tax, and management advisory services for our clients. These services currently include the following:

Assurance Services and Reporting

- Financial Statement audits
- Single Audits (Uniform Guidance)
- Agreed-upon procedures
- Comprehensive Annual Financial Reports for Certificate of Excellence Awards
- Assistance with financial statement preparation
- Performance audits

Consulting and Training Services

- Recommendations for business operations
- Reviews of accounting policies and procedures
- On-site presentations and staff trainings
- Fraud investigations
- Procurement reviews and investigations
- Preparation of internal audit manuals

Experience in Auditing Computerized Systems

As a firm who specializes in auditing charter schools, we are extremely familiar with the requirements on auditing your computerized systems. The variety of automated fund accounting software programs, spreadsheets, report writers, and specialized programs seem unlimited. Our auditors and consultants are familiar with the most common systems used by our clients. Because of our experience, we are familiar with the capabilities and limitations of the programs most commonly utilized by California local education agencies.

A review and evaluation of school information technology systems will be performed during the audit due to the integral nature and relationship to the financial reporting of the School. Both general information technology (IT) controls and application controls will be assessed during the planning of the audit. Systems tests for integrity, system security tests, use of computer assisted audit tools (CAATs), and/or the use of an IT specialist will be applied as deemed necessary to achieve the planned audit objectives.

Auditor's Staffing and Qualifications

Wilkinson Hadley King & Co. LLP is committed to ensuring your school receives the best auditing services available on a year-to-year basis. As part of our firm's quality control we provide for partner and staff rotation on each engagement. This process ensures to our clients that a fresh set of eyes reviews each years' financial information and provides the quality control that our clients desire. Your audit will be assigned the following leads:

Brian K. Hadley, CPA Engagement Partner

Brian graduated from Brigham Young University with a Master of Science Degree in Accounting and he has more than twenty years of public accounting experience. Brian started his career in 1986 with Peat, Marwick, and Mitchell where he worked as a staff accountant and tax preparer. Brian has also worked for the national firm of McGladrey & Pullen in the Las Vegas office and with the San Diego firm of Levitz, Zacks & Ciceric.



Brian has experience in the retail, construction, technology, manufacturing, and service industries as well as working with local governmental agencies and school districts.

Brian is a licensed Certified Public Accountant in the state of California and also a member of the American Institute of Certified Public Accountants (AICPA). Brian meets all governmental continuing professional education requirements.

Additional Wilkinson Hadley King & Co. Partners

Below are brief profiles for the other partners of Wilkinson Hadley King & Co. LLP. More detailed resumes will be provided upon request.

Aubrey W. Mann, CPA, Managing Partner

Aubrey is a graduate of Southern Utah University with a Bachelor of Science degree in accounting. Aubrey also obtained a Master of Business Administration with an emphasis in Finance from Washington State University. Aubrey joined the firm in 2003 and was admitted as a partner to the firm in 2006. Aubrey is a licensed Certified Public Accountant in the state of California (certificate #95713). Aubrey has extensive experience in audits of local school districts and has been instrumental in working with the firm's school district and charter school clients. Aubrey also has experience in non-



profit auditing and has overseen numerous audits of the firm's governmental and non-profit clients.

For the past several years Aubrey has participated on the planning committee for the School District Conference put on by the California Society of CPA's. In addition to her role on the planning committee, she has been asked to co-chair and speak at the conference a number of times. Aubrey also participates on the audit guide committee which makes recommendations to the Education Audit Appeals Panel in preparing the audit guide for California K-12 Local Education Agencies.

Aubrey is also a member of the AICPA, the California Society of Certified Public Accountants (CalCPA), and the California Association of School Business Officials (CASBO).

Kevin Sproul, CPA

Partner

Kevin is a graduate of the University of Louisville with degrees in both Accounting and Business Administration. He began his accounting career within a private company working directly under the CFO in Louisville, Kentucky. Kevin joined the firm in 2013 and was admitted as a partner in 2016. Kevin is a licensed Certified Public Accountant in the state of California and is also a member of the California Association of Certified Public Accountants. Kevin has experience in audits of local school districts and charter schools.



Kevin began participating on the planning committee for the School District Conference put on by the California Society of CPA's in 2015. He Co-Chaired the 2018 conference. Kevin also participates on the audit guide committee which makes recommendations to the Education Audit Appeals Panel in preparing the audit guide for California K-12 Local Education Agencies.

Audit Team Levels

The staffing levels which will be utilized for this engagement are outlined below. In addition to the specific qualifications required for each level, all assigned audit staff will also meet the requirements for performing audits in accordance with *Governmental Auditing Standards* as well as *Yellow Book Standards*.



Engagement Partner

The engagement partner assumes responsibility for the overall quality of the audit engagement and is responsible for the managerial, administrative and technical aspects of the engagement. The assigned engagement partner will be a Certified Public Accountant with at least fifteen years of financial statement auditing experience in the school district and governmental industry.

Responsibilities of the engagement partner include:

- Assistance with scheduling and team assignments
- Review of planning documentation and initial audit plan
- On-site assistance as required for critical portions of the audit
- Technical review of financial statements and working papers
- Responsibility to address any concerns from District management regarding audit matters
- · Responsibility to address and complete technical and complex audit procedures
- Technical assistance to District personnel
- Authorization of issuance of audit reports to the School and other parties

Engagement Supervisor

The engagement supervisor is responsible for conducting and directing the audit engagement and duties include planning and direction of the engagement, as well as examination and analysis of District records. The engagement supervisor will be a Certified Public Accountant and must have at least five years of financial statement auditing experience in the school district and governmental industry.

Responsibilities of the engagement manager include:

- Assistance with planning of the audit engagement
- Plans and monitors overall audit progress
- Fieldwork supervision when the engagement partner is not on-site
- Supervision of in-charge auditor and any assigned associates during all phases of the audit
- Performance of test work and evaluation of the School's internal controls as needed
- Evaluation of the School's financial records for compliance with generally-accepted accounting principles, federal and state laws, regulations, policies and procedures
- Additional analysis of District's accounts or performance of other audit work as necessary
- Responsibility to address and complete technical and complex audit procedures
- Technical assistance to District personnel
- Initial reviews of working papers and certain compliance reports

Engagement Staff

Assigned engagement staff members will perform tasks assigned by the engagement partner and engagement supervisor. Engagement staff positions require a B.S. or M.S. degree with a major in Accounting.

Responsibilities of the engagement staff may include:

- Examining the School's financial records
- Evaluating the School's internal controls
- Assisting with interviews of District personnel to obtain data and other supporting information to assess District operations
- Analyzing District accounts as specified in the audit program
- Preparing documentation as evidence of and to support analysis
- Assisting with preparation of final audit reports

Peer Review

Wilkinson Hadley King & Co. LLP firm works hard to ensure all audits by the firm are completed based on the highest standards as outlined in *Generally Accepted Government Auditing Standards*.

Our firm participates in the American Institute of Public Accountants (AICPA) Peer Review Program which evaluates the firm's system of quality control. Our most recent peer review was completed for the year ended December 31, 2020 in which our firm received a score of "Pass", which is the best score that can be received in a peer review.

A copy of the peer review report has been provided on the following page. As our firm received a rating of pass, no deficiencies were noted for the review of the year ended December 31, 2020.



Certified Public Accountants

Members of the American Institute of CPA's and the Idaho Society of CPA's Jeffrey D. Poulsen, CPA Darren B. VanLeuven, CPA Jacob H. Catmull, CPA

Report on the Firm's System of Quality Control

September 29, 2021

To the Owners of Wilkinson Hadley King & Co LLP and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Wilkinson Hadley King & Co LLP (the firm) in effect for the year ended December 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Wilkinson Hadley King & Co LLP in effect for the year ended December 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. Wilkinson Hadley King & Co LLP has received a peer review rating of pass.

Poulsen, VanLeuven & Catmull Poulsen, VanLeuven & Catmull P.A.

1360 Albion Avenue • Burley, Idaho 83318 • (208) 678-1300 • Fax (208) 678-1301 • www.pvccpas.com

References

The following selection of references are California local education agencies whose financial statements have been recently audited by Wilkinson Hadley King & Co. LLP.

Helix Charter High School

7323 University Ave La Mesa, CA 91942 Contact: David Yeager P: (619) 644-1940

E: <u>yeager@helixcharter.net</u>

Work Performed Last 2 Years: Single Audit Engagement Partner: Kevin Sproul, CPA Engagement Supervisor: Aubrey W. Mann, CPA

O'Farrell Charter Schools

6130 Skyline Drive San Diego, CA 92114 Contact: Jonathan Dean P: (619) 263-3009

E: susan.cuttitta@ofarrellschool.org

Work Performed Last 2 Years: Single Audit Engagement Partner: Kevin Sproul, CPA

Engagement Supervisor: Aubrey W. Mann, CPA

Granada Hills Charter School

10535 Zelah Ave Granada Hills, CA 91344 Contact: Tammy Stanton P: (818) 360-2361 x1014 E: tammystanton@ghctk12.com

Work Performed Last 2 Years: Single Audit Engagement Partner: Kevin Sproul, CPA Engagement Supervisor: Kevin Sproul, CPA

AICPA Governmental Audit Quality Center Membership

AICPA GAQC Member

Wilkinson Hadley King & Co. PPC are members of the American Institute of Certified Public Accountants (AICPA) Governmental Audit Quality Center, which is committed to the highest standards of quality in governmental audits.

GAQC Member As a national community of CPA firms, these memberships provide access to best practices and tools that help ensure the quality of governmental audits while providing the up-to-date information needed to serve the School during this engagement.

Assurances

We attest that our firm will meet all requirements as listed in the School's RFP for Independent Audit Services, including the following:

- Wilkinson Hadley King & Co. LLP is a properly licensed certified public accounting firm in California. In addition, all managing and supervising auditors will be properly, licensed certified public accountants on or before July 1, 2015.
- Wilkinson Hadley King & Co. LLP meets the independence requirements of *Government Auditing Standards* and those of the AICPA Code of Conduct. We have established the proper procedures to query our employees and have determined that there are no independence issues that would prevent us from issuing an opinion of the School's financial statements.
- Wilkinson Hadley King & Co. LLP has no record of substandard work.
- Wilkinson Hadley King & Co. LLP agrees to the primary purpose of the audit as outlined in the School's RFP. No extended services will be performed under this contract unless authorized by the School. Any such additional work will be discussed with the School in advance and the existing agreement with the School will be amended to reflect the change in services.
- In accordance with auditing standards and other applicable guidelines and regulations, Wilkinson Hadley King & Co. LLP will select the procedures necessary to test compliance and disclose noncompliance with specified laws, regulations and contracts.

Part IV: Scope of Services

Audits to be Completed

We propose to provide the following services to Cabrillo Point Academy:

1. Audit of the financial statements for Cabrillo Point Academy, inclusive of reporting on state and federal compliance as outlined in the RFP.

Audit Requirements to Be Followed

Due to our team's experience in auditing California local education agencies, Wilkinson Hadley King & Co. LLP is knowledgeable of the applicable audit requirements. We therefore can assure the School that this engagement will adhere to the audit requirements of the California K-12 Local Education Agency Audit Guide, as prepared by the Education Audit Appeals Panel, and Uniform Grants Guidance, 2 CFR Part 200, Subpart F.

Financial and Compliance Areas to Be Audited

Typically, our firm will select various departments of the School for sampling purposes and will test the internal controls on other various departments of the School during each audit. The departments to be tested will be based on the risk assessment completed during the planning phase of the audit. Concerns indicated by the School's management during audit planning are factors considered during the risk assessment process.

In addition, the following are objectives for the financial statement audit of the School. During the audit planning stage, we may identify additional objectives specific to the School. More detailed information about the approach to the audit is provided later in this proposal.

- All cash and investments on the balance sheet are on hand, in transit, or on deposit with third parties (depositories) in the name of the School.
- Cash balances reflect a proper cutoff of receipts and disbursements and are stated at the correct amount.
- Payroll (wages, salaries, and benefits) disbursements are made only for work authorized and performed.
- Payroll is computed using rates and other factors in accordance with contracts and relevant laws and regulations.
- Expenditures for goods or services are authorized and in accordance with USFR, Arizona Procurement Code, and Federal program requirements, as applicable.
- Expenditures for goods or services and related disbursements and liabilities have been recorded correctly as to account, fund, budget category, period, and amount.
- Revenues have been billed or charged and recorded at the correct amount and in the correct fund, and receivables are stated at the net realizable amount.
- Account balances and transactions are properly classified in the financial statements and the related note disclosures to the financial statements are adequate.
- Grants are administered, and grant revenues and expenditures are recorded, in accordance with grant provisions and related laws and regulations, as applicable.

- Capital assets have been recorded at the correct amount in the proper asset category and assigned an appropriate useful life over which the asset will be depreciated.
- Fund balances and net position are properly stated.
- Long-term liabilities of the School and the related payments are properly recorded.

Audit Report Submission Date

Our firm agrees to meet the time constraints and reporting deadline requirements specified in the School's Request for Proposals; therefore, the final audit reports will be provided to the School no later than December 15th each year.

Audit Documentation

Wilkinson Hadley King & Co. LLP has appropriate policies and procedures in place to ensure proper retention of audit documentation for a period of at least three years as required by the School's RFP. Our firm agrees to make available, on request by the California Department of Education, a copy of documentation pertaining to the audit of Cabrillo Point Academy.

Audit Report Issuance

Upon issuance of the final audit reports to the School, Wilkinson Hadley King & Co. LLP will also provide copies of the audit report, as well as any management or communication letter, directly to the California Department of Education, the California State Controller's Office, authorizing School District, the appropriate County Office of Education, and the Federal Audit Clearinghouse on behalf of the School.

Audit Approach

1. Audit Phases and Audit Work Plan



This section provides an outline of work typically completed by Wilkinson Hadley King & Co. LLP during each of the major phases of the audit.

Audit Planning

Audit planning procedures will begin at the time of the contract award. These procedures will develop the audit team's understanding of the School's operations, will be used to clarify audit objectives, and will help with the development of a detailed audit plan.

- · Preparation and issuance of engagement letter
- Conduct entrance conference with key personnel as deemed necessary
- Perform risk assessment procedures
 - o Inquiries of management and staff
 - o Preliminary analytical procedures
 - Observation of operations
 - o Perform transaction walkthroughs
 - Engagement team discussions
- Develop an understanding of client, the environment and internal controls
 - o Review prior year financial statements and applicable accounting records
 - o Review of industry guides, regulatory information, statutes, internal/external reports, etc.
 - Preparation of process and control memorandums
 - Completion and review of internal control questionnaires
 - o Obtain understanding of information technology systems
- Develop a preliminary judgment of materiality
- Develop a detailed audit plan to include preparation of audit programs
- Identification of major Federal programs for Single Audit, as applicable
- · Identify responsibilities and assign tasks to the audit staff and District personnel
- Submit audit questionnaires to audit liaison for assignment to District staff (usually submitted to client approximately a month before scheduled fieldwork dates)
- Other planning procedures, as deemed necessary

Audit Procedures

Certain core audit procedures will be performed at the School during scheduled fieldwork dates; however our firm also minimizes disruption for District operations by conducting audit procedures from our office when appropriate and practical. District management and staff should be available during any scheduled fieldwork dates for discussions and to provide requested materials.

- Perform tests of key operational controls. May include, but not limited to the following areas:
 - Payroll and related benefits
 - Disbursements and accounts payable
- o Capital asset additions and deletions
- Cash receipts
- Develop and perform compliance tests for applicable compliance requirements
- Perform substantive procedures on the primary financial statement accounts
 - Cash and investments
 - Receivables, including interfund balances
 - Capital assets
 - Payables, including accounts payable, and accrued wages and benefits
 - Long-term debt, including compensated absences, bonds, loans, notes, and leases
 - o Intergovernmental revenue, including grants and contributions
 - Net position liability and related accounts
 - Charges for services revenue
- Other necessary audit procedures, if applicable

- Other sources/uses, including interfund transfers, debt proceeds, and capital contributions
- Payroll and related benefit expenditures/expenses
- Goods and services expenditures/expenses
- Debt service expenditures
- o Property tax revenues
- Data analytic procedures on various account balances

Audit Conclusion

Audit conclusion procedures include the communication of the audit results to the School's management, quality control procedures over the audit, and drafting and final distribution of applicable audit reports.

- Perform final analytical review procedures
- Perform subsequent events review
- Perform exit conferences with District staff upon completion of audit
- Perform final review of working papers and audit programs
- Audit staff to draft financial statements and applicable audit and compliance reports
- Engagement partner to review financial statements and audit reports
- Secondary partner review of financial statements and key audit documentation, as applicable
- Distribute final audit reports to applicable recipients

Audit Approach Details

Financial Statements

Audit procedures necessary to complete our audit objectives are dependent upon an extensive risk assessment process performed during the planning phase of the audit in which we will gain an understanding of the School and its operations, evaluate internal controls, and assess risks of misstatement for account balances and transaction classes. While it is difficult to provide a complete description of the detailed audit procedures to be performed, the following provides some examples of procedures that are commonly performed by our firm.

- Cash on deposit review and re-perform reconciliation procedures to the County Treasurer
- Property tax receivables confirm balances to the County Treasurer
- Due from other governments confirm balances to supporting documentation
- Capital assets test amounts recorded to supporting documentation
- Accounts payable analytical procedures to prior and current year activity, test amounts to supporting documentation
- Accrued payroll analytical procedures, test amounts to supporting documentation
- Bonded Debt agree amounts to debt amortization schedules, test transactions to county treasurer records
- Pension/OPEB liabilities agree amounts to supporting schedules, analytical procedures to District records
- Property tax revenue analytical procedures, confirm amounts to county treasurer
- Intergovernmental revenue analytical procedures, confirm amounts, agree to supporting documentation
- Payroll detail test of controls performed on a sample of transactions, analytical procedures, comparison to IRS form 941, data analytic procedures including vendor/employee fuzz logic test
- Disbursements detail test of controls performed on a sample of transactions, data analytic procedures including Benford's analysis
- Depreciation analytical procedures, recalculation of detail asset postings
- Journal entries detail test of controls performed on a sample of transactions, data analytic procedures including keyword search analysis

Financial Statements Sampling for Detail Tests

Wilkinson Hadley King & Co. LLP will select sample sizes derived from the entire population of transactions within the major transaction cycles considering both quantitative and qualitative factors. Statistical sampling will typically be utilized for larger, significant transaction classes such as payroll, disbursements, and certain cash receipts. Statistical sampling will be completed utilizing CaseWare IDEA Data Analysis Software. Nonstatistical haphazard or judgmental selections will be utilized for smaller populations that do not provide for the application of statistical sampling, or populations that have attribute testing considerations. Typical sample sizes for a particular control test range from 25 to 60 transactions; however sample sizes are modified based on our assessment of the controls and risk of misstatement.

Single Audit Requirements

If federal award expenditures exceed \$750,000 a Single Audit will be required. We will complete procedures under Uniform Guidance if required to do so. While all the detailed procedures required under Uniform Guidance will be properly completed, the following provides information about some of the more significant procedures and steps in conducting a Single Audit.

- Determination of low-risk auditee status
- Identification of high-risk programs
- Determination of major federal programs to be tested
- Identification of direct and material compliance requirements
- Development of program materiality
- Documentation of internal controls over each major program
- Assessment and documentation of program risk
- Performance of tests of internal controls over compliance
- Performance of compliance tests for major programs
- Review the schedule of expenditures of federal awards for presentation requirements
- Audit reporting on compliance of each major program, internal controls over compliance and the schedule of expenditures of federal awards
- · Completion of the data collection form

Federal Programs Sampling for Detail Tests

Nonstatistical judgmental selection sampling is generally utilized for tests of compliance in order to ensure items selected meet the specific objectives of Uniform Guidance compliance requirement of the program or other applicable compliance requirement. Sampling for tests of compliance for a Single Audit requires a planned low level of control risk. In addition, dual purpose samples will be utilized for Uniform Guidance audit procedures when deemed appropriate to test both the operating effectiveness of controls over compliance as well as compliance with a particular compliance requirement. Typical sample sizes for a particular compliance requirement test range from 25 to 60; however sample sizes are modified based on our assessment of the controls and risk of noncompliance.

Gaining an Understanding of Internal Controls

Auditing standards require us to obtain an understanding of internal controls to plan the audit and to assist in determining the nature, timing and extent of audit procedures to be performed. Our understanding of the School's internal control framework will primarily be obtained through inquiry and discussions with management. In addition, an understanding of the School's internal controls over financial reporting will be completed and documented through a series of internal control questionnaires. Key controls will be tested though observation, inspection of documents and detail tests of transactions. Resources such as the School's budget, organizational charts, policy and procedure manuals, and assessment of information technology systems will be utilized accordingly to gain an understanding of the School's internal control structure.

Customer Service Philosophy

Our firm is committed to keeping an open communication with management throughout the audit process. Our client relationships rely upon open and regular communication. We know that your time is valuable and you often need assistance quickly. Due to our specialization in the school district industry, the Santa Monica-Malibu Unified School District will receive knowledgeable assistance throughout the year. The Engagement Partner and Audit Manager will be available continuously throughout the engagement period for consultation or discussion.

Our goal is to respond to all client questions within one workday. Full contact information for your audit team, including emails and cell phone numbers, will be provided to the School. If your audit supervisors happen to be unavailable, the School also may request assistance from other members of our firm. Due to our extensive experience working with school district, you can be assured that all members of our team will provide knowledgeable assistance to the School.

Use of Data Analytics Audit Methodology



CaseWare IDEA software, a comprehensive, powerful tool that allows for faster and more effective auditing techniques over various audit areas, will be utilized for this audit engagement. The use of data analytics will allow for audit procedures to be focused on those items which appear to be anomalies as identified through this analysis. In some instances, the use of data analytics will allow for the testing of complete sets of data rather than the sampling of a limited number of transactions.

Data analytics procedures applied in the audit may include:

- Analyzing month-to-month and year-to-year audit data to identify trends and anomalies
- Examining all weekend, holiday and off hour general ledger activity
- Technology controls checks by comparing established user roles with user activity
- Applying Benford's Law to examine frequency distribution of transactions
- Identifying fluctuations and anomalies in bank account reconciliations
- Using "fuzzy logic" to identify addresses shared by employees and vendors
- Identifying and examining anomalies in payroll-related transactions

Additional audit requests for data analytic procedures may include, but are not limited to, the following data files:

- Detail payroll data file
- Adjusting journal entries
- Employee maintenance files
- Vendor maintenance files
- Invoice processing file
- Banking and credit card reports

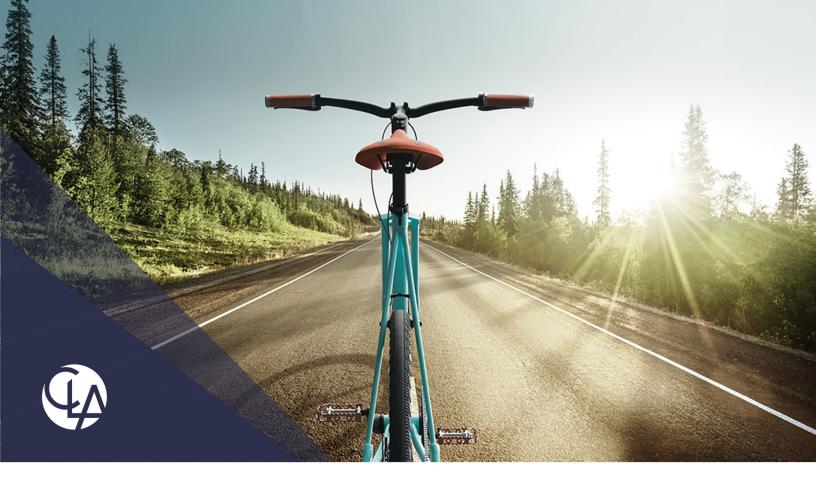
Part V: Proposed Fees

The following represents our proposal for the audit fees for the School. Our proposed fees are all-inclusive for the audit engagement. The proposed fees are:

	2023-24	2024-25	2025-26
Financial & State Compliance:			
Cabrillo Point Academy	\$11,000	\$11,250	\$11,500
Total Financial and State Compliance Audit	\$11,000	\$11,250	\$11,500
Federal Compliance (if expenses exceed			
\$750,000)	\$3,500	\$3,500	\$3,500
Tax Return Preparation	\$1,500	\$1,500	\$1,500

The following represents our firm's billing rates for any additional accounting or audit work that may be requested by your school. We will not engage any services outside of the annual audit without permission from you. The following represents our hourly rate for charter schools which are discounted 25% from our standard hourly rates:

Classification	Rate
Partner	\$200
Manager	\$150
Senior Accountant	\$100
Staff Accountant	\$75
Clerical	\$45



January 22, 2024

Proposal to provide professional audit and tax services to:

Cabrillo Point Academy

Prepared by: Marlen Gomez, CPA, Principal Marlen.gomez@claconnect.com Direct 626-387-8232

CLAconnect.com

CPAS | CONSULTANTS | WEALTH ADVISORS

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.





January 22, 2024

Cabrillo Point Academy Attn: Erika Vanderspek 13915 Danielson St. Poway, CA 92064

Email: erika.vanderspek@cabrillopointacademy.org

Dear Ms. Vanderspek,

Thank you for inviting us to propose. We look forward to the opportunity to provide services to Cabrillo Point Academy (CPA).

At CLA, we exist to create opportunities for our clients, our people, and our communities. The advice you receive — whether delivered through financial statement services, preparation of tax returns, or advisory services — will be shared with these goals in mind: reducing risk, enhancing value, identifying actionable industry insights, strengthening compliance, and helping you meet your mission well into the future.

We believe that by getting to know you well, we'll be in a better position to help you. We start with a conversation, ask questions that matter, and listen. Because we're industry specialized, you'll find innovative advice that is clear and actionable, without having to train our team members on the nuances of your industry. We call it the CLA promise, and it's expressed in the values that drive our behavior: curious, collaborative, transparent, inclusive, and reliable. It's simply how we do business.

We want to serve you and we have the qualifications to deliver quality, timely work. Throughout this proposal, we take you on a journey outlining how we'll work together and the value you can come to appreciate when we exceed expectations.

Please contact me if I can provide additional information on our firm or our proposal.

Sincerely,

CliftonLarsonAllen LLP

Marlen Gomez, CPA

Principal 626-387-8232

Marlen.gomez@claconnect.com

Marl Goo

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Executive Summary

You deserve to work with people whose values match your own. Our values drive our behavior and lead to service delivery that exceeds expectations and provides you with the CLA client experience.

What does that mean? It means you'll work with a team with the resources to support the whole of your organization. You can count on industry specialized professionals who bring ideas and strategies that are relevant and actionable. Quite simply, you'll encounter value beyond the expected.

We put relationships first. Our family culture is at the center of our success, and we invite different beliefs and perspectives to the table, so we can truly know and help our clients, our communities, and each other. Here's what you can experience.



Your time is valuable: We know how to deliver quality, timely work and we take care of the details so you can focus on what really matters: the important decisions that drive your success.



Understanding Your Industry

Nonprofit experience

Go beyond financial reporting and regulatory compliance to develop a comprehensive, mission-driven strategy that impacts your organization from top to bottom. CLA has the broad experience needed to help strengthen and guide your organization, addressing what matters most to you:

- Complying with complicated financial reporting and regulatory requirements
- Identifying and prioritizing new revenue streams
- Identifying, managing, and mitigating risks
- Protecting against threats to data, privacy, and system security

With one of the largest nonprofit practices in the country and decades in the nonprofit sector, our committed nonprofit team can help you develop strategies rooted in sound business fundamentals, strengthen communication between staff and boards, and sharpen overall execution. We believe that helping nonprofits succeed means stronger and more vibrant communities for us all.





Charter school experience

CLA understands that educators and administrators like those in CPA, value innovation and creative thinking in the pursuit of your goals; so does CLA.

Our professionals have been serving and learning from charter schools since the first authorizing laws were passed in 1991. We combine this deep understanding of today's educational environment with more than 50 years of finance and operational experience, bringing a fresh perspective to the challenges you face every day. CLA's Government Practice has professionals that serve as charter school practitioners that can help you master the business end of your work so you can advance your efforts on what matters most — your students. We understand CPA's concerns are:

- Limited resources with a need for specialized skills and experience
- Managing to varying funding formulas
- Managing increasing costs, including health care, aging buildings, and technology upgrades
- Complying with financial reporting and regulatory requirements
- Protecting against threats to data, privacy, and system security
- Finding new ways to operate more effectively and efficiently
- Managing operations and budgets on insufficient per-pupil subsidies

CLA helps by providing:

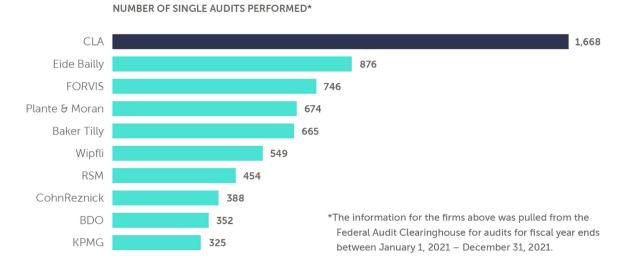
- Audit, review, and compilation of financial statements
- Tax planning and compliance
- Business operations solutions for accounting and fiscal departments
- Strategic and financial consulting
- Information security
- Internal audit
- Risk assessments
- Employee benefit plan consulting and administration
- Executive search
- Training and educational seminars
- Financial statements
- Budget development and management
- Cloud-based financial system design and implementation



Single audit experience

CLA performs the largest number of single audits in the United States

We audited nearly \$278 billion dollars in federal funds in 2021. The chart below illustrates CLA's experience in serving organizations that receive federal funds and demonstrates our firm's dedication to serving the government and nonprofit industry.



It is more important than ever to find qualified auditors who have significant experience with federal grants specific to CPA and can enhance the quality of CPA's single audit. Therefore, the single audit will be performed by a team of individuals who are managed by personnel who specialize in single audits in accordance with OMB's Uniform Guidance and who can offer both knowledge and quality for CPA. As part of our quality control process, the single audit will be reviewed by a firm Designated Single Audit Reviewer.

You'll need an audit firm experienced in performing single audits and a familiarity with the specific programs in which you are involved and will benefit from CLA's experience in this area.

Single Audit Resource Center (SARC) Award

CLA received the Single Audit Resource Center (SARC) Award for Excellence in Knowledge, Value, and Overall Client Satisfaction. SARC's award recognizes audit firms that provide an outstanding service to their clients based on feedback received from an independent survey.



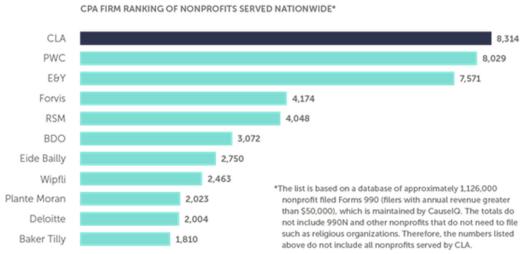
The survey queried more than 10,000 nonprofit and government entities about the knowledge of their auditors, the value of their service, and overall satisfaction with their 2021 fiscal year-end audit. The SARC award demonstrates CLA's dedication to serving the government and nonprofit industry and maintaining the most stringent regulatory requirements in those sectors.



Nonprofit tax experience

CLA prepares more 990s than most of the top ten U.S. firms (see graph below). Such extensive involvement with 990s, 990-T, state tax returns, and required schedules allows our industry professionals to develop valuable knowledge of the nonprofit community's specific accounting and tax needs. We take perspectives and insights we've gained from our experience and share them with our tax-exempt clients to keep them aware of potential tax issues throughout the entire year.





Deep industry connections

CLA's role in industry education as a thought leader and industry speaker means you can gain insight into what changes might be ahead for your field. CLA hosts nationally sponsored trade events, and our team of nonprofit professionals is sought after, both as educators and as experienced speakers who are invited to speak and teach at major professional events by leading trade associations.

CLA's assurance and advisory principals are national leaders on several standard-setting bodies. Several have assisted with the writing of the American Institute of Certified Public Accountants (AICPA) practice and audit guides specifically for nonprofit organizations, chaired technical boards, and led state CPA organizations. Many of our professionals gather client thoughts and submit responses to the Financial Accounting Standards Board (FASB). As participants in these state and national standard-setting bodies, our professionals are on the cutting edge of new developments that affect you. Our work in these emerging areas gives you an advantage in planning ahead. CLA is a sponsor of the California Charter School Association and speakers at the Charter Schools Development Center.

Insight to strengthen your nonprofit

When you're ready to go beyond the numbers to find value-added strategies, we offer resources to help you respond to challenges and opportunities including:

- National webinars Offer complimentary professional development opportunities for your team.
- Innovation in nonprofit finance blog Multiply your mission success and move the sector forward with fresh ideas and insights including innovative strategies in accounting, finance, tax, and technology.
- Articles and white papers Stay current on industry information as issues arise.

Curious: We care, we listen, we get to know you.



Support at every turn

With <u>dedicated services specific to nonprofits</u>, you have access to guidance on all aspects of your organization.

- Audit, review, and compilation of financial statements
- CLA 990 ExchangesM
- Cybersecurity
- Employee benefit plan audit, tax, and consulting
- Enterprise risk management
- Business Opportunity Assessment
- Forensic accounting and fraud investigation
- Fraud risk management
- Grant compliance
- Institutional investment
- Operational improvement
- Outsourced accounting
- Strategic and financial consulting
- Talent solutions
- Tax planning and compliance
- Training and educational seminars
- Unrelated business income (UBI) tax planning
- Web-based accounting systems





Services Approach

The CLA seamless assurance advantage (SAA)

SAA is an innovative approach to auditing that utilizes leading technologies, analytics, and audit methods to help solve client problems and create a seamless experience.





A different approach

SAA is unlike any conventional audit process. SAA does not depend on physical location. It reduces the time our professionals spend on site, creates fewer disruptions, enables more efficient use of resources (yours and ours), and allows for more impactful interactions with your people.

- "The CLA Seamless Assurance Advantage is a creative solution that was mutually beneficial ... and was a more efficient use of both parties' time and resources."
- -JOE KELLEY, CFO AND TREASURER, LIFESPIRE **OF VIRGINIA**

Insights through analytics

CLA uses strategic data analysis to examine whole data sets to gain a deeper understanding of your organization. Insights that were once impossible can now come into focus to help you measure performance, enhance strategic decision making, and understand your competitive opportunities.

- "The CLA Seamless Assurance Advantage is a game changer."
- -WAYNE ATKINS, SENIOR DIRECTOR, FINANCE, RV **INDUSTRY ASSOCIATION**









Effective technology

CLA embraces technologies that help solve client problems and create a seamless experience. Assurance Information Exchange (AIE) is a web-based application developed by CLA to digitally request and obtain audit documents through a secure and efficient online portal.

- "With the AIE and the new audit procedures put in place by CLA, this year's audit was very smooth and effortless."
- -DOUG STEWART, PELLA, ASSISTANT GENERAL MANAGER AND CFO. COOPERATIVE ELECTRIC



Tax planning and compliance

Virtually every business decision has a tax consequence. Working with a tax professional year-round allows you to make informed decisions to help keep more of your hard earned resources.

And your time is valuable, so we approach our work with innovative solutions in mind, continually rolling out tools to make smart use of data — and make life easier for you. When it comes to the tax process, our "CLA 990" Exchange" for nonprofits and "Data 2 Opportunities" efficiently address compliance and focus our work together on relevant actionable insights.

INNOVATION DOES MORE THAN SAVE YOU TIME. WE USE IT TO ...

Synthesize data

Reveal industry insights

Inform our work

The result?

YOU CAN UNCOVER POTENTIAL COST SAVING OR REVENUE GENERATING OPPORTUNITIES AND TRANSFORM YOUR DECISIONS FROM GOOD TO EXCELLENT.





Digital strategies

Leverage data and automation to help you power success. Digital strategy provides a road map for tomorrow and identifies actionable opportunities for your organization.

Properly harnessed, technology and data reveal deep insight to your organization. We can help you develop digital strategies to leverage trends, overcome challenges, and innovate for the future.

We help our clients put data to work to:

Improve revenue and expense forecasting	Reduce time to market		
Improve strategic decision making	Reduce client acquisition costs		
Improve jobsite and production line safety	Reduce equipment downtime		
Improve cash flow	Reduce client churn		
Streamline operational processes	Reduce fraud through automated anomaly detection		
Increase employee retention and engagement	Reduce pricing volatility		



Consulting and outsourcing

An organization that is strong across functional areas can turn business challenges into opportunity. As human resources compliance issues become increasingly complex, organizations need flexibility to expand and contract to meet rapidly changing business needs.

CLA can help you manage your day-to-day operations so you can focus on what you do best — operating a charter school. Whether you need a team to become an extension of yours or simply want resources to lean on, we have the experience to offer relevant guidance and services customized and scaled to your needs — even as those needs change.





Engagement Timeline

Count on clear communication and regular updates.

Proposed work plan

Per our discussions we have designed a plan that meets your needs and key deadlines. In our planning meeting, we will discuss this timeline with you in greater detail and adjust as appropriate.

April 2024	Planning meeting
June 2024	Interim audit work begins
September 2024	Field audit work begins
Early December 2024	Draft reports
December 2024	Presentation to CPA
Ongoing	Planning and update meetings

Reliable: Look for us to respond in hours, not days. We strive to deliver service that exceeds your expectations.



Your Service Team Leaders

The true value in working with our team is your ability to develop a personal and professional relationship with leaders who understand your industry, challenges, and opportunities.

Your team will work directly with our team, with the full support of an entire CLA family behind it. Meet your service team leaders below and learn about the rest of the team in the appendix.



Marlen Gomez, CPA

Principal | Client Relationship Leader

"I am motivated to empower the next generation of leaders in the community."



Victoria Sprague, CPA

Director | Engagement Director

"I am passionate about building a community and helping others."

Collaborative: Support from a responsive local team complemented by national resources. We consider the whole of your organization, bringing innovative teams to the table.



References

Our clients say it best. And their independent, authentic perspective is invaluable in learning about the experience you'll have when working with us. We encourage you to connect with our clients to hear it firsthand.

	Los Angeles Leadership Academy
Client Contact	Arina Goldring, Executive Director
Phone Number Email	213-381-8484 AGoldring@laleadership.org
Address	2670 Griffin Avenue, Los Angeles, CA 90031
Services Provided	Audit, tax and consulting

California Online Public Schools				
Client Contact	LaChelle Carter, Director of Finance			
Phone Number Email	949-401-8133 lacarter@calca.connectionsacademy.org			
Address	33272 Valle Road, San Juan Capistrano, CA 92675			
Services Provided	Audit, tax and consulting			

Synergy Academies			
Client Contact	Christina Vogel, Chief Operating Officer		
Phone Number Email 323-250-2375 CVogel@wearesynergy.org			
Address PO Box 78999, Los Angeles, CA 90016			
Services Provided	Audit, tax and consulting		

Transparent: We place honesty and integrity at the center of all communication. We welcome you to start an open and candid conversation with those who know us best.



Your Investment

Having upfront conversations builds relationships.

Throughout this proposal, you've seen the value we can provide your organization, helping you uncover revenue opportunities and put dollars in your pocket. While we are addressing your compliance needs, our insight and solutions also represent a return on your investment. Based on our understanding of your requirements, we propose the following fees:

Professional Services	Year End June 30, 2024
Audit Services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$9,000 per program)	\$28,000
Initial audit procedures (applicable to first year only)	\$ 2,500
Implementation of the new risk auditing standards, which includes an increase in information technology testing	\$4,000
Data Collection Form SF-FAC and Single Audit Reporting Package	\$1,200
Information Tax Return Services	\$4,000
Technology and client support fee (5%)	\$1,985
Total	\$41,685

Our fixed-fee quote is designed with an understanding that:

- CPA personnel will provide documents and information requested in a timely fashion.
- The operations of your organization do not change significantly and do not include any future acquisitions or significant changes in your business operations.
- There are not significant changes to the scope, including no significant changes in auditing, accounting, or reporting requirements.

The 5% technology and client support fee supports our continuous investment in technology and innovation to enhance your experience and protect your data.

Fee increase

Our fees are based on professional standards and regulations currently in effect and barring any changes in the nature or requirements of the engagement, our annual fees will increase in accordance with the increases in our payroll and overhead costs. In addition, costs could increase due to substantial changes in your office locations, asset size and/or operational structure. If fee increases are expected outside of the ranges provided above, we would discuss with management prior to the completion of the work.



No surprises

Our clients don't like fee surprises. Neither do we. If changes occur, we will discuss a revised fee proposal with you before beginning any work. For any "out-of-scope" work, we will provide an estimate for your approval. We're invested in our relationships and strongly encourage intentional and frequent communication. Contact us year-round as changes or questions arise — we do not bill for routine inquiries or advice.

We are committed to creating a long-standing relationship. If you have concerns about the fee structure, give us a call and let's discuss.

Transparent: Clear, authentic communication and market-based fees.



Firm Overview

It takes balance. With CLA by your side, you can find everything you need in one firm. Professionally or personally, big or small, we can help you discover opportunities and bring balance to get you where you want to go.



As a professional services firm, we exist to create opportunities ... for you, our people, and our communities through industry-focused wealth advisory, digital, audit, tax, consulting, and outsourcing services. We do this when we live the CLA Promise — a promise to know you and help you.

Opportunities for you

You'll find resources you would expect in the largest firms, with the personal touch of people who live and work in your community.

You'll access leaders and professionals in communities across the country, rather than from one central headquarters. We work together to look at your organization holistically, and then help you address challenges by offering support where you need it, from traditional audit and tax to outsourcing and wealth advisory.

As you navigate opportunities and challenges in a competitive and constantly changing environment, we'll embrace change, learn from it, and design processes to make interactions easier, more transparent, and seamless.





Opportunities for our people

At CLA, people find meaningful work in a fun, compelling, and energizing culture. Our people design their own customized careers through our inspired careers strategic advantage. In 2022 our total headcount was up a record-breaking 11% and we saw an incredible retention rate of 83%. Inspired by their careers, our family members develop client relationships that bring deeper knowledge and help you shine. We're one family, working together to create opportunities.

What's more, CLA is building a <u>diverse, inclusive, and equitable culture</u> that welcomes different beliefs and perspectives. We want to be representative of the communities we serve and foster an environment of inclusion and belonging, resulting in enhanced value for our clients, our communities, and each other.

Inclusive: We embrace all voices and create opportunities by removing barriers and helping our people build inspired careers.

Opportunities for our community

CLA's community impact team unifies the work and missions of our diversity, equity, and inclusion council and the CLA Foundation with a laser focus on advancing education, employment, and entrepreneurship within CLA and throughout our society.

Since 2015, our <u>CLA Foundation</u> has granted more than \$8 million from nominations made by and funds raised from CLA family members. Each grant recipient's work aligns with the foundation's mission to create career opportunities through education, employment, and entrepreneurship by connecting diverse networks inclusive of all genders and races, veterans, and the disability community.

Read more in CLA's annual Promise Report.



Appendix

A. Your service team

Your team has the full support of the CLA family behind it. We look forward to building personal connections.





Marlen Gomez, CPA

CLA (CliftonLarsonAllen LLP)

Principal Glendora, California 626-387-8232 marlen.gomez@CLAconnect.com

Profile

Marlen is a principal with more than 13 years of experience in audits and taxations, reviews and compilations and single audits under Uniform Guidance. She specializes in planning, directing and supervising audits of charter schools, foundations, and nonprofit entities. Marlen consults with nonprofit organizations on a variety of accounting and tax related matters. She brings both knowledge and experience to the engagements to which she is assigned.

Technical experience

- Charter schools
- Non-profit entities
- Form 990

Education and professional involvement

- Bachelor of science in accounting from University of La Verne
- Certified Public Accountant in the state of California
- American Institute of Certified Public Accountants (AICPA)
- California Society of Certified Public Accountants (CalCPA)
- Vistage

Speaking engagements

• California Charter Schools Conference, presenter

Community involvement

- Options for Learning, board member
- Association of Latino Professionals for America (ALPFA), Los Angeles Chapter, member

CLAconnect.com

CPAS | CONSULTANTS | WEALTH ADVISORS

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.





Victoria Sprague, CPA

CLA (CliftonLarsonAllen LLP)

Director Glendora, California

626-387-8240 victoria.sprague@CLAconnect.com



Profile

Victoria is a Director with more than eight years of experience in audits and taxation, single audits under Uniform Guidance, and reviews and compilations. She specializes in charter schools, foundations, nonprofit entities, private colleges, and universities. Victoria brings both knowledge and experience to the engagements to which she is assigned to and is a pivotal member of our team.

Technical experience

- Charter schools
- **Foundations**
- Nonprofit entities
- Private colleges and universities

Education and professional involvement

- Master of Professional Accountancy (MAcc) from Azusa Pacific University, Azusa, California
- Bachelor of Science in Accounting from Azusa Pacific University, Azusa, California
- American Institute of Certified Public Accountants (AICPA)
- California Society of Certified Public Accountants (CalCPA)
- California Charter Schools Conference, participant

CLAconnect.com

CPAS | CONSULTANTS | WEALTH ADVISORS

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Renee Bollier, CPA

CLA (CliftonLarsonAllen LLP)

Senior Glendora, California

626-857-7300 renee.bollier@CLAconnect.com



Profile

Renee is a senior audit associate with over five years of experience in the nonprofit industry where she performs audits of charter schools and nonprofit organizations. Renee serves as an in-charge for audits under federal and state compliance and financial statements under FASB basis of accounting and single audits under Uniform Guidance. She also has experience assessing, observing, and testing the internal control environment, grant compliance, and preparation of the 990 tax return for nonprofit clients.

Technical experience

- Charter schools
- Nonprofit entities
 - Associations
 - Foundations
 - Charitable organization

Education and professional involvement

- Bachelor of Arts in Accounting from University of La Verne, La Verne, California
- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants

Speaking engagements

August 2022 – CalCPA – From Student to Professional

CLAconnect.com

CPAS | CONSULTANTS | WEALTH ADVISORS

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.



B. Quality control procedures and peer review report



In the most recent peer review report, dated November 2022, we received a rating of pass, which is the most positive report a firm can receive. We are proud of this accomplishment and its strong evidence of our commitment to technical excellence and quality service. The full report is provided on the following page.

In addition to an external peer review, we have implemented an intensive internal quality control system to provide reasonable assurance that the firm and our personnel comply with professional standards and applicable legal and regulatory requirements. Our quality control system includes the following:

- A quality control document that dictates the quality control policies of our firm. In many cases, these policies exceed the requirements of standard setters and regulatory bodies. Firm leadership promotes and demonstrates a culture of quality that is pervasive throughout the firm's operations. To monitor our adherence to our policies and procedures, and to foster quality and accuracy in our services, internal inspections are performed annually.
- Quality control standards as prescribed by the AICPA. The engagement principal is involved in the planning, fieldwork, and post-fieldwork review. In addition, an appropriately experienced professional performs a riskbased second review of the engagement prior to issuance of the reports.
- Hiring decisions and professional development programs designed so personnel possess the competence, capabilities, and commitment to ethical principles, including independence, integrity, and objectivity, to perform our services with due professional care.
- An annual internal inspection program to monitor compliance with CLA's quality control policies. Workpapers from a representative sample of engagements are reviewed and improvements to our practices and processes are made, if necessary, based on the results of the internal inspection.
- Strict adherence to the AICPA's rules of professional conduct, which specifically require maintaining the confidentiality of client records and information. Privacy and trust are implicit in the accounting profession, and CLA strives to act in a way that will honor the public trust.
- A requirement that all single audit engagements be reviewed by a designated single audit reviewer, thereby confirming we are in compliance with the standards set forth in the *Uniform Guidance*.





Report on the Firm's System of Quality Control

To the Principals of CliftonLarsonAllen LLP and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of CliftonLarsonAllen LLP (the "Firm") applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants ("Standards").

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards, may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing and complying with a system of quality control to provide the Firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the Firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; and examinations of service organizations (SOC 1® and SOC 2® engagements).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of CliftonLarsonAllen LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended May 31, 2022, has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. CliftonLarsonAllen LLP has received a peer review rating of pass.

Cherry Bekaert LLP Charlotte, North Carolina November 18, 2022

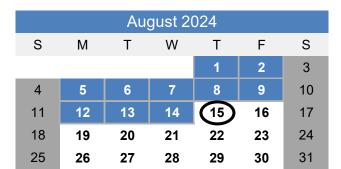
Cherry Bekaert LLP

cbh.com



2024-2025 School Year Calendar





September 2024						
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Sc	School Accountability					
Every LP	Attendance Logs					
Every LP	Student Conference					
Every LP	AWRs					
Every LP	Collect & upload work samples					



School Year Dates					
Aug 15	First Day of School				
Jan 10	Last Day of 1st Semester				
Jan 13	First Day of 2nd Semester				
May 30	Last Day of School				
School Calendar: 08/15-05/30					

	Instructional Days					
89 Days	Semester 1					
86 Days	Semester 2					
175 Days Total Instructional Days						

Holidays					
July 4	Independence Day				
Sep 2	Labor Day				
Nov 11	Veterans Day				
Nov 25 - Dec 2	Thanksgiving Break				
Dec 23 - Jan 3	Winter Break				
Jan 20	Martin Luther King Day				
Feb 17 - 24	School Recess				
Feb 17	Washington/President's Day				
Feb 21	Lincoln Day (obs)				
Apr 14 - 18	Spring Break				
May 26	Memorial Day				
June 19	Juneteenth				

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

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	Assessment Windows
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Admin Calendar



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School Accountability			
Every LP	Attendance Logs		
Every LP	Student Conference		
Every LP	AWRs		
Every LP	Collect & upload work samples		



	School Year Dates
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
	School Calendar: 08/15-05/30

	Staff Work Days
228 Days	July 1 - June 30
228 Days	Total Staff Work Days

	Instructional Days
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

	Holidays
July 4 - 5	Independence Break
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Nov 29	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 21	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19 - 20	Juneteenth Break

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)
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	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

January 2025											
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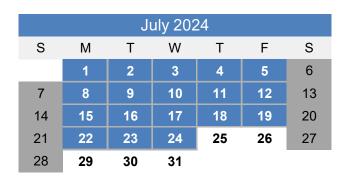
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Assessment Windows						
Feb-Mar	PFT Testing					
Mar-May	CAASPP Testing					

2024-2025 Certificated Support & Program Specialist Calendar



	August 2024										
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School Accountability				
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Every LP	Student Conference			
Every LP	AWRs			
Every LP	Collect & upload work samples			



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Aug 1	Staff Return to Work					
Aug 15	First Day of School					
Jan 10	Last Day of 1st Semester					
Jan 13	First Day of 2nd Semester					
May 30	Last Day of School					
	School Calendar: 08/15-05/30					

	Staff Work Days
201 Days	July 25 - June 13
201 Days	Total Staff Work Days

Instructional Days				
89 Days	Semester 1			
86 Days	Semester 2			
175 Days	Total Instructional Days			

Holidays					
July 4	Independence Day				
Sep 2	Labor Day				
Nov 11	Veterans Day				
Nov 25 - Dec 2	Thanksgiving Break				
Dec 23 - Jan 3	Winter Break				
Jan 20	Martin Luther King Day				
Feb 17 - 24	School Recess				
Feb 17	Washington/President's Day				
Feb 21	Lincoln Day (obs)				
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LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

January 2025								
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Assessment Windows	
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing

2024-2025 Classified 228 Calendar



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		Dece	ember	2024		
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability			
Every LP	Attendance Logs		
Every LP	Student Conference		
Every LP	AWRs		
Every LP	Collect & upload work samples		



	School Year Dates
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
	School Calendar: 08/15-05/30

	Staff Work Days
228 Days	July 1 - June 30
228 Days	Total Staff Work Days

I	nstructional Days
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

	Holidays
July 4 - 5	Independence Break
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Nov 29	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 21	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19 - 20	Juneteenth Break

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

		Jan	uary 2	025		
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26	27	28	29	30	31	

		Feb	ruary 2	2025		
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		Ma	ırch 20)25		
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30	31					
		A	oril 202	25		
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6 13	7 14	8 15	9 16	10 17	11 18	12 19

		M	ay 202	25		
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11	12	13	14	15	16	17
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		Ju	ine 20	25		
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29	30					

Assessment Windows				
Feb-Mar	PFT Testing			
Mar-May	CAASPP Testing			

2024-2025 Counselor Calendar



		Aug	gust 2	024		
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

		Septe	ember	2024		
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		Oct	ober 2	024		
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		Nove	ember	2024		
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24	25	26	27	28	29	30

		Dece	ember	2024		
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22	23	24	25	26	27	28
29	30	31				

Sc	School Accountability				
Every LP	Attendance Logs				
Every LP	Student Conference				
Every LP	AWRs				
Every LP	Collect & upload work samples				



	School Year Dates				
Aug 1	Staff Return to Work				
Aug 15	First Day of School				
Jan 10	Last Day of 1st Semester				
Jan 13	First Day of 2nd Semester				
May 30	Last Day of School				
	School Calendar: 08/15-05/30				

	Staff Work Days
199 Days	July 25 - June 11
199 Days	Total Staff Work Days

Instructional Days				
89 Days	Semester 1			
86 Days	Semester 2			
175 Days	Total Instructional Days			

Holidays					
July 4	Independence Day				
Sep 2	Labor Day				
Nov 11	Veterans Day				
Nov 25 - Dec 2	Thanksgiving Break				
Dec 23 - Jan 3	Winter Break				
Jan 20	Martin Luther King Day				
Feb 17 - 24	School Recess				
Feb 17	Washington/President's Day				
Feb 21	Lincoln Day (obs)				
Apr 14 - 18	Spring Break				
May 26	Memorial Day				
June 19	Juneteenth				

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

January 2025						
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		Feb	ruary 2	2025		
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		Ma	arch 20)25		
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30	31					
		A	pril 202	25		
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		M	ay 202	25		
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June 2025						
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29	30					

Assessment Windows			
Feb-Mar	PFT Testing		
Mar-May	CAASPP Testing		

2024-2025 Educational Specialist & Classified 191 Calendar



		Au	gust 2	024		
S	М	Т	W	Т	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

		Septe	ember	2024		
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		Oct	ober 2	024		
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		Nove	ember	2024		
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		Dece	ember	2024		
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22	23	24	25	26	27	28
29	30	31				

School Accountability			
Every LP	Attendance Logs		
Every LP	Student Conference		
Every LP	AWRs		
Every LP	Collect & upload work samples		



	School Year Dates
Aug 1	Staff Return to Work
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
	School Calendar: 08/15-05/30

	Staff Work Days
191 Days	Aug 1 - Jun 6
191 Days	Total Staff Work Days

Instructional Days				
89 Days	Semester 1			
86 Days	Semester 2			
175 Days	Total Instructional Days			

	Holidays
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

	January 2025						
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26	27	28	29	30	31		

		Feb	ruary 2	2025		
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
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15	16	17	18	19	20	21
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29	30					

Assessment Windows			
Feb-Mar	PFT Testing		
Mar-May	CAASPP Testing		

2024-2025 HQT Calendar



		Aug	gust 2	024		
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

		Septe	ember	2024		
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22	23	24	25	26	27	28
29	30					

		Oct	ober 2	024		
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

		Nove	ember	2024		
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

		Dece	ember	2024		
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability				
Every LP	Attendance Logs			
Every LP	Student Conference			
Every LP	AWRs			
Every LP	Collect & upload work samples			



	School Year Dates				
Aug 1	Teachers Return to Work				
Aug 15	First Day of School				
Jan 10	Last Day of 1st Semester				
Jan 13	First Day of 2nd Semester				
May 30	Last Day of School				
	School Calendar: 08/15-05/30				

Staff Work Days				
191 Days	Aug 1 - Jun 6			
191 Days	Total Staff Work Days			

Instructional Days				
89 Days	Semester 1			
86 Days Semester 2				
175 Days	Total Instructional Days			

Holidays				
July 4	Independence Day			
Sep 2	Labor Day			
Nov 11	Veterans Day			
Nov 25 - Dec 2	Thanksgiving Break			
Dec 23 - Jan 3	Winter Break			
Jan 20	Martin Luther King Day			
Feb 17 - 24	School Recess			
Feb 17	Washington/President's Day			
Feb 21	Lincoln Day (obs)			
Apr 14 - 18	Spring Break			
May 26	Memorial Day			
June 19	Juneteenth			

	Learning Periods					
LP 1	08/15 - 09/13 (21)					
LP 2	09/16 - 10/18 (25)					
LP 3	10/21 - 11/22 (24)					
LP 4	12/03 - 01/10 (19)					
LP 5	01/13 - 02/07 (18)					
LP 6	02/10 - 03/14 (19)					
LP 7	03/17 - 04/11 (20)					
LP 8	04/21 - 05/30 (29)					

School Closed
Work Day, No Students
First & Last Day of Semesters

January 2025						
S	М	Т	W	Т	F	S
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February 2025						
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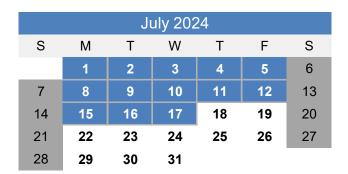
		Ma	irch 20	25		
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May 2025						
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June 2025						
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29	30					

Assessment Windows			
Feb-Mar	PFT Testing		
Mar-May	CAASPP Testing		

2024-2025 High School Program Coordinator Calendar



		Aug	gust 2	024		
S	M	Т	W	Т	F	S
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4	5	6	7	8	9	10
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		Septe	ember	2024		
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29	30					

		Oct	ober 2	024		
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27	28	29	30	31		

		Nove	ember	2024		
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		Dece	ember	2024		
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Accountability			
Every LP	Attendance Logs		
Every LP	Student Conference		
Every LP	AWRs		
Every LP	Collect & upload work samples		



	School Year Dates
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
	School Calendar: 08/15-05/30

	Staff Work Days
206 Days	July 18 - June 13
206 Days	Total Staff Work Days
206 Days	Total Staff Work Days

	Instructional Days
89 Days	Semester 1
86 Days	Semester 2
175 Days	Total Instructional Days

	Holidays
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

		Jan	uary 2	025		
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		Feb	ruary 2	2025		
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		Ma	arch 20)25		
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		A	pril 202	25		
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27	28	29	30			

		M	ay 202	25		
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18	19	20	21	22	23	24
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June 2025						
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22	23	24	25	26	27	28
29	30					

Assessment Windows				
Feb-Mar	PFT Testing			
Mar-May	CAASPP Testing			

2024-2025 HST PT, FT, MS/HS Calendar



		Au	gust 2	024		
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

		Septe	ember	2024		
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

		Oct	ober 2	024		
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20	21	22	23	24	25	26
27	28	29	30	31		

		Nove	ember	2024		
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

		Dece	ember	2024		
S	М	Т	W	Т	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sc	School Accountability				
Every LP	Attendance Logs				
Every LP	Student Conference				
Every LP	AWRs				
Every LP	Collect & upload work samples				



	School Year Dates				
Aug 1	Teachers Return to Work				
Aug 15	First Day of School				
Jan 10	Last Day of 1st Semester				
Jan 13	First Day of 2nd Semester				
May 30	Last Day of School				
	School Calendar: 08/15-05/30				

Staff Work Days					
5 Days	July 16 - 31 (floating)				
191 Days	Aug 1 - Jun 6				
196 Days	Total Staff Work Days				
	Instructional Days				
89 Days	Instructional Days Semester 1				
89 Days 86 Days	,				

Holidays
Independence Day
Labor Day
Veterans Day
Thanksgiving Break
Winter Break
Martin Luther King Day
School Recess
Washington/President's Day
Lincoln Day (obs)
Spring Break
Memorial Day
Juneteenth

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)

	School Closed
	Work Day, No Students
\bigcirc	First & Last Day of Semesters

	January 2025									
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Assessment Windows				
Feb-Mar	PFT Testing			
Mar-May	CAASPP Testing			

2024-2025 Regional Coordinator Calendar



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Sc	School Accountability				
Every LP	Attendance Logs				
Every LP	Student Conference				
Every LP	AWRs				
Every LP	Collect & upload work samples				



School Year Dates					
Aug 1	Staff Return to Work				
Aug 15	First Day of School				
Jan 10	Last Day of 1st Semester				
Jan 13	First Day of 2nd Semester				
May 30	Last Day of School				
	School Calendar: 08/15-05/30				

	Staff Work Days
5 Days	July 16 - 24 (floating)
201 Days	July 25 - June 13
206 Days	Total Staff Work Days
	Instructional Days

Instructional Days					
89 Days	Semester 1				
86 Days	Semester 2				
175 Days	Total Instructional Days				

	Holidays
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

	Learning Periods
LP 1	08/15 - 09/13 (21)
LP 2	09/16 - 10/18 (25)
LP 3	10/21 - 11/22 (24)
LP 4	12/03 - 01/10 (19)
LP 5	01/13 - 02/07 (18)
LP 6	02/10 - 03/14 (19)
LP 7	03/17 - 04/11 (20)
LP 8	04/21 - 05/30 (29)



School Closed



Work Day, No Students



First & Last Day of Semesters

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	Assessment Windows
Feb-Mar	PFT Testing
Mar-May	CAASPP Testing



Resolution of Cabrillo Point Academy Board of Directors 2024-01

RESOLUTION OF THE BOARD OF DIRECTORS OF CABRILLO POINT ACADEMY AUTHORIZING SUBMISSION OF A REQUEST FOR MATERIAL REVISION TO THE CHARTER AND OTHER ACTIONS RELATED THERETO

WHEREAS, Cabrillo Point Academy is a California nonprofit public benefit corporation that operates Cabrillo Point Academy charter school ("CPA") authorized by the Dehesa School District ("District");

WHEREAS, CPA was previously known as "Inspire Charter School – South" and Inspire Charter School, a separate nonprofit public benefit corporation, was previously the sole statutory member of CPA, as the term "member" is defined under Section 5056 of the California Nonprofit Corporation Law;

WHEREAS, On June 16, 2020, CPA's Bylaws were amended to reflect that CPA shall have no members within the meaning of Section 5056 of the California Nonprofit Corporation Law;

WHEREAS, on April 6, 2020, CPA's Articles of Incorporation were amended to change the corporate name to Cabrillo Point Academy, and the school's official name was also changed to Cabrillo Point Academy with the California Department of Education;

WHEREAS, although these are not the type of changes that require a "material revision" under Education Code sections 47605 and 47607, District staff has requested that CPA submit a request for material revision to reflect these changes and CPA is happy to do so; and

WHEREAS, now, the Board of Directors of CPA desires to request a material revision to the CPA charter to reflect the current name of the nonprofit public benefit corporation and the school, and to reflect that CPA does not have any members.

NOW, THEREFORE, this Board of Directors of CPA does hereby find, resolve, and order as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The submission of a request to the District for a material revision to the CPA charter, in substantially the form attached hereto as Exhibit A, is hereby authorized and approved. The Executive Director of CPA is authorized to make additional updates to the charter as necessary to comply with applicable legal requirements or directives from the District.

Section 3. The Executive Director of CPA or their duly delegated representative (each an "Authorized Officer"), acting alone or together, is(are) hereby authorized and directed to take or a cause to be taken all such other actions as may be required to fulfill the purposes of the foregoing resolutions.

SECRETARY'S CERTIFICATE

I, Joel Garcia, Secretary of the Board of Directors of Cabrillo Point Academy a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Cabrillo Point Academy, which was duly and regularly held on January 26, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:	
NOES:	
ABSTAIN:	
ABSENT:	
in my office; the attached resolution is a adopted at such meeting and entered in su	ne original minutes of such meeting on file and of record a full, true, and correct copy of the original resolution ch minutes; and such resolution has not been amended, as adoption, and the same is now in full force and effect.
	Secretary of the Board of Directors of
	Cabrillo Point Academy



Inspire Charter School - South Cabrillo Point Academy

Charter for Proposed Material Revision to Update Name and Structure

Submitted to Dehesa School District



Submitted: November 8, 2018

Material Revision Submitted: February XX, 2023

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Amy Davis and Jennifer Lorge and Erika Vanderspek, hereby certify that the information submitted in this petition for a California public charter school to be named Inspire Charter School — South Cabrillo Point Academy ("ICS-SOUTH CPA" or the "Charter School"), to be authorized by the Dehesa School District (the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall be deemed the exclusive public school employer of the Charter School employees
 for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with
 the EERA.
- In addition to any other requirement imposed under this part, a charter school the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph Education Code Section 47605(e)(2), admission to a charter school the Charter School shall not be determined according to the place of residence of the pupil, or of his or her that pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part the Charter Schools Act shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school

STUDENT ENROLLMENT AND ADMISSIONS

- Inspire Charter School South CPA shall admit all pupils who wish to attend the school. Special education students will not be excluded as outlined in AB 1360 Education Code Section 47605(e)(2)(B)(iii).
- However, if the number of pupils who wish to attend the charter school Charter School exceeds the school's capacity, attendance, except for existing pupils of the charter school Charter School, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school Charter School and pupils who reside in the district District except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school Charter School and in no event shall take any action to impede the charter school Charter School from expanding enrollment to meet pupil demand.
- There are no mandatory volunteer hours or donations expected as outlined in AB 1360 Education Code Section 47605(n).
- Notice of requirements when student is expelled or leaves school.
 - o If a pupil is expelled or leaves the charter school Charter School without graduating or completing the school year for any reason, the charter school Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

- The Charter School shall not discourage a student from enrolling or seeking to enroll in CPA for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii).
- The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment.
- The Charter School shall not encourage a student currently attending CPA to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the Charter School pursuant to the procedures by which student can be suspended or expelled from CPA for disciplinary reasons or otherwise involuntarily removed from CPA for any reason.
- The Charter School shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on CPA's website and providing a copy to a parent or guardian as required.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Amy Davis	any Jan	11-8-18
Name	Signature	Date
Jennifer Lorge	Gennifer Lorge	11-8-18
Name	Signature	Date

By the Lead Petitioners:

	Gerna Lory	
Jennifer Lorge		1/23/2024
Name	Signature	Date

Erika Vanderspek	Juka a Vair	1/23/2024
Name	Signature	Date

EXECUTIVE SUMMARY

The collaborative work between CPA Inspire Charter School - South (ICS-South) and the Dehesa School District is a great example of what is possible with effective leadership, innovation, and passion to make positive change in public education. We value our long- standing relationship with Dehesa School District and look forward to continuing to collaborate to offer great school options for the children.

We are grateful for and appreciate you taking the time to read this document; this renewal reflects the hard work of our dedicated staff who go above and beyond for our students every day. Our continuous development as a school is a collaborative effort with all stakeholders looking at student data and the connections built between academic, social, and emotional development. We are a learning community built on empathy and compassion that holds the transformative potential of high quality education in the highest regard.

The renewal process has been a reflective process and a great opportunity to validate and affirm the unique and innovative programs we have developed at our school. In this renewal we hope to highlight the alignment to the mission and vision of CPA Inspire Charter School - South. We also hope the document shows the impact we are having on diverse student population of students and families. Working daily to become a model for progressive education, we have documented the thoughtful and diligent efforts to build a comprehensive program for whole child development.

Since opening in 2015, CPA Inspire Charter School - South has provided a dynamic and innovative option for residents within the Dehesa School District, the surrounding East County, and especially for the homeschool families residing in the area. The school serves a diverse student population and offers a comprehensive program with a foundation in progressive education which fosters the development of the whole child. ICS-South CPA is an independent study program authorized to serve grades TK-12. Every ICS-South CPA student benefits from a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. ICS-South CPA teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student. ICS-South CPA is a model program which places a large emphasis on family and community engagement, meaningful relationships, and social emotional literacy as a basis for long-term, deep learning, and academic growth.

STUDENT DEMOGRAPHICS

The focus of ICS-South CPA is to improve student learning, offer a safe learning environment, and provide high quality faculty and staff. Majority of the students enrolled in ICS South CPA high school are high-risk student population who are offered access to specially trained teachers and counselors who provide comprehensive academic and social emotional support while holding them to high expectations. This infuses high expectations for each student helps teachers become partners in the process of transforming the lives of young adults.

Students enroll in various grade levels throughout the school year. Student join inspire CPA for a variety of reasons such as a lack of success by traditional measures in other school settings, medical issues and/or families chose to homeschool their child. Some of the other reasons indicated by families for enrolling in ICS-South CPA are bullying, mental health difficulties, homelessness and foster youth, job issues, and/or other changes in family dynamic. Majority of the students enrolled in high school are severely credit deficient (one semester or more behind in high school credits), wards of the Court or dependents of the court, pregnant and/or parenting students, recovered drop-outs, habitual truants, expelled students, and/or students who have been retained more than once. Some families report being drawn to ICS-South CPA for the philosophical alignment, hands-on learning, and innovative

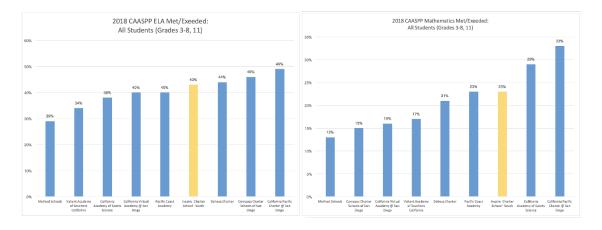
methods in the interest of positive results and outcomes for their children.

HIGHLIGHTS OF STUDENT OUTCOMES

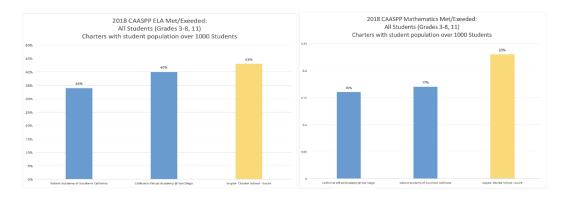
Student performance at Inspire Charter School — South CPA has remained steady with some notable accomplishments: (1) higher performance among demographically similar independent study schools in San Diego County, for students with disabilities, socioeconomically disadvantaged, and English Learners, based on 2018 CAASPP results; (2) on-par performance for students overall, compared to performance among independent study schools in San Diego County; (3) students who have remained at ICS-South—CPA have shown academic achievement over the long haul; and (4) graduation rate is increasing.

Based on 2018 CAASPP results, compared to the eight independent study schools in San Diego County serving grades K-12 that are primarily or exclusively virtual:

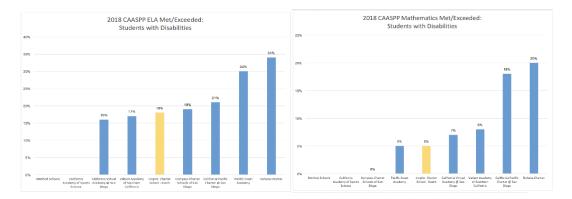
ICS South-CPA students outperformed peers at five of the nine schools in English Language Arts (ELA).
There were 1947 students who tested in ELA at ICS-South-CPA. ICS-South-CPA students outperformed peers at six of the nine schools in Mathematics. There were 1941 students who tested in Math at ICS-South-CPA.



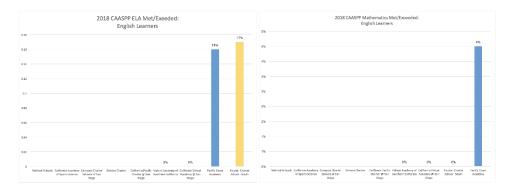
 There are three charter schools whose student enrollment is greater than one thousand students and they are Inspire Charter School — South (ICS-South-CPA), Valiant Academy of Southern California and California Virtual Academy - San Diego. ICS-South-CPA outperformed both of these schools in ELA and Mathematics.



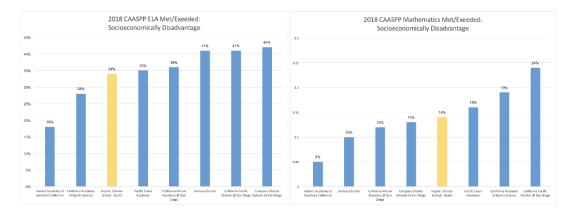
 Students with Disabilities at ICS South CPA outperformed peers at two of the six schools with data in ELA and two of the six in Mathematics. There were 156 Students with Disabilities who tested at ICS South CPA.



• English Learners at ICS-South-CPA outperformed peers at all three schools with data in ELA but not in Mathematics. There were 24 English Learners who tested at ICS-South-CPA.



 Socioeconomically Disadvantaged students at ICS-South-CPA outperformed peers at two of the seven schools with data in ELA and half of the schools in Mathematics. 436 socioeconomically disadvantaged students were tested at -ICS South-CPA.



 As demonstrated on the 2017 California School Dashboard, socioeconomically disadvantaged students made significant growth moving into the yellow category.

rollment: 2,995 Socioeconomically I	Disadvantaged: 27% English Learn	ners: 3 9%	Dashboard Release:
ster Youth: 0.2% Grade Span: K-12	Charter School: Yes		Fall 2017
is report shows the performance levels for S hange) for each state indicator. Status and ch more detailed information. State Indicators			current year (status) compares to prior years ndicator. Select any of the underlined indicato Change
Chronic Absenteeism 🗹	N/A	N/A	N/A
Suspension Rate (K-12)	♦	Very Low 0%	Maintained _{0%}
Graduation Rate (9-12)		Very Low 17.2%	*
College/Career (9-12) elect for one year of available data		Very Low 3.4%	N/A
inglish Language Arts (3-8)		Low 48.4 points below level 3	Increased +13.2 points
Mathematics (3-8)		Low 88 points below level 3	Increased Significantly +29.5 points

Based on 2016-2018 CAASPP results and internal benchmark assessments, ICS-South-CPA students tend to improve performance the longer they are enrolled in the school (Appendix A):

- Students' academic growth increases dramatically in relation to the time that students are enrolled at ICS-South-CPA based on "Distance from Level 3" (DF3).
- Scale Scores are increasing as students move up in grades.

SBAC data from Grades 3-8 and 11, provides a snapshot of the school's overall performance for the selected grades. For a comprehensive understanding and ongoing student monitoring of student performance in ELA and Mathematics, we use Renaissance STAR 360. The Star 360 assessment is based on national normed benchmark assessments. Based on the Star 360 growth reports, over 64% of students enrolled in ICS-South-CPA are outperforming their peers in the areas of English Language Arts and Mathematics.

HIGH SCHOOL PROGRAM

ICS-South-CPA opened the high school to all grade levels instead of adding a grade each year which resulted in small number of upper level high school students enrolling the first year. Majority of the 11th and 12th grade students initially enrolled in high school were severely credit deficient and were not on track in meeting A-G requirements. Some of the students were the wards of the Court or dependents of the court, pregnant and/or parenting students, recovered drop-outs, habitual truants, expelled students, and/or students who had been retained more than once. In fact, many of the students aged out of school. Since the initial years, the graduation rate has been steadily increasing and the school was awarded full accreditation by Western Association of Schools and Colleges (WASC) in 2015.

Inspire CPA opened in 2015-16 with 66 students who were part of the 2015 senior cohort. The majority

- of students enrolled were severely credit deficient thus resulting in only 14 students graduating.
- In 2016-17, we had 92 students enrolled who were part of the 2016 senior cohort. With more targeted support and intervention programs in place, ICS South CPA was able to increase the graduation rate to 61% with 56 students of the cohort graduating on time

In response to data analysis of 2016 and 2017 CAASPP, Star 360, graduation rate, and other internal assessments, ICS-South-CPA has implemented many programs, curricular changes and improvements, which are having a positive impact on our students, especially in high school. We have increased college and career course offering (CTC), to support students to pursue their interest in post-secondary schools. Additionally, students are offered concurrent enrollment in community college courses.

CONCLUSION

We would like to highlight that Inspire Charter School — South CPA opened with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers and staff. We opened the school with a group of students with very diverse needs including some who were severely credit deficient and were unsuccessful in traditional schools. Through our commitment to personalized learning and developing the individual gifts of students in partnership with parents, families and the community, ICS-South CPA students have grown tremendously as evidenced by increased family and community engagement, building of meaningful relationships, and social emotional literacy as a basis for long-term, deep learning, and academic growth. Our data shows that we are making positive progress in student achievement while enrollment continues to grow. Furthermore, the students are making greater progress the longer they stay at Inspire CPA.

In examining our quantitative and qualitative data, we will continue to focus on building systems and supports to promote student achievement of all students and subgroups especially in the areas of mathematics and writing across the curriculum. Our staff is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning. In addition, we have quadrupled the number of A-G and CTE course offerings and selection of elective courses to further ensure every child is becoming college and career ready. We have implemented interventions such as Pathblazer, Reading Horizons, designated ELD, and English in a Flash so that all students have the critical thinking skills to be successful in college and career pathways. We look forward to continuing our collaboration with the district in providing an option to students looking for Independent study/homeschool program.

INTRODUCTION

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

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

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

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

FOUNDING GROUP

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

Co Lead Petitioner - Amy Davis

Amy Davis has been in education for 16 years. She completed her Bachelor's Degree, Master's Degree, and Multiple Subject teaching credential at the University of California, Riverside. For the first ten years of her career, Amy taught in a traditional classroom in elementary schools. From there she moved to charter schools that focused on independent study.

Amy started as a Homeschool teacher and is now working as the Senior Director of Riverside County for Inspire Charter School - SouthCPA. She oversees homeschool teachers in Riverside County, hires and trains new Homeschool Teachers, monitors compliance and school procedures, and helps teachers and families through their time at InspireCPA. She is passionate about parents individualizing education for their children. Amy excels at building positive relationships between staff members, families, and students. She is devoted to assisting families and students to get the most out of their education.

Co-Lead Petitioner – Jennifer Lorge

Jennifer Lorge has been in the field of education for 14 years. She taught in a traditional classroom, working with students in all elementary grade levels before moving into the charter school field of education. Jennifer received a B.A. in Liberal Studies with an emphasis in sociology and education and also received a CLAD teaching credential at University of California, Riverside. She later earned an M.A. in education through National University in 2008.

Mrs. Lorge is currently serving as the Senior Executive Director of Orange County for Inspire Charter School — South CPA. She is responsible for hiring new teachers, training them in the school policies and procedures, and providing what they need to support each of their students' needs. Jennifer also assists in coordinating programs and events, compliance, and evaluations. In this role, she is dedicated to educating students, supporting families and colleagues, and building strong connections throughout the homeschooling community.

Co-Lead Petitioner – Erika Vanderspek

Dr. Erika Vanderspek has spent her entire career of over 20 years in service to charter schools. In her current role as Deputy Executive Director, Erika is responsible for monitoring operations, finance, personnel, and achievement for CPA. Erika enjoys supporting special education, MTSS programs, and the WASC process. Additionally, Erika has chaired multiple WASC visits. Prior to administration, Erika served as an independent study teacher and also taught 2nd and 3rd grades at a site-based charter school. Erika received her B.A. and multiple subject credential from San Diego State University. Erika earned her M.A. in Teaching from National University and a Doctorate of Education in Organizational Leadership from University of Massachusetts Global. Dr. Vanderspek's dissertation research is on developing resilience in charter leaders.

ONGOING SUPPORT AND ASSISTANCE

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of

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

Procopio

Procopio is the premier law firm used by charter schools across the state. The Procopio firm advises on the particular needs of charter schools and nonprofit corporations, including:

- Facilities Development and Public Financing
- Petitions, Renewals and Appeals
- Entity Formation and Tax Exemption
- Governance
- Litigation
- Legislative Advocacy
- Labor and Employment
- Special Education Organizations

The Procopio attorneys have a genuine passion for charter schools and their approach to education. They participate in legal advocacy organizations and monitor trends and policies. The Procopio team realizes charter schools are a growing component of the public education system and also businesses that must achieve operational and educational objectives in a cost-effective manner. Procopio is committed to helping charter schools make a positive difference.

California Charter Schools Association

The California Charter Schools Association (CCSA) is dedicated to advancing the charter school movement through state and local advocacy. CCSA provides a variety of operational, academic, and support services to its members, including information, resources, financial and legal services, training and networking opportunities. CCSA seeks to build the policy environment needed to increase the number of students who can attend quality charter schools.

ELEMENT ONE: EDUCATIONAL PROGRAM

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

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."- California Education Code Section 47605 $\frac{1}{2}$ (b) $\frac{1}{2}$ (c) $\frac{1}{2}$ (d) $\frac{1}{2}$ (ii).

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

MISSION STATEMENT

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

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate

Inspire Charter School – South CPA has served over 5,000 students in grades TK-12. The Charter School ended the 2017-2018 school year with an enrollment of 4,494 students. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the racial and ethnic demographics to be consistent with the data from Dehesa School District. Since Inspire Charter School – South CPA a non-classroom based, Independent Study program it is entitled to enroll students throughout San Diego County and adjacent counties. To ensure that actual demographics mirror the authorizing district, Inspire Charter School – South CPA will monitor enrollment by sub-group. When subgroups are under-represented, Inspire Charter School – South CPA will target marketing campaigns in areas where

said sub-groups represent the majority of the community to recruit students and balance the charter school's demographics.

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

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

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

Projected Five-Year Growth Plan for 2019-2020 through 2023-2024

Grade	Year 6	Year 7	Year 8	Year 9	Year 10
TK/K	581	639	703	773	851
1	495	545	599	659	725
2	490	539	593	652	717
3	449	494	543	598	657
4	456	502	552	607	668
5	429	472	519	571	628
6	444	488	537	591	650
7	456	502	552	607	668
8	334	367	404	445	489
9	331	364	401	441	485
10	200	220	242	266	293
11	204	224	247	272	299
12	158	174	191	210	231
Total Enrollment	5027	5530	6083	6691	7360

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

The Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. The Charter School will employ personalized learning methods to ensure all students gain the knowledge and skills that are

valued in the modern workplace and necessary for future success.

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

Communication

Inspire Charter School – South CPA students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, clubs, and student- and teacher-initiated meetings.

Collaboration

Inspire Charter School — South CPA students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group web-conference sessions, and clubs such as Yearbook.

Critical Thinking

Inspire Charter School – South CPA students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.

Creativity

Inspire Charter School – South CPA students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

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

- Proficiency in California-adopted Common Core State Standards.
- Communication skills.
- Problem solving skills.

 Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

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

The Inspire CPA teaching staff has participated in professional development over the past five school years in which the teachers have studied Marzano's Nine Essential Instructional Strategies and the 4Cs. These topics were specifically included on the February 3, 2017 and January 12, 2018 professional development dates. Teachers also revisit these topics when discussing student work in their regional teams. The professional development resources are housed in the teacher handbook for reference.

HOW LEARNING BEST OCCURS

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

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

EDUCATIONAL PROGRAM

Overview

Cabrillo Point Academy prides itself on the proficiency-based learning model being implemented through instructional programs. Cabrillo Point Academy provides the following instructional programs as options for students to have a truly personalized education:

- Biliteracy
- Choice Plus
- Designated ELD instruction

- Cabrillo Connected
- Explorers on Course
- Published curriculum

Biliteracy Program

The Biliteracy Program at Cabrillo Point Academy affirms and respects the home languages and cultures of our multilingual students. The Biliteracy Program Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English. There are three options to choose from.

- Biliteracy Recognition Program: Home Language Option This program has been established to recognize students in grades 3-8 who have expressed interest in continuing to work towards proficiency in speaking, listening, reading, and writing in their home language.
- Biliteracy Recognition Program: **Biliteracy Participation Program** This option has been established to recognize students in grades 3-8 who have expressed an interest in working toward proficiency in speaking, listening, reading, and writing in one or more world languages, in addition to English.
- Biliteracy Recognition Program: Biliteracy Attainment Program This option has been established to
 prepare students in grade 8 who have expressed an interest in working toward the attainment of the State
 Seal of Biliteracy upon graduating from high school.

Choice Plus Program

The Choice Plus program allows families to custom-design a program using parent-choice curricular materials and classes that fit their students' specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CA state and Common Core standards checklists ("I Can" Statements for grades TK-8 or high school course outlines) to verify course completion. Synchronous learning opportunities include Choice Plus Academy classes, Cabrillo Connected classes, and Explorers on Course classes.

The Adopted Curriculum Program

The adopted curriculum program provides online or textbook-based materials from Redbird (McGraw Hill), Edgenuity, K12, or ALEKS. Students also have the option to participate in Choice Plus Academy classes, which provide synchronous online direct instruction. The Edgenuity program provides a flexible online learning platform with support from CPA's subject-area teachers. Students may use a combination of parent-choice and adopted materials and classes.

The Designated ELD instruction program provides synchronous, online direct instruction 2 hours a week. The teacher led program provides a rigorous and

Our instructional program employs online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. CPA teachers lead students through specific learning tasks to demonstrate mastery of each subject. CPA high school teachers hold daily office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

For students in grades 9th-12th, all core courses are a-g approved. Student-athletes have the option to complete NCAA-approved coursework. CPA also offers CTE and AP coursework.

Students in grades 9-12 are required to meet minimum graduation requirements, but are encouraged to pursue "a-g"/college bound student requirements. An individualized graduation plan is created for all high school students, with the default plan meeting "a-g"/college bound student requirements. All "core" courses are "a-g" approved, and our school offers an extensive list of electives to support students in pursuing their individualized goals.

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

- online pathway (Grades TK-12)
- textbook pathway (Grades TK-12)
- custom-designed pathway (Grades TK-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with Common Core state standards checklists to verify course completion.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. ICS-SOUTHCPA teachers lead students through specific learning tasks to demonstrate mastery of each subject. Highly qualified ICS-SOUTHCPA high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

Inspire Charter School - SouthCPA uses several online learning platforms to meet the diverse learning needs of our students. K12/Fuel Education is used primarily by students in grades K-8th and Odysseyware primarily grades 3rd-8th. Edgenuity and StrongMind offer courses for students in grades 6th-12th.

K12/Fuel Education provides innovative digital curriculum, technology, instruction, and support to support a digital learning environment for students. The K12/Fuel Education program delivers courses in language arts, history, math, science, music, art, and world languages. Lessons feature online and offline components that include interactives, videos, audio recordings, award-winning textbooks, and hands-on materials. Courses are developed by K12, Inc.

Odysseyware is a robust online learning program that includes a course library of standards-aligned, dynamic and

pedagogically sound curriculum. The curriculum is designed to empower students to build proficiency, achieve content mastery, and engage in rich and challenging real world applications. Students have a variety of embedded instructional supports at their fingertips in every lesson, including literacy, fluency, and audio scaffolds. They also receive immediate feedback throughout lessons and assessments to guide their learning. Odysseyware courses are developed by Odysseyware Learning Solutions.

Edgenuity offers a full suite of core curriculum, AP, honors, elective, dual credit, and concept and credit recovery courses for grades 6-12. Edgenuity courses are Common Core, NGSS, and state-standards aligned. The courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject area mastery. Edgenuity courses are developed by Edgenuity, Inc.

StrongMind is a powerful online platform delivering digital curriculum to students in grades 6-12. The courses are designed to be rigorous and engaging and are aligned to Common Core, NGSS, and state standards. StrongMind offers a full suite of courses including core courses and a wide range of electives. StrongMind courses are developed by StrongMind, Inc.

InspireCPA allocates each student with a curriculum funds account from which teachers select and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways.

For students in grades 9th 12th, ICS SOUTHCPA has one graduation pathway that allows for students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The ICS-SOUTHCPA graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Graduation Requirements

For students who plan to apply to a community college, start a job, join the armed forces, or enter a professional certificate program right after high school graduation, meeting the minimum graduation requirements gives students greater flexibility in the classes they take and allows students to explore individual interests. The governing board of CPA may amend the school's graduation requirements from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses (Algebra 1 must be completed)	20

Science	4 semester courses (Must include 1 year of Physical Science and 1 year of Life Science)	20
Visual & Performing Arts	2 semester courses	10
World Language	2 semester courses	
Electives	18 semester courses	90
	Total =	200 Credits

Students who plan to apply to a 4-year college right after high school graduation will need to meet "a-g" requirements. Students must complete courses with no grade lower than a C. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The "a-g" requirements are summarized below:

A-G	Subject Area	Subject Requirement
А	History Social Science	2 years (1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)
В	English	4 years
С	Mathematics	3 years (Algebra or higher)
D	Laboratory Science	2 years (At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)
E	Language Other Than English	2 years (Must be 2 years of the same language)
F	Visual & Performing Arts	1 year
G	College-Preparatory Elective	1 year

ICS-SOUTH CPA teachers, support staff, and counselors advise students on "a-g" requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of "a-g" requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

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

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

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

Personalized Support

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

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

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

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

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

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. Meetings will occur at public locations such as libraries, parks or coffee shops, or the family's residence. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Blackboard Collaborate or Zoom will be scheduled. ICS-SOUTH CPA will monitor

student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a regular newsletter, progress reports, school information and other pertinent communication on a regular basis.

ICS-SOUTH CPA teachers create Assignment and Work Record (AWR) reports Learning Plans for students each learning period semester. These reports describe the content standards to be completed during a specified time frame and can be modified at any time. Each student's learning plan describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a benchmark diagnostic assessment such as STAR 360, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades TK-12 will take this assessment in the Fall and Spring.

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

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

Record Keeping System for Online Courses

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

Research-Based Instructional Strategies

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

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

complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.

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

Research-Based for Online Learning

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

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

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

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

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

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

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

• Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an

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

INSPIRE CHARTER SCHOOL - SOUTH CPA COURSES

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

TK-8 Curriculum

ICS-SOUTH CPA students in grades TK-8 may enroll in a the online, textbook, or custom-designed instructional pathway. This Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to Common Core State Standards, including Next Generation Science Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students may read novels from a list of classics in the online K12 curriculum read novels from a list of classics and reflect on and answer comprehension questions with in-depth analysis of character, theme and conflict resolution.

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

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

writing is embedded across all curricular areas including science, history and math.

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

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

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

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

High School Curriculum

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

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

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that

direct students to appropriate instructional content based on their strengths and weaknesses.

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

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

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

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

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

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

ATTENDANCE GUIDELINES

Inspire Charter School - South CPA will offer at least the minimum number of instructional days per year required

by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. A copy of the school's 2024-2025 academic calendar is attached as Appendix D. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for students and their families, the school will operate with three tracks. A draft of the Charter School's 2018-2019 academic calendar is attached as Appendix D.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745 51744, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; opportunities for synchronous instruction and/or live interaction will be provided, based on the student's grade level; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix B, please find the Charter School's Independent Study Policy.

Flexible Scheduling

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

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

A DAY IN THE LIFE OF A CHARTER SCHOOL STUDENT

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

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

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

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

them.

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

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

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

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

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

TECHNOLOGY/ENRICHMENT SUPPORT

Inspire CPA provides each student with an allowance of funds that can be used towards technology, approved curriculum, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that may include a laptop, desktop, tablet, printer, and/or software. allocates each student with a curriculum funds account from which the teacher may select and approve a learning platform for the student, and any needed technology items. Technology purchases are covered by the student's allotment of curriculum funds. Part of the reason the textbook pathway is included is because it is not reliant on technology devices. However, funds are set aside for ongoing replacement of technology. All the devices are inventoried, barcoded, tracked, and configured for remote access by the Technology Department.

Inspire Charter School – South CPA supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 5,000 vendors. Vendors consist of businesses that provide services such as fine art, music, sports and tutoring. Product vendors may offer items such as books, art supplies, and supplemental educational materials or supplies such as paper, pencils, ink and technology. Vendors reach out to us for approval through our families. A family can request Inspire CPA to reach out to a vendor in their area to see if they can be approved for services. Inspire CPA students can only work in person with approved vendors.

Approved vendor information is displayed on our Enrichment Ordering System enrichment ordering system, where families can search for specific vendors and place their order requests. In order for a vendor to become approved, our vendor team will first determine if the business is educational and non-sectarian. If the business is

deemed suitable, ICS-SOUTH CPA requires the following documentation to be submitted:

- Independent Contractor Agreement
- All individuals that instruct the interact with Inspire CPA students need to have cleared a Live Scan in accordance with applicable law
- Proof of liability insurance
- W-9 Form

The vendor must also complete a vendor application prior to approval. After the vendor has been approved, the vendor is required to submit an updated Independent Contractor Agreement each school year. In addition vendors are required to maintain current liability insurance, and to submit proof of Live Scan forms for any new instructors hired employees if applicable. Invoices should be submitted for payment at the time the services are completed. Inspire CPA has an entire team dedicated to vendor management which carefully reviews all vendors and monitors them throughout the year. All non-consumable resources must be returned to the school, so they can be checked out to other students.

In some cases, where the school is able to negotiate a better than fair market value of set services from a preferred vendor for a whole year of weekly enrichment as a year-long package, it will do so only on three conditions. First, the school will conduct an evaluation of the vendor's services, to ensure they are of the highest educational value and quality. Second, that the fair market cost of set services is lower than if the family took a cafeteria approach with the same or similar vendor. Third, that the preferred vendor achieves a yearly status of Meets Expectations or Exceeds Expectations on all criteria areas with no more than two marks of Needs Improvement on their Annual Spring Evaluation by the Charter School.

A Program Coordinator will be assigned to monitor program quality, by regularly scheduled and unscheduled visits to the preferred vendor's place of business throughout the school year. The historical need for this approach can be found in past practice of families attending a particular vendor all year, but "running out of funds" in March and having a negative impact on overall student learning.

An example of a focused/thematic enrichment service could be students participate in a performing arts enrichment program through a preferred vendor two days (3-4 hours a day) a week for the entire school year. All of their core instruction would be done in the independent study/homeschooling format under the supervision of a credentialed teacher. The enrichment vendor's program provides the unique opportunity to engage in thematic activities and experiences focused on the performing arts like dance, music, drama, etc. Students interact with peers and are afforded enrichment opportunities that enhance their personalized learning plan that is tailored to incorporate their interests and passions, in this case, the arts.

TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

Course Transferability

Inspire Charter School – SouthCPA had a WASC initial visit on February 25, 2016 in which the school was granted a three-year accreditation status through June 30, 2019. The school's first self study will take place January 28-30, 2019. CPA is currently accredited by WASC. During the WASC accreditation process, schools have the UC/CSU system review all high school courses to assure that they meet the "a-g" requirements. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a

parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

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

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

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize the Multi-Tiered System of Support model to provide multiple levels of support to all learners, especially those significantly below grade level. Inspire CPA staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based off the student's benchmark diagnostic results. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

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

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

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

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

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

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

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

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

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

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

PLAN FOR ENGLISH LEARNERS

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

Home Language Survey

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

ELPAC Testing

Upon initial enrollment in a California public school, the Charter School will conduct a survey of a student's home language. If a parent or guardian survey response indicates a primary or native language other than English, and the Charter School determines the pupil is eligible for the initial assessment, the Charter School shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the Charter School will administer the English Language Proficiency Assessments for California ("ELPAC") initial assessment. The Charter School shall administer the ELPAC initial assessment, locally score the assessment, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within thirty days of initial enrollment. The Charter School shall administer the ELPAC summative assessment at least annually thereafter during the ELPAC summative assessment testing window until re-designated as fluent English proficient.

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC (Summative ELPAC Overall Performance Level 4; Summative Alternate ELPAC Overall Performance Level 3).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of
 performance and basic skills based upon the SBAC performance of English proficient pupils of the same
 age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively
 in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

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

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

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

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

Monitoring and Evaluation of Program Effectiveness

The Senior Director/Principal Executive Director and Director of School Support will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

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

PLAN FOR SERVING STUDENTS WITH DISABILITIES

Overview

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

The Charter School will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Inspire Charter School - SouthCPA is a current member of the El Dorado County Charter SELPA in good standing.

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

The Charter School shall comply with all state and federal laws related to the provision of special education

instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

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

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

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

SERVICES FOR STUDENTS UNDER THE "IDEIA"

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

Staffing

As an LEA, Inspire Charter School — South CPA will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. Inspire Charter School—South CPA will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Charter School—South CPA students, including but not limited to special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, Inspire Charter School — South CPA will use service delivery methods appropriate to a learning model that meets individual student needs. Inspire Charter School — South CPA has identified viable contracted service providers. Families will also have an option to receive face-to-face services at specifically designated locations selected by the IEP team such as a local library or the service provider's place of business.

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

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

Notification and Coordination

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of

students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

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

IEP Implementation

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

ICS-SOUTH CPA serves students with a wide range of needs. ICS-SOUTH CPA will maintain on staff a Regional Special Education Director, program specialists, and education specialists. In addition to supplement special education services, ICS-SOUTH CPA contracts with service providers from California Department of Education certified nonpublic agencies, who offer the following virtual services by licensed and credentialed staff:

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

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

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

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

Please note services that cannot be provided virtually by school special education staff or a non-public agency will be provided in-person by school special education staff at an appropriate location near the student's home as determined by the IEP team. Face-to-face services could take place at public places such as libraries or at the special education service provider's place of business.

Interim and Initial Placements of New Charter School Students

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

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. Inspire Charter School — South CPA will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education.

ANNUAL GOALS FOR THE STATE PRIORITIES

Below are Inspire Charter School — South CPA's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, or the nature of the program operated, by the charter school." Where the goals below indicate a period "over the charter term," the annual goal is to maintain or make progress toward the overall goal:

STATE PRIORITY 1

Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities.

GOALS

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

ANNUAL ACTION 1Ai: Annual teacher credential review, including CLAD or equivalent.

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

- ANNUAL ACTION 1Bi: Review instructional materials and programs used by the school for alignment to state standards and provide supplemental materials fill gaps and provide materials as needed.
- ANNUAL ACTION 1Bii: Monitor learning resources used by each student, including standards-based textbooks, online learning programs, or instructional materials customized to student needs and interests, to ensure that each student has access to state standards.

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

 No action is anticipated; if facilities are used for instruction at any point, actions will be included in the school's Local Control Accountability Plan.

STATE PRIORITY 2

Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners.

GOALS

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

ANNUAL ACTION 2Ai: Implement a performance review process that evaluates teacher implementation
of Common Core State Standards effectively.

English learner subgroup: Ensure that teachers English learner students (1) provide instructional materials and supports that enable access to the curriculum and (2) develop English language proficiency through English language development instruction, alignment of ELD and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, and/or frequent formative assessment.

- ANNUAL ACTION 2Bi, all years: Monitor learning plans to ensure that English learner students have instructional resources and supports that provide access to the curriculum and promote English language development.
- ANNUAL ACTION 2Bii, all years: Monitor the progress of English learner students toward English proficiency and provide appropriate instructional modifications as needed to promote progress.

STATE PRIORITY 3

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

GOAL

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

ANNUAL ACTION 3, all years: Use results of school-selected measure to build on areas of positive parent
participation, including in programs for unduplicated pupils and EL students, and address any areas of
need.

STATE PRIORITY 4

Pupil achievement as measured by all of the following:

Mandated Statewide Assessments

GOAL

All years, all students and applicable subgroups: Attain a positive average "Distance from 3" ("DF3") score in ELA and in math by the end of the charter term or increase the average DF3 by 30 points or more over the term of the charter using a matched cohort to compare scores of individual students from year to year.

- ANNUAL ACTION 4Ai, all years: Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.
- ANNUAL ACTION 4Aii, all years: Use RTI tiers to determine each student's level of need.
- ANNUAL ACTION 4Aiii, all years: Provide targeted, research-based math & ELA support for struggling students.
- ANNUAL ACTION 4Aiv, 2018-19 through 2022-23: Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes.

The Academic Performance Index (API) or Replacement Measure

Not Applicable

UC "A-G"/Career Readiness

GOAL

All years, all students and applicable subgroups: Increase the percentage of students who complete "a-g" courses by 20 percent over the term of the charter.

- ANNUAL ACTION 4Ci, all years: Build course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- ANNUAL ACTION 4Cii, all years: Counselors and high school teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- ANNUAL ACTION 4Ciii, all years: Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits.

Progress Toward English Proficiency and English Learner Reclassification GOAL

All years, all students and applicable subgroups: Using a matched cohort to compare the progress of individual students from year to year, 75 percent of English Learner students will either (1) improve performance on the ELPAC, (2) achieve English proficient status or Early Advanced or Advanced (or ELPAC equivalent) on the ELPAC, or (3) be reclassified as English proficient, or the school will increase the proportion of English Learner students achieving one of the three criteria by 10 percent over the charter term.

- ANNUAL ACTION 4Di, all years: Provide EL students with an appropriate learner plan for English language development.
- ANNUAL ACTION 4Dii, all years: Monitor the progress of English learner students.
- ANNUAL ACTION 4Diii, all years: Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- ANNUAL ACTION 4Div, all years: Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.
- Track student progress toward meeting EL proficiency requirements.

STATE PRIORITY 5

Pupil engagement.

School Attendance Rates

GOAL

Over the charter term, ICS-SOUTH CPA will maintain an attendance rate of 95 percent over the term of the charter or will increase the rate over the term of the charter.

- ANNUAL ACTION 5Ai, all years: Monitor attendance data on a monthly basis.
- ANNUAL ACTION 5Aii, all years: Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.

Chronic Absenteeism Rates

GOAL

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

ANNUAL ACTION 5B, all years: Once families have been through low attendance interventions, if chronic
absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic
absenteeism and their families.

Middle School Dropout Rates

GOAL

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

 ANNUAL ACTION 5C, all years: Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

High School Dropout Rates

GOAL

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

ANNUAL ACTION 5D, all years: Refine intensive targeted interventions for students with behaviors
indicating a likelihood of dropping out or in danger of failing.

High School Graduation

All years, all students and applicable subgroups: Over the charter term, for students attending the Charter School

for grades 9-12, the Charter School will maintain a high school graduation rate of 90 percent over the term of the charter or will close the gap between the baseline and the target by 50 percent over the term of the charter.

 ANNUAL ACTION 5D, all years: For any students identified as at-risk for not graduating, provide tiered targeted intervention designed to keep students on track.

STATE PRIORITY 6

School climate.

Pupil Suspension Rates

GOAL

All years, all students and applicable subgroups: Over the charter term, Inspire Charter School – South CPA will maintain a rate of suspension of under 1 percent.

 ANNUAL ACTION 6A, all years: Set clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.

Pupil Expulsion Rates

GOAL

All years, all students and applicable subgroups: Over the charter term, Inspire Charter School – South CPA will maintain a rate of expulsion of under 1 percent.

 ANNUAL ACTION 6B, all years Set: clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.

Other Local Measures, Including Surveys of Pupils, Parents and Teachers on Sense of Safety and School Connectedness

GOAL

All years, all students and applicable subgroups: Based on a school-selected measure that provides a valid measure of perceptions of school safety and connectedness, the Charter School will increase parent participation rate for the school climate survey by 10%, or the measure will demonstrate a trajectory of improvement over the term of the charter.

 ANNUAL ACTION 6C, all years: Analyze data from school-selected measure to identify trends and areas of need and to refine means to address as appropriate.

STATE PRIORITY 7

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

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

STATE PRIORITY 8

Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable.

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

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

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for 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 schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(b c)(5)(B)

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

MEASURABLE STUDENT OUTCOMES

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

Methods of Assessment

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

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

Pre-Test

Pre-test of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.

Smarter Balanced Assessments

Smarter Balanced Assessments are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.

California Science Test

California Science Test is aligned to the Next Generation Science Standards and is administered in accordance with State law to students in grades five and eight and once in high school.

Embedded Assessment

Embedded Assessment of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.

ELPAC

ELPAC will be administered in accordance with State law.

Physical Fitness Test

Physical Fitness Test will be administered in accordance with State law.

Diagnostic/Benchmark Assessment

Diagnostic/Benchmark Assessment The Charter School will use a standardized benchmark assessment to track student progress and grade level proficiency.

End of Course Exams

End of Course Exams Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Inspire Charter School – South CPA will develop and distribute to the District and to school stakeholders a School Accountability Report Card.

USE AND REPORTING OF DATA

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an email from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to

families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Charter School – South CPA staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

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

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

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

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

NON-PROFIT PUBLIC BENEFIT CORPORATION

The Charter School will be operated by Inspire Charter School — South Cabrillo Point Academy, which is a California Nonprofit Public Benefit Corporation, the sole member of which shall be Inspire Charter Schools.

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

Attached as Appendix C, please find the Corporate Bylaws and Conflict of Interest Code that have been adopted by the Board of Directors of Inspire Charter School — South CPA.

BOARD OF DIRECTORS

Inspire Charter School — South CPA is governed by the Inspire Charter School — South CPA Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. CPA will comply with Education Code Section 47604.2 regarding the inclusion of a student member on the Board of Directors in response to a petition for student representation. The Board shall have at least three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three year terms.

In accordance with Education Code Section 47604(b c), at its election, the District's Board of Trustees may appoint a representative, to be determined by the District, to serve as a voting member of the Board of Directors and/or as the District's contact person with the Charter School.

The names and relevant qualifications of the current members of CPA's Board of Directors can be found on our website.

BOARD DUTIES

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

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts templates, and grants major fundraising events, and grant writing.
- Completion of the Executive Director's annual performance review.
- Development and approval of the Executive Director's contract, including salary and benefits package.

- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding the dollar threshold in CPA's Fiscal Policies and Procedures (currently 100,000 dollars).
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

BOARD MEETINGS

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually via teleconference.

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from service on the board from being financially interested in a decision made by them in their official capacities. CPA complies with Education Code Section 47604.1 and shall be subject to the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090 et seq., as they may be amended from time to time.

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

Board meetings will be held in accordance with all applicable provisions of the Brown Act and Education Code Section 47604.1.

BOARD TRAINING

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

BOARD DELEGATION OF DUTIES

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

retains ultimate responsibility over the performance of those powers or duties so delegated. CPA complies with Education Code Section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

EXECUTIVE DIRECTOR CHARTER SENIOR DIRECTOR/PRINCIPAL

The Executive Director Senior Director/Principal, Deputy Executive Director, and Assistant Directors, and Regional Coordinators will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Executive Director Senior Director/Principal will be full time and lead Inspire Charter School — South CPA primarily.

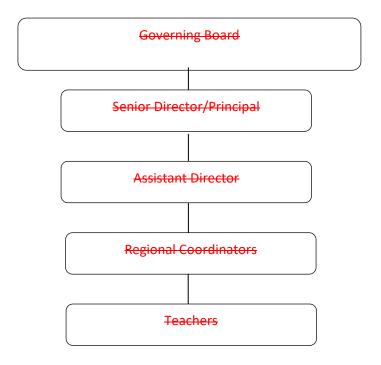
The Executive Director Senior Director/Principal will directly supervise the homeschool teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the Inspire Charter School — South CPA Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law. The Executive Director Senior Director/Principal is required to have teaching experience and a valid California teaching credential. An administrative credential is preferred but not required.

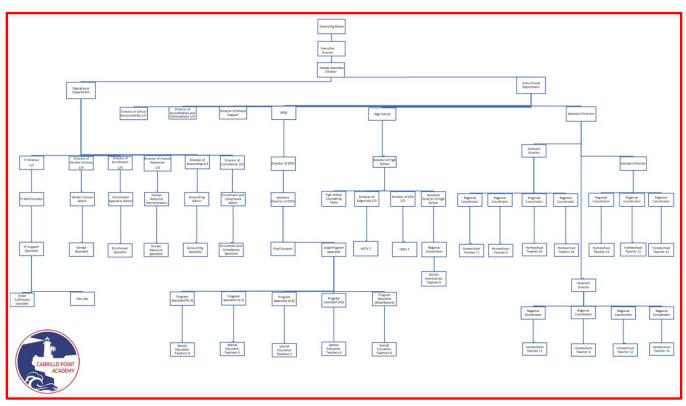
The administrative duties of the Executive Director Senior Director/Principal shall include, but will not be limited to, the following:

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

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

ORGANIZATIONAL CHART





PARENT & TEACHER PARTICIPATION IN GOVERNANCE

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

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

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

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. --California Education Code Section $47605(\frac{b}{b}c)(5)(E)$

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

The Charter School's key staff members (Executive Director Senior Director/Principal and Teachers) will meet the following qualifications:

EXECUTIVE DIRECTOR SENIOR DIRECTOR/PRINCIPAL

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

Required Knowledge, Skills, and Abilities

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

Required Educational Level

- Bachelor's Master's Degree required
- Administrative credential preferred

Required Experience

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

HIGHLY SKILLED AND SUPPORTED TEACHERS

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

Required Knowledge, Skills, and Abilities

Candidates are evaluated using these standards:

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

Required Educational Level / Credentialing

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold required for the teacher's certificated assignment, in accordance with Education Code section 47605(11). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

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

TEACHER RECRUITMENT

The Charter School utilizes a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EDJOIN, and college employment fairs, among other generally acceptable strategies.

PROFESSIONAL DEVELOPMENT

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

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

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

ELEMENT SIX: HEALTH AND SAFTEY SAFETY POLICIES

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. include the requirement that each employee of the school furnish the school record summary as described in Section 44237. -- California Education Code Section 47605(b c)(5)(F)

In order to provide safety for all students and staff, the Charter School will implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The Charter School has developed a comprehensive school safety plan that includes all of the topics listed in Education Code Section 32282(a)(2)(A)-(L). The school safety plan will be reviewed and, if needed, updated by March 1 every year.

The Charter School shall comply with all applicable laws regarding the health and safety of students and staff. The following is a summary of some of the major health and safety policies of the Charter School (not intended to be a comprehensive list):

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director Senior Director/Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board Chairman shall monitor the fingerprinting and background clearance of the Executive Director Senior Director/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 non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. All staff shall receive the required training on the mandated reporting requirements.

TB TESTING

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

IMMUNIZATIONS

All students enrolled at the Charter School and staff will be required to provide records documenting the immunizations as is that are required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. In accordance with applicable law and California Department of Education ("CDE") guidance, these requirements do not apply to students in an independent study program with no classroom-based instruction. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Currently the school is waiting for the California Department of Education to release clarification and guidelines on how non-classroom based schools should apply SB277.

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

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

RISK OF READING DIFFICULTIES

The Charter School will adhere to Education Code Section 53008 regarding assessing students in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument or instruments adopted by the Charter School's governing board.

DIABETES

The Charter School will make provide an informational sheet materials developed by the CDE regarding type 2.1 diabetes accessible to the parents or guardians of incoming 7th grade a students when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.67. 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.

BLOOD BORNE PATHOGENS

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

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

FACILITY SAFETY/ORDERLY ENVIRONMENT

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

COMPREHENSIVE HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability, or any other protected characteristic. The Charter School has developed a comprehensive policy policies to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy policies. Per Government Code Section 12950.1, tThe Charter School shall provide sexual harassment training and education to staff to each supervisory employee in California once every two years. The training and education shall include information and practical guidance regarding the federal state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and retaliation.in accordance with Government Code Section 12950.1.

TECHNOLOGY SAFETY POLICIES

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

ELEMENT SEVEN: RACIAL AND ETHNIC DEMOGRAPHIC BALANCE OF PUPILS

Governing Law: The means by which the school will achieve $\frac{racial\ and\ ethnic}{racial\ and\ ethnic}$ balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, $\frac{1}{2}$ among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school $\frac{1}{2}$ District district to which the charter petition is submitted. -- California Education Code Section 47605 ($\frac{1}{2}$ c)(5)(G)

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

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

The Charter School intends to conduct its student recruitment efforts throughout San Diego County.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Ed. Code Section 47605(e)]s requirements, if applicable. [Education Code Section 47605($\frac{b}{c}$)(5)(H) and AB 1360]

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition no r discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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

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

- Parent attendance at a Charter School orientation meeting is encouraged
- Completion of a student application form

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

- Completion of student enrollment form
- Proof of Immunization (if required)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

The Inspire CPA Enrollment and Compliance Department is responsible for verifying all students have a valid proof of residency (POR) during the enrollment process. A valid POR is a required enrollment document. The Enrollment Team verifies the name, date, and address to ensure that the home is within the counties that we serve.

The Charter School does not request a student's records or require a parent/guardian or student to submit the student's records to the Charter School before enrollment.

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level., with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. If there is enough space in ninth grade, eighth grade students matriculating from the District's SoCal Scholars Academy program shall also be exempt from the lottery. If there is not enough space in ninth grade,

eighth grade students matriculating from the District's SoCal Scholars Academy program shall be given the same preference in the random drawing as residents of the District. Preferences will be extended to residents of the District, w. When names are placed into a random drawing; the names of District residents will be placed in the drawing twice, whereas non-Delistrict residents' names will be placed in the drawing only once. The Charter School will not limit enrollment access for pupils with disabilities or other disadvantaged students.

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

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

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

CPA reserves the right to amend its enrollment and lottery procedures from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. --California Education Code Section 47605 ($\frac{b}{c}$ c)(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 c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor by considering proposals from qualified and experienced candidates. The audits shall be made by a certified public accountant or a public accountant, licensed by the California Board of Accountancy, and selected by the local education agency, as applicable, from a directory of certified public accountants and public accountants deemed by the State Controller as qualified to conduct audits of local education agencies, which shall be published by the Controller not later than December 31 of each year. through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: 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 are consistent with [Education Code Section 47605(c)(5)(J)(i)-(iv)]. 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) – California Education Code Section 47605(c)(5)(J)

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

When the policy is violated, it may be necessary to suspend or expel a student from ICS SOUTH the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook posted on our website 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.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. Charter School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately

prevented by a response that is less restrictive. Charter School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Charter School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes, but is not limited to, electronic files and databases).
- 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 their own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code Section 48901.1).
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully

threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her their own safety or for his or her their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her their immediate family.

- 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.
- 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.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that
 is sufficiently severe or pervasive to the extent of having have the actual and reasonably expected effect
 of materially disrupting class work, creating substantial disorder and invading personnel or student rights
 by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of
 grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or hertheir age, or for a person of his or hertheir age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or hertheir physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or hertheir academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or hertheir ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying, as defined under Education Code Section 48900(r)(2)(A)(iii).
 - iv. Notwithstanding subparagraphs (1) and (2) the 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.
- 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 (4a) above.
- 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 Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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 Executive Director or designee's concurrence.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled

- substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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 their own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her their own safety or for his or her their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her their immediate family.
- 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.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that
 is sufficiently severe or pervasive to the extent of having have the actual and reasonably expected effect
 of materially disrupting class work, creating substantial disorder and invading personnel or student rights
 by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of
 grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her their age, or for a person of his or her their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying, as defined under Education Code Section 48900(r)(2)(A)(iii).
- iv. Notwithstanding subparagraphs (1) and (2) the 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.
- 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 (4a) above.
- 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 Executive Director or designee's concurrence.

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:

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 Executive Director or designee's concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of

their duties, a certificated or noncertificated employee may refer a student to Charter School administrators and timely in-school interventions or supports. The Charter School administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by parents. The Charter School administrator shall also, by the end of the fifth business day, inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

Conference

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

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, and the specific offense committed by the student., In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Executive Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education

process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the Charter School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

AUTHORITY TO EXPEL

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

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 Executive Director or designee determines that the Pupil has committed an expellable offense.

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

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

- 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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and 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 Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School governing board or the hearing officer administrative panel. 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 their right to (a) receive five days' notice of his/her their scheduled testimony, (b) have up to two (2) adult support persons of his/her their choosing present in the hearing at the time he/she testifies they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 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 they are 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 person presiding over the hearing from removing a support
 person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may
 permit any one of the support persons for the complaining witness to accompany him or her them to the
 witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her their 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 their 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

WRITTEN NOTICE TO EXPEL

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

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

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

DISCIPLINARY RECORDS

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

RIGHT TO APPEAL

Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the pupil," "an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story," and/or the opportunity for "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." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the pupil no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

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

REHABILITATION PLANS

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

READMISSION

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

INVOLUNTARY REMOVAL

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 schooldays 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, 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 for disciplinary reasons.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. --California Education Code Section 47605 ($\frac{1}{6}$ c)(5)(K)

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

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. --California Education Code Section 47605 ($\frac{1}{2}$ c)(5)(M)

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

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

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

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

The members of the Board of Directors and the staff of Inspire Charter School — South CPA and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

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

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

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

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

The Inspire Charter School — South CPA's Executive Director Senior Director/Principal and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their

respective boards who shall jointly meet with the Superintendent of the District and the Executive Director Senior Director/Principal of Inspire the Charter School – South and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director Senior Director/Principal shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director Senior Director/Principal shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. Upon failure of mediation, all remedies should be available.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

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

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

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

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

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The records of Inspire Charter School – South CPA should remain with the non-profit entity, at least until the non-profit closes, in which case the records should be maintained by other Inspire CPA-related agencies. If all the aforementioned agencies have closed, the Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

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

MISCELLANEOUS PROVISIONS

BUDGETS

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section $47605(\frac{1}{9})$

Financial Solvency Plan

- Create and maintain balanced budgets
- Create and adhere to long-range financial plans
- Manage employee costs, proposals, and their implications
- Meet with service providers to discuss possible cost reduction options
- Stay active in CCSA, CSDC, and CASBO which provide professional development and current information
- Collaborate with stakeholders to ensure sound decision-making occurs

Attached as Appendix F, please find the following documents:

- Five Year Budget
- Three Year Cash Flow
- Budget/Revenue Assumptions

FINANCIAL REPORTING

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

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

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Inspire CPA Charter School — South's Board of Directors.

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

Inspire CPA currently contracts with Charter Impact for back office services. In April of 2014 InspireCPA initiated a request for proposals and evaluated three bids. Upon careful consideration we elected to move to contract with Charter Impact for better accuracy and support.

Charter Impact is an approved vendor by California Charter School Association and is comparable among financial management firms serving the charter schools. CCSA does the comparisons of different vendors prior to recommending a vendor. Charter Impact charges 1.75%.

Adopted Budget Report Documents Required to be Filed with AADUSD the District

- The original of the Board's certification of the Adopted Budget Report, with the original Charter School Official's certification
- Adopted Budget Report (SACS or "Alternative Form")
- Multi-Year Budget Projection
- FCMAT LCFF Calculator
- Written discussions and planning assumptions, including quantitative data that explains the financial projections
- Cash flow projections
- LCAP/principal apportionment data

INSURANCE

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

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

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate
 to protect Inspire Charter School South CPA from claims under Workers' Compensation Acts, which may
 arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability
 for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be
 endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased,
 Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Inspire Charter School South CPA to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with

- no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

Insurance Certificates

Inspire Charter School – South CPA shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

ADMINISTRATIVE SERVICES

Governing Law: the manner in which administrative services of the School are to be provided --(Education Code Section 47605($\frac{g}{h}$)).

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

In addition, the Charter School currently shares certain administrative services under a Memorandum of Understanding ("MOU") with Mission Vista Academy and Pacific Coast Academy, which are two charter schools that operate a similar educational program. The shared services are described in the MOU and currently include technology, vendor support, accounting/accounts payable, reporting and database administration, enrollment, and human resources, among others. The costs of the services are shared amongst the three schools in accordance with the MOU. The Charter School reserves the right to restructure its shared administrative services from time-to-time and in the best interests of the Charter School.

FACILITIES

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

The Charter School will operate an administrative offices inside the district District boundaries or within San Diego County. The offices will be used for clerical staff to work and where families can pick up instructional materials. Administrative offices will not be used for classes. Currently, the Charter School operates one resource center located at 805 West Palmdale Boulevard, Palmdale, CA 93551 pursuant to the law because no suitable location has been found within the district boundaries.

CPA's administrative offices are currently located at the following addresses: 13915 Danielson Street, Poway, CA 92064, 4612 Dehesa Road, El Cajon, CA 92019, 1300 Quail Street #100 Newport Beach, CA 92660, and 3152 Red Hill Ave #150, Costa Mesa, CA 92626. Should the Charter School desire to relocate its administrative office(s) or add a new administrative office, the Charter School shall provide the District with written notice of such intent, including the proposed new location(s).

CIVIL LIABILITY IMPACT

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

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

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

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

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

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

CONCLUSION

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

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

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Inspire Charter School — South CPA shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2019 through June 30, 2024 2027 in accordance with Education Code Section 47607.4.

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

APPENDIX A – CHARTS FROM EXECUTIVE SUMMARY

Students' academic growth increases dramatically in relation to the time that students are enrolled at ICS South CPA based on "Distance from Level 3 (DF3).

The longer students are enrolled at ICS-South CPA, the "Distance from Level 3" (DF3) decreases, which means the students are closer to meeting or exceeding standards. DF3 is a measure used by the state of California that compares a school's SBAC ELA and Math scale scores by grade to the state standards for "met" or Level 3. The DF3 scores means that the average student in the school scored that many scale scores above or below the "met" standard of Level 3. For most of grades 3-8, the pattern continues to indicate that the longer the student stays with ICS-South CPA, the DF3 decreases.

Scale Scores are increasing as students move up in grades.

This table shows changes in the CAASPP scale scores for ICS-South CPA students over the years. While this table is not tracking the exact same group of students each year, it does provide some insight into student progress as they advance in grades each year. Overall, students are making growth in the scale scores.

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2015-2016 ELA	2386	2434	2478	2485	2521	2548	2562
2016-2017 ELA	2393	2433	2463	2505	2530	2542	2557
2017-2018 ELA	2403	2439	2474	2500	2544	2569	2581

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2015-2016 Math	2376	2422	2454	2464	2486	2493	2499
2016-2017 Math	2385	2428	2437	2475	2492	2500	2482
2017-2018 Math	2393	2429	2446	2478	2503	2511	2499

To best highlight our progress and impact, we tracked results of the grade 3-6 cohorts of students that started with ICS South CPA in 2015-2016 and grade 3 student Cohort from 2016-2017. In 2015-2016, ICS South CPA had 533 students in the testing grade, of which 353 remained with Inspire CPA for 2016-2017 school year. The chart below shows the progress made by each cohort of students in ELA and Mathematics using the cohort's average CAASPP scale scores.

Number of students in cohort	The cohort CAASPP data by school year					
There were 127 students in the cohort. The average growth in scale score was 27 points in ELA and 40 points in Mathematics.	Year 2016-2017 2017-2018	Grade 3rd 4th Average	Cohort Average ELA Scale Score by Grade Level 2392 2413 2403	Average Cohort progress in ELA 21 21	Cohort Average Mathematics Scale Score by Grade Level 2386 2412 2399	Average Cohort progress in Mathematics 26
There were 83 students in the cohort. The average growth in scale score was xx points in ELA and xx points in Mathematics.	Year 2015-2016 2016-2017 2017-2018	Grade 3rd 4th 5th Average	Cohort Average ELA Scale Score by Grade Level 2387 2414 2465 2422	Average Cohort progress in ELA 27 51 39		Average Cohort progress in Mathematics 40 12 26
There were 79 students in the cohort. The average growth in scale score was xx points in ELA and xx points in Mathematics.	Year 2015-2016 2016-2017 2017-2018	Grade 5th 6th 7th Average	Cohort Average ELA Scale Score by Grade Level 2483 2495 2533 2504	Average Cohort progress in ELA 12 38 25	Cohort Average Mathematics Scale Score by Grade Level 2459 2464 2518 2480	Average Cohort progress in Mathematics 5 54 30
There were 75 students in the cohort. The average growth in scale score was xx points in ELA and xx points in Mathematics.	Year 2015-2016 2016-2017 2017-2018	Grade 6th 7th 8th Average	Cohort Average ELA Scale Score by Grade Level 2489 2551 2572	Average Cohort progress in ELA 62 21 42	Cohort Average Mathematics Scale Score by Grade Level 2469 2511 2513 2498	Average Cohort progress in Mathematics 42 2 22

Student performance improved on internal benchmark assessments in ELA and Math in 2017-2018 in each successive administration.

On average, 62% of all students are meeting or exceeding growth expectations in ELA on Star 360 assessments. About 54% of all students are meeting or exceeding growth expectations in Math on Star 360 assessments. Renaissance uses the Student Growth Percentiles (SGP) as a norm-referenced quantification of individual student growth. The SGP score compares a student's growth from one period to another with that of his/her academic peers nationwide who are students in the same grade with a similar scaled score history. Lower numbers indicate

lower relative growth and higher numbers indicate higher relative growth. Many states that have adopted SGP consider 35-65 SGP as benchmarks for typical growth.

Grade	Met Growth Expectations ELA	Met Growth Expectations Math			
1	67%	52%			
2	58%	50%			
3	55%	52%			
4	58%	47%			
5	57%	46%			
6	57%	55%			
7	64%	57%			
8	56%	58%			
9	69%	61%			
10	73%	67%			
11	61%	47%			
12	72%	56%			

End of the year Star 360 Students that met or exceeded

By the end of the 2017-2018 school year, about 76% of students from grades 1-12 are testing proficient in ELA and 78% in Math on the Star 360 assessments.

APPENDIX B - INSPIRE CHARTER SCHOOL — SOUTH INDEPENDENT STUDY POLICY

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

- For pupils in all grade levels offered by the School, the maximum length of time that may elapse between
 the time an assignment is made and the date by which the pupil must complete the assigned work shall
 be twenty (20) school days.
- A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Executive Director Senior Director/Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her their progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be

- provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
- The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
- The Directors shall establish regulations to implement these policies in accordance with the law.



Cabrillo Point Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

Cabrillo Point Academy (hereinafter "Charter School") offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Cabrillo Point Academy Governing Board approving this Independent Study Policy is to accomplish the following:

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by Charter School in alignment with Education Code ("EC") § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701.

- 1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)
- 2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher ("Homeschool Teacher") at an in-person meeting on at least two (2) occasions each semester for a minimum of (4) meetings per school year. No more than 60 days shall lapse between the in-person meetings. The in-person meetings are an integral component of the School's educational services. The Executive Director, in the Executive Director's sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the four (4) in-person meetings, absent an Executive Director's waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
- 3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be

placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

- 4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 - a) Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - b) Successful completion of courses that satisfy the requirements for entrance to the University of California and California State University,
 - Successful completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - d) Successful completion of both the university entrance and career technical courses specified above,
 - e) English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - f) English learner reclassification,
 - g) Passing an advanced placement exam with a score of "3" or higher, and
 - h) Demonstrating college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
 - ii. Pupil engagement, as measured by all of the following, as applicable:
 - a) School attendance,
 - b) Chronic absenteeism,
 - c) Middle school dropout,
 - d) High school dropout, and
 - e) High school graduation.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

- c. Learning required concepts, as determined by the Homeschool Teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
- 5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
- 6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify the student's current contact information;
 - b. Notify the student's parent or guardian of the student's lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
- 7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record for that student, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the inperson program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - f. 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 student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29)

- U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9)
- j. Each independent study agreement will be signed, prior to 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 the certificated employee designated as having responsibility for the special education programming of the student, as applicable For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or inperson pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:

- i. A copy of the independent study board policies.
- ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
- iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
- iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
- v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
- 11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - a. Students will initial "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 - b. Students shall not be counted for ADA purposes while attending the Charter School's summer school sessions.
- 12. Tracks: Charter School may only offer a multi-track program if each track is a minimum of 175 days.

APPENDIX C -	CONFLICT	OF	INTEREST	POLICY,	AND	CONFLICT	OF



Cabrillo Point Academy

Proposed Third Amended Bylaws

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THIRD AMENDED BYLAWS OF CABRILLO POINT ACADEMY A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION

ARTICLE I OFFICES

Section 1. Principal Office

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

Section 2. Other Offices

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

ARTICLE II OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV DEDICATION OF ASSETS

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

ARTICLE V NO MEMBERS

Section 1. No Members

The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public

Benefit Corporation Law.

Section 2. Authority Vested in Board

Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 3. Associates

The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI DIRECTORS

Section 1. Powers

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

- To select and remove all of the other officers, agents, and employees of the corporation; prescribe any
 powers and duties for them that are consistent with law, with the articles of incorporation, and with these
 bylaws; fix their compensation; and require from them security for faithful service.
- To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.
- To adopt, make, and use a corporate seal; and to alter the form of such seal.
- To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.
- To change the principal executive office or the principal office in the State of California from one location
 to another; to cause the corporation to be qualified to conduct its activities in any other state, territory,
 dependency, or country and conduct its activities within or outside the State of California; and to
 designate any place within or outside the State of California for the holding of any board of directors
 meeting or meetings.
- To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.
- To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.
- To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or
 in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and
 to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of

- such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.
- To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.
- To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.
- To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.
- To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. Number And Qualification

The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the board. Directors shall be elected by a vote of a majority of directors then in office. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. Restriction on Interested Persons as Directors

In accordance with the California Corporations Code, no more than 49 percent of the persons serving on the board of directors may be "interested persons" (as defined in this Section 3). An "interested person" is:

(a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Spouses of staff are ineligible to serve as a member of the board of directors to avoid any conflicts of interest under Government Code section 1090. The board of directors and designated staff members are required to follow the recusal processes identified in the Government Code sections 1091 and 1091.5, and the Political Reform Act (Government Code sections 87100, et seq.).

Section 4. Term of Office; Events Causing Vacancies on Board

Each director shall hold office for two (2) years and until a successor has been elected by the board; provided, however, that a different term length may be approved by the board for a director or group of directors for the purpose of staggering the terms of directors. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 5. Director Selection

New directors shall be selected in the sole discretion of the majority of the board at the time of selection. The board will endeavor to advertise any director vacancies on its website and to the school community. Current board members may also recommend potential new directors to the board. The board will accept applications to fill available vacancies. The board is not obligated to select any applicant if, in the board's sole discretion, it does not believe the applicant possesses the requisite skills, availability, demeanor, etc., suitable for the director position even if that means the position will remain vacant. At least one member of the board of directors will be a community member or a parent of Cabrillo Point Academy student.

Section 6. Resignation of Directors

Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 7. Removal of Directors

Any director may be removed at any time by a majority vote of directors then in office, with or without cause.

Section 8. Vacancies

Vacancies on the board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until expiration of the term of the replaced director, if mid-term, and for the term if voted in at the beginning of a new term.

Section 9. Place of Meetings and Meetings by Telephone

Any meeting of the board of directors may be held at any place within the county in which the greatest number of pupils who are enrolled in the School reside that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another and a majority of the members are within the county in which the greatest number of pupils who are enrolled in the School reside. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the directors at least seventy-two (72) hours prior to the time of the holding of the meeting.

Section 10. Annual and Regular Meetings

The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code sections 54950, et seq., as said chapter may be

modified by subsequent legislation. This Act requires that at least 72 hours before a regular meeting, and 24 hours before a special 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 11. Special Meetings

Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board or a board majority.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, or electronic transmission, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director.

Section 12. Quorum

A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by the board of directors requires a vote of the majority of the acting board of directors subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors).

Section 13. Waiver of Notice; Consent

Notice of a meeting required by the Corporations Code need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director. Notice of all meetings shall be given in accordance with the requirements of the Ralph M. Brown Act, California Corporations Code sections 54950, et seq.

Section 14. Adjournment

A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given in the same manner as provided for special meetings, unless notice is waived as provided for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the adjourned meeting was held within 24 hours after the time of the adjournment.

Section 15. Fees and Compensation

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

ARTICLE VII COMMITTEES

Section 1. Committees of Directors

The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, shall be advisory only.

Section 2. Meetings and Action

Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws. If required by law, committee meetings shall be held in accordance with the Ralph M. Brown Act, California Government Code sections 54950, et seq.

ARTICLE VIII OFFICERS

Section 1. Officers

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

Section 2. Election

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

Section 3. Other Officers

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

Section 4. Removal and Resignation

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

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

Section 5. Vacancies

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

Section 6. Chairman of the Board

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

Section 7. President

Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. Vice Presidents

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

Section 9. Secretary

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

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

Section 10. Chief Financial Officer

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

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

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

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. Definitions

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

Section 2. Indemnification in Actions by Third Parties

The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation,

against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation

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

- Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the
 corporation in the performance of such person's duty to the corporation, unless and only to the extent
 that the court in which such action was brought shall determine upon application that, in view of all the
 circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses
 which such court shall determine;
- Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. Indemnification Against Expenses

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

Section 5. Required Determinations

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

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

Section 6. Advance of Expenses

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

Section 7. Other Indemnification

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

Section 8. Forms of Indemnification Not Permitted

No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

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

Section 9. Insurance

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X RECORDS AND REPORTS

Section 1. Maintenance of Corporate Records

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

Section 2. Maintenance and Inspection of Articles and Bylaws

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

Section 3. Inspection

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

Section 4. Annual Reports

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

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

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

Section 5. Annual Statement of Certain Transactions and Indemnifications

As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest, if any such transaction occurred. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

- A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or
 was one of a number of transactions in which the same interested person had a direct or indirect material
 financial interest involving, in the aggregate, more than \$50,000;
- The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and
- A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI GENERAL MATTERS

Section 1. Checks, Drafts, Evidences of Indebtedness

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

Section 2. Corporate Contracts and Instruments; How Executed

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

Section 3. Representation of Shares of Other Corporations

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

Section 4. Construction and Definitions

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

ARTICLE XII AMENDMENTS

The board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Cabrillo Poin public benefit corporation, does hereby certify that the foregoing Third Amendothis corporation as duly adopted at the meeting of the Board of Directory.	ed Bylaws constitute the bylaws of
IN WITNESS WHEREOF, the undersigned has executed this Certificate this	_ day of
-	Secretary

CONFLICT OF INTEREST POLICY OF INSPIRE CHARTER SCHOOL - SOUTH

Article I Purpose

- 1. This Conflict of Interest Policy (this "Policy") has been adopted and approved by the Board of Directors of Inspire Charter School South (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.
- 2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which has been recognized by the Internal Revenue Service as exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

Article II Definitions

1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation" includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

3. <u>Key Employee</u>

A person is a "key employee" if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III Conflict Procedures

Section 3.1. <u>Duty to Disclose</u>

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the "Board") or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. <u>Determining Whether a Conflict of Interest Exists</u>

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. <u>Procedures for Addressing the Conflict of Interest</u>

- a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.
- b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

Section 3.4. <u>Violations of the Conflict of Interest Policy</u>

- a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.
- b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV Records of Proceedings

- **Section 4.1.** The minutes of the Board and any special committee with Board-delegated powers shall contain the following:
- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V Compensation Procedures

- **Section 5.1**. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.
- **Section 5.2**. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI Annual Statements

- **Section 6.1.** Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:
 - a. has received a copy of this Policy of the Corporation,
 - b. has read and understands this Policy,
 - c. has agreed to comply with this Policy, and
- d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII Periodic Reviews

- **Section 7.1.** To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:
- a. Whether compensation arrangements are reasonable,
- b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,
- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement or impermissible private benefit, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

effective immediately.				

Adopted by the Board of Directors of Inspire Charter School - South, on May _____, 2017,

AGREEMENT TO COMPLY WITH CONFLICT OF INTEREST POLICY

Date:

REVISED NONPROFIT CONFLICT OF INTEREST POLICY OF CABRILLO POINT ACADEMY

Article I Purpose

Section 1.1. This Revised Nonprofit Conflict of Interest Policy (this "Policy") has been adopted and approved by the Board of Directors of Cabrillo Point Academy (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which shall apply for a determination by the Internal Revenue Service that the Corporation is exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

Article II Definitions

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation" includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a "key employee" if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III Conflict Procedures

Section 3.1. <u>Duty to Disclose</u>

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the "Board") or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. <u>Determining Whether a Conflict of Interest Exists</u>

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. Procedures for Addressing the Conflict of Interest

- a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.
- b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an

analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.
- e. Compliance with California Corporations Code section 5233 regarding self-dealing transactions in applicable circumstances shall constitute compliance with the requirements of this policy.

Section 3.4. Violations of the Conflict of Interest Policy

- a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.
- b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV Records of Proceedings

- **Section 4.1.** The minutes of the Board and any special committee with Board-delegated powers shall contain the following:
 - a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.
 - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

- a. has received a copy of this Policy of the Corporation,
- b. has read and understands this Policy,
- c. has agreed to comply with this Policy, and
- d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII Periodic Reviews

- **Section 7.1.** To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:
 - a. Whether compensation arrangements are reasonable, based on competent survey information, and the result of arms-length bargaining,
 - b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,

- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement, impermissible private benefit or in an excess benefit transaction, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Article IX California Government Code section 1090

Section 9.1. To the extent required by law, the Corporation shall comply with Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the California Government Code as applicable and with regard to its charter school operations.

Article X

Section 10.1. This policy shall supersede the prior conflict of interest policy adopted by the Corporation, but shall supplement any Conflict of Interest Code adopted by the Corporation in compliance with the Political Reform Act of 1974 (Title 9 (commencing with section 81000) of the California Government Code).

Adopted by the Board of Directors of Cabrillo Point Academy, on August 27, 2020, effective immediately.

AGREEMENT TO COMPLY WITH REVISED NONPROFIT CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Revised Nonprofit Conflict of Interest Policy of Cabrillo Point Academy, have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature:		
Print name:		
Date:		



Cabrillo Point Academy

Conflict of Interest Code

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CABRILLO POINT ACADEMY CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Cabrillo Point Academy. This code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Cabrillo Point Academy, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Cabrillo Point Academy. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

APPENDIX A

Designated Positions	Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Deputy Executive Director	1,2
Director of Accounting	2
Assistant Director	3
Teachers	3
Regional Coordinators	3
Director of Special Education	3
Assistant Director of Special Education	3

The Executive Director or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B

DISCLOSURE CATEGORIES

Category 1 Reporting

Designated positions assigned to this category must report:

• Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Cabrillo Point Academy.

Category 2 Reporting

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of
gifts, loans, and travel payments) from sources that are contractors engaged in the performance
of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies,
books, materials, school furnishings, or equipment of the type to be utilized by Cabrillo Point
Academy.

Category 3 Reporting

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of
gifts, loans, and travel payments) from sources that are engaged in the performance of work or
services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books,
materials, school furnishings, or equipment of the type to be utilized by the designated person's
department, including, for example, vendors providing such goods or services to be utilized in the
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2024-2025 School Year Calendar





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Every LP	Attendance Logs					
Every LP	Student Conference					
Every LP	AWRs					
Every LP	Collect & upload work samples					



	School Year Dates
Aug 15	First Day of School
Jan 10	Last Day of 1st Semester
Jan 13	First Day of 2nd Semester
May 30	Last Day of School
	School Calendar: 08/15-05/30

Instructional Days				
89 Days	Semester 1			
86 Days	Semester 2			
175 Days	Total Instructional Days			

	Holidays
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veterans Day
Nov 25 - Dec 2	Thanksgiving Break
Dec 23 - Jan 3	Winter Break
Jan 20	Martin Luther King Day
Feb 17 - 24	School Recess
Feb 17	Washington/President's Day
Feb 21	Lincoln Day (obs)
Apr 14 - 18	Spring Break
May 26	Memorial Day
June 19	Juneteenth

Learning Periods
08/15 - 09/13 (21)
09/16 - 10/18 (25)
10/21 - 11/22 (24)
12/03 - 01/10 (19)
01/13 - 02/07 (18)
02/10 - 03/14 (19)
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Assessment Windows				
Feb-Mar	PFT Testing			
Mar-May	CAASPP Testing			

APPENDIX E - COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

MIDDLE SCHOOL

6TH GRADE COURSES

6th Grade Language Arts/English

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

6th Grade Math

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

6th Grade Science/Earth Science

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

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

Advanced Earth Science

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

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

6th Grade History

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

7TH GRADE COURSES

7th Grade Language Arts/English

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

Math

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

7th Grade Science/Life Science

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

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

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

7th Grade Advanced Life Science

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

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

• Genetics and gene expression

7th Grade History

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

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

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

8TH GRADE COURSES

8th Grade Language Arts/English

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

8th Grade Math

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

this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

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

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table.
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

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

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and Economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

HIGH SCHOOL CURRICULUM

ENGLISH/LANGUAGE ARTS COURSES

English Language Arts 9

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 9 Honors

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 10

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all

students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 10 Honors

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the

form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11 Honors

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly

assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12 - Honors

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

ENGLISH ELECTIVES

Expository Reading and Writing

Length: One Semester

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

Literacy and Comprehension I

Length: One Semester

This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

MATH COURSES

Algebra 1

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to

prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Geometry

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to

prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Concepts in Probability and Statistics

Length: Two Semesters

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of

numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

MATH ELECTIVES

Pre-Algebra

Length: Two Semesters

This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet algebra ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Personal Finance

Length: One Semester

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for

students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

SCIENCE COURSES

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

AP Biology

Length: Two Semesters

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual

and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

AP Chemistry

Length: Two Semesters

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need

in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

SCIENCE ELECTIVES

Psychology

Length: Two Semesters

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology

Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: Two Semesters

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

SOCIAL STUDIES COURSES

Geography and World Cultures

Length: Two Semesters

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, Economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past.

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Economics

Length: One Semester

Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of Economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian Economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Economics

Length: One Semester

Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics

include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian Economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Government

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors Government

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools

(1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP US History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American Economics, Politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, Economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Government

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American Politics. They'll also build the skills they need to examine general propositions about government and Politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

SOCIAL STUDIES ELECTIVES

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the

ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

WORLD LANGUAGES

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language and Culture

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses,

negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French III

Length: Two Semesters

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost

entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

ELECTIVES

Career Planning and Development

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In Career Planning and Development, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete Career Planning and Development have the basic skills and foundation of knowledge to progress into Career Planning and Development, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

FINE ARTS

Art History I

Length: 2 semesters

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Digital Arts

Length: 1 semester

Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and

highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

PE/HEALTH

Physical Education

Length: Two Semesters

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

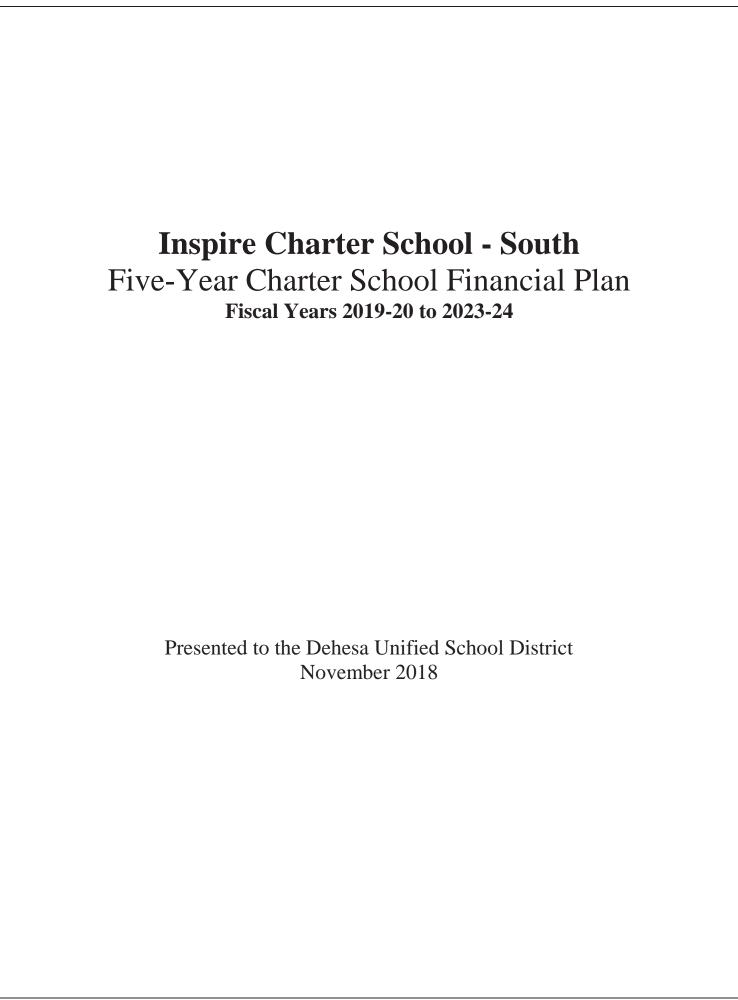
Health

Length: Two Semesters

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

APPENDIX F - FIVE YEAR BUDGET, THREE YEAR CASH FLOW, AND **ASSUMPTIONS**



Overview and Table I

Inspire Charter School - South submits this financial plan to demonstrate that the proposed charter petition aligns with academically and fiscally sound operations. The plan includes a proposed five-year operational budget, including cash flow and financial projections for the first three years of operations. The plan demonstrates that this proposal is fiscally feasible and that the school's operations are sustainable in both the near and long-term. Specifically, the plan demonstrates that the anticipated revenues available to the school, including state, local and federal funds, are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. The plan shows the school achieving a substantial and growing projected ending balance.

The tables in this financial plan provide a detailed overview of the basic assumptions underlying the plan, estimates of the school's revenues and expenditures, a five-year operating budget, and a cash flow projection.

Readers of this document should keep in mind that these financial projections represent a current iteration of an ongoing charter school design and implementation process. The format and specifics of this plan will continue to evolve as the charter approval, school design, and implementation processes unfold. As such, readers should be aware of the following caveats:

- o The revenue projections are dependent on changes to California's budget.
- As with any financial plan, the figures and assumptions contained in this plan will necessarily evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design parameters.

This plan presents a five-year projection beginning when the charter petition would be implemented, starting from July 2019, to show a pattern of long-term viability.

Table I: Five Year Operating Budget *Inspire Charter School-South*

		Year 1		Year 2		Year 3		Year 4		Year 5
		2019-20		2020-21		2021-22		2022-23		2023-24
evenues										
State Revenues	\$	47,330,692	\$	53,283,708	\$	60,469,289	\$	68,526,985	\$	75,379,68
Federal Revenues		615,808		677,388		745,127		819,640		819,64
Other Revenues		46,286		50,914		56,006		61,606		67,76
Total Revenue	\$	47,992,786	\$	54,012,011	\$	61,270,422	\$	69,408,231	\$	76,267,09
penditures										
1000 - Certificated and Instructional Salaries	\$	17,803,594	\$	19,583,953	\$	21,542,349	\$	23,696,584	\$	26,066,24
2000 - Non-Certificated Salaries		959,582		1,055,541		1,161,095		1,277,204		1,404,92
3000 - Retirement and Benefits		6,052,898		6,698,867		7,216,167		7,780,859		8,397,31
4000 - Books and Supplies		7,885,378		8,845,295		9,915,624		11,106,239		12,440,74
5000 - Utilities		-		-		-		-		-
5000 - Operating		10,681,433		11,947,328		12,945,672		14,457,183		16,151,74
5000 - Professional Services		3,252,992		3,654,377		4,120,094		4,642,690		5,163,62
5000 - Facilities		17,279		19,387		21,752		24,406		27,38
Total Expenditures	\$	46,653,158	\$	51,804,749	\$	56,922,752	\$	62,985,164	\$	69,651,96
Operating Surplus/Deficit (excludes loans and fundraising	\$	1,339,628	\$	2,207,262	\$	4,347,669	\$	6,423,067	\$	6,615,12
Surplus/Deficit	\$	1,339,628	\$	2,207,262	\$	4,347,669	\$	6,423,067	\$	6,615,12
Carry-Forward from PY		1,905,175		3,244,803		5,452,065		9,799,735		16,222,80
Surplus/Deficit as a % of Total Revenues		4%		6%		9%		14%		21
BUDGETED ENDING BALANCE	\$	3,244,803	\$	5,452,065	\$	9,799,735	\$	16,222,802	\$	22,837,92
As a % of Total Revenues		7%		10%		16%		23%		30
TOTAL EXPENDITURES PER STUDENT	\$	9,281	\$	9,368	\$	9,358	\$	9,414	\$	9,40
TOTAL EAPENDITUKES PER STUDENT	Ф	9,281	Ф	9,368	Ф	9,358	Ф	9,414	Ф	9,40

Table II: Student Data Assumptions

Most state and federal school funding formulas are based on the number and types of students served by the school. Table II displays the student data assumptions used to assemble this financial plan.

The financial plan is based on an estimated student population of 5,027 students enrolled in Grades K-12 in 2019-20 growing to 7,360 students in grades K-12 in 2023-24. Enrollment for kindergarten incorporates transitional kindergarten enrollment.

The plan assumes an average daily attendance (ADA) rate of 98 percent.

The plan assumes an unduplicated pupil count based on a rate of 34 percent. It assumes that 34 percent of the school's students will be eligible for free or reduced-price meals pursuant to federal food services guidelines. Finally, the plan assumes that the school will serve a student population consisting of 10 percent English learners.

Table II: Student Data

Assumptions
Inspire Charter School-South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment By Grade					
Kindergarten/TK	581	639	703	773	851
Grade 1	495	545	599	659	725
Grade 2	490	539	593	652	717
Grade 3	449	494	543	598	657
Grade 4	456	502	552	607	668
Grade 5	429	472	519	571	628
Grade 6	444	488	537	591	650
Grade 7	456	502	552	607	668
Grade 8	334	367	404	445	489
Grade 9	331	364	401	441	485
Grade 10	200	220	242	266	293
Grade 11	204	224	247	272	299
Grade 12	158	174	191	210	231
Other Enrollment					
Total Enrollment	5,027	5,530	6,083	6,691	7,360
Daily Attendance Rate					
Overall ADA rate	98.0%	98%	98%	98%	98%
ADA Grade K-3	1,975	2,172	2,389	2,628	2,891
ADA Grade 4-6	1,302	1,433	1,576	1,734	1,907
ADA Grade 7-8	774	852	937	1,030	1,134
ADA Grade 9-12	875	963	1,059	1,165	1,281
Overall ADA for all grades	4,926	5,419	5,961	6,557	7,213
	, , ,		- , -	-,	, -
Free/Reduced Price Lunch					
Free lunch	25%	25%	25%	25%	25%
Reduced lunch	10%	10%	10%	10%	10%
Number of Students	1,759	1,935	2,129	2,342	2,576
English Language Learners					
English Language Learners Percentage of Students - ELL	10%	100/	10%	10%	100/
Number of Students	503	10% 553	608	669	10% 736
Number of Students	303	333	008	009	/30
Unduplicated Pupil Count					
Percentage of School Enrollment	33.62%	33.62%	32.96%	32.96%	32.96%
Percentage of District Enrollment	57.87%	57.87%	57.87%	57.87%	57.87%
Cap: Lower of Above Percentages	33.62%	33.62%	32.96%	32.96%	32.96%
Regular Instructional Days/Year					
School Calendar	180	180	180	180	180
Instructional Minutes, Kindergarten	240	240	240	240	240
Instructional Minutes, grades 1-3	300	300	300	300	300
Instructional Minutes, grades 4-8	330	330	330	330	330
Instructional Minutes, grades 9-12	360	360	360	360	360

Table III: Staffing and Personnel Assumptions

Table III illustrates the basic staffing and personnel-related assumptions in the financial plan. Since staff salaries and benefits constitute the largest expenditures in the budget, these assumptions are important. The major assumptions include the following:

- o 25 (or fewer) students per teacher
- o A 1.0 FTE Senior Director/Principal, a 1.0 FTE Assistant Principal, 4.0 FTE Regional Coordinators
- o A 1.0 FTE Office Manager and increasing amounts of Office Assistants.
- Health, welfare, and mandatory benefits are estimated at approximately 23-34 percent of salary levels to enable the school to provide a basic health insurance benefit averaging \$682/month per employee, participate in STRS or Social Security, and provide mandatory benefits and taxes

While modest, the school believes that in the current labor market these assumptions demonstrate that the school can offer a highly competitive compensation package, enabling it to attract and retain a highly qualified administrative, instructional, and support staff.

Table III: Staffing and Personnel Data

Assumptions

Inspire Charter School-South

Staff Counts and Ratios

1000 -	Certificated	and Instructional
--------	--------------	-------------------

23	24	24	25	2.5
		24	23	25
172	183	196	209	223
20	22	24	27	29
1	1	1	1	1
1	1	1	1	1
4	4	4	4	4
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
6	6	6	6	6
5	5	5	5	5
25	28	30	33	37
237	253	270	289	310
9	9	9	9	9
		<u> </u>		
16	16	17	16	16
1	1	1	1	1
4	6	7	10	12
9	9			9
		<u> </u>		
65,021	\$ 66,321	\$ 67,648	\$ 69,001	\$ 70,381
5	5	5	5	5
150	150	150	150	150
95%	95%	95%	95%	95%
5 100	\$ 103	\$ 120	\$ 125	\$ 130
60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
110,000				\$ 119,068
100,000				\$ 108,243
85,000				\$ 92,007
65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
		\$ 159,181		\$ 165,612
				\$ 102,831
				\$ 92,007
				\$ 381,416
,				\$ 149,471
,	,			\$ 48,709
				\$ 72,473
20,600	\$ 21,012	\$ 21,432	\$ 21,861	\$ 22,298
	, ,	. ,		
34.4%	34.6%	34.0%	33.3%	32.7%
	34.6% 21.7%	34.0% 21.1%	33.3% 20.4%	32.7% 19.8%
	1 4 1 1 1 1 6 5 25 237 9 16 1 4 9 6 65,021 5 150 95% 6 100 6 60,000 6 110,000 6 100,000 6 153,000 6 55,000 6 65,000 6 153,000 6 95,000 6 95,000 6 102,091 6 45,000 6 45,000 6 49,500 6 49,500	1 1 1 4 4 4 1 1 1 1 1 1 6 6 6 5 5 25 25 28 237 253 9 9 9 16 16 1 1 4 6 9 9 5 5 5 5 150 150 95% 95% 6 100 \$ 103 6 60,000 \$ 61,200 6 110,000 \$ 112,200 6 102,000 6 86,700 6 65,000 \$ 66,300 6 65,000 \$ 66,300 6 65,000 \$ 66,300 6 65,000 \$ 67,000 \$ 95,000 \$ 96,900 6 85,000 \$ 86,700 6 91,200 \$ 153,024 6 102,091 \$ 112,300 6 45,000 \$ 45,900 5 45,050 \$ 54,450	1 1 1 1 1 1 1 1 4 4 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 6 6 6 6 5 5 5 5 25 28 30 237 253 270 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 6 65,021 \$ 66,321 \$ 67,648 5 5 5 5 150 150 150 95% 95% 95% 95% 95% 95%	1 1

Tables IV and V: Revenue Assumptions

Tables IV and V illustrate the major assumptions that underlie the school's estimated revenues. These assumptions are based on figures supplied by the Charter Schools Development Center (whose projections have been, to date, consistently closest to actual), the Department of Finance, the California Department of Education, and other sources. COLA estimates are based on figures estimated by the Department of Finance and, where no COLA estimates are published, a conservative estimate is used. Some of the major assumptions include the following:

- State revenue projections begin with a three-step calculation to determine the school's anticipated Local Control Funding Formula (LCFF) transition funding. LCFF cost of living adjustment (COLA) rates and gap closure rates are based off the Governor's budget projection from May 2018.
- o The plan excludes uncommitted fundraising.

Table IV: Revenue Assumptions

Revenue and Economic Assumptions
Inspire Charter School-South

		Year 1	Year 2	Year 3	Year 4	Year 5
	Notes	2019-20	2020-21	2021-22	2022-23	2023-24
COLA, state	drives state revenue growth, below	2.57%	2.67%	3.42%	3.26%	0.00%
COLA, federal	drives federal revenue growth, below	0.00%	0.00%	0.00%	0.00%	0.00%
COLA, personnel costs	drives personnel costs increase	2.00%	2.00%	2.00%	2.00%	2.00%
GAP Funding Rate		100.00%	100.00%	100.00%	100.00%	100.00%

State Revenues

Grades K-3 Base Rate (2018-19 Target)	per ADA	7,651	7,855	8,124	8,389	8,389
Grades 4-6 Base Rate (2018-19 Target)	per ADA	7,766	7,973	8,246	8,515	8,515
Grades 7-8 Base Rate (2018-19 Target)	per ADA	7,996	8,209	8,490	8,767	8,767
Grades 9-12 Base Rate (2018-19 Target)	per ADA	9,266	9,513	9,838	10,159	10,159
Grades K-3 Grade Span Rate (2018-19 Target)	per ADA	796	817	845	872	872
Grades 9-12 Grade Span Rate (2018-19 Target)	per ADA	241	247	256	264	264
School's Supplemental Funding Rate (2018-19 Target)	per ADA average	559	563	582	601	601
School's Concentration Funding Rate (2018-19 Target)	per ADA average	1	-	-	-	1
Lottery	per year ADA	194	208	208	208	208
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Mandate Block grant K-8	per ADA	16	16	16	16	16
Mandate Block grant 9-12	per ADA	45	45	45	45	45
SB740 Rent reimbursement program		not eligible				
Special ED AB602, after 3% admin set-aside	per ADA	506	506	506	506	506

Federal Revenues

reacturitie venues						
Special Ed IDEA, after 3% admin set-aside	per ADA	121	121	121	121	121

Table V: LCFF Revenue Detail

Revenue and Economic Assumptions
Inspire Charter School-South

ART I - Local Control Funding Formula (LCFF)	Year 1		Year 2		Year 3		Year 4	Year 5
LCFF Target Calculation	2019-20		2020-21		2021-22		2022-23	2023-24
Grades K-3 Base	\$ 18,835,937	\$	21,271,980	\$	24,200,499	\$	27,488,895	\$ 30,237,785
Grades 4-6 Base	\$ 10,165,951	\$	11,480,612	\$	13,061,086	\$	14,835,880	\$ 16,319,468
Grades 7-8 Base	\$ 5,210,248	\$	5,883,945	\$	6,693,892	\$	7,603,520	\$ 8,363,872
Grades 9-12 Base	\$ 4,669,396	\$	5,273,253	\$	5,998,747	\$	6,813,926	\$ 7,495,318
Grades K-3 Grade Span	\$ 1,959,664	\$	2,212,501	\$	2,517,162	\$	2,857,352	\$ 3,143,089
Grades 9-12 Grade Span	\$ 121,447	\$	136,917	\$	156,096	\$	177,073	\$ 194,779
Supplemental Funding	\$ 2,754,328	\$	3,049,407	\$	3,469,204	\$	3,940,477	\$ 4,334,524
Concentration Funding	\$ -	\$	-	\$	-	\$	-	\$ -
LCFF TARGET	\$ 43,716,972	\$	49,308,615	\$	56,096,687	\$	63,717,123	\$ 70,088,836

PART II - LCFF TRANSITION

Transition Base Funding Calculation

DOF 2013-14 "Compromise Proposal" Base * CY ADA	\$ 43,716,972	\$ 49,308,616	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836
Beginning in 2014-15, prior year LCFF gap funding per ADA * CY	\$ -	\$ -	\$ -	\$ -	\$ -
TRANSITION BASE FUNDING	\$ 43,716,972	\$ 49,308,616	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836

LCFF Transition Funding Calculation

Lett Transition Landing Calculation					
LCFF Target	\$ 43,716,972	\$ 49,308,615	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836
TRANSITION BASE FUNDING	\$ 43,716,972	\$ 49,308,616	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836
Difference or GAP	\$ -	\$ -	\$ -	\$ -	\$ -
Multiply difference by GAP Funding rate	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF TRANSITION FUNDING	\$ 43,716,972	\$ 49,308,615	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836
LCFF TRANSITION FUNDING PER ADA	\$ 8,874	\$ 9,099	\$ 9,411	\$ 9,717	\$ 9,717

Tables VI through IX

The data in these tables display the arithmetic results of the projection factors illustrated in the assumptions in Tables II through IV. Specifically, these tables illustrate the following:

- Table VI displays estimated total revenues, by source, over the five-year projection, including state, federal, lottery, and grant income.
- Table VII displays estimated expenditures on staffing and personnel, including salaries, benefits, and other costs.
- Tables VIII and IX display estimated expenditures for supplies, utilities, services/operating costs, and facilities. Notes on specific expenditure items:

The data in Tables VI through IX sum to the totals in Table I, which summarize and display the school's overall fiscal picture.

Table VI: Revenues
State, Federal and Fundraising
Inspire Charter School-South

		Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
State Revenue						
General Purpose	\$	43,716,972	\$ 49,308,616	\$ 56,096,687	\$ 63,717,123	\$ 70,088,836
Lottery		955,733	1,051,307	1,156,437	1,272,081	1,399,289
Mandated Block Grant		86,375	95,013	104,514	114,965	126,462
SB740 Rent reimbursement program		not eligible	not eligible	not eligible	not eligible	not eligible
Special ED AB602, after 3% admin set-aside		2,571,612	2,828,773	3,111,651	3,422,816	3,765,097
Subtotal State Revenues	\$	47,330,692	\$ 53,283,708	\$ 60,469,289	\$ 68,526,985	\$ 75,379,684
	•			•	•	
Federal Revenue				_		
Special Ed IDEA, after 3% admin set-aside	\$	615,808	\$ 677,388	\$ 745,127	\$ 819,640	\$ 819,640
Subtotal State Revenues	\$	615,808	\$ 677,388	\$ 745,127	\$ 819,640	\$ 819,640
				1	ı	
Other Local Revenues		46,286	50,914	56,006	61,606	67,767
Subtotal Other Revenues	\$	46,286	\$ 50,914	\$ 56,006	\$ 61,606	\$ 67,767
TOTAL REVENUES	\$	47,992,786	\$ 54,012,011	\$ 61,270,422	\$ 69,408,231	\$ 76,267,091

Table VII: Personnel Expenditures

Personnel and Staffing Inspire Charter School-South

		Year 1		Year 2		Year 3		Year 4		Year 5
1100 - Teachers		2019-20		2020-21		2021-22		2022-23		2023-24
1100 - Teachers	\$	12,610,475	\$	13,817,837	\$	15,138,488	\$	16,582,830	\$	18,162,193
1100 - Substitute Teachers	\$	201,682	\$	221,851	\$	244,036	\$	268,439	\$	295,283
Teachers, Staff Development	\$	110,000	\$	112,200	\$	114,444	\$	116,733	\$	119,068
1100 - Literacy and Math Specialists	\$	1,206,480	\$	1,353,671	\$	1,518,818	\$	1,704,114	\$	1,912,016
1300 - Senoir Director/Principal	\$	110,000	\$	112,200	\$	114,444	\$	116,733	\$	119,068
1300 - Assistant Principal	\$	100,000	\$	102,000	\$	104,040	\$	106,121	\$	108,243
1300 - Regional Coordinator	\$	85,000	\$	86,700	\$	88,434	\$	90,203	\$	92,007
1300 - Director of Development	\$	153,000	\$	156,060	\$	159,181	\$	162,365	\$	165,612
1300 - Special Education Director	\$	95,000	\$	96,900	\$	98,838	\$	100,815	\$	102,831
1300 - Human Resources	\$	85,000	\$	86,700	\$	88,434	\$	90,203	\$	92,007
1300 - Lead Teacher	\$	91,200	\$	153,024	\$	221,084	\$	295,506	\$	381,416
1100 - Sped RSP Teacher	\$	1,633,775	\$	1,833,096	\$	2,056,733	\$	2,307,655	\$	2,589,189
1200 - Pupil Support	\$	204,182	\$	224,600	\$	247,060	\$	271,766	\$	298,942
Certificated Staff Development	\$	1,117,800	\$	1,227,116	\$	1,348,314	\$	1,483,102	\$	1,628,368
Subtotal Certificated and Instructional Salaries	\$	17,803,594	\$	19,583,953	\$	21,542,349	\$	23,696,584	\$	26,066,242
2000 N. G. 100 . NG I	•									
2000 - Non-Certificated Salaries	Φ.	40.500	Ф	54.450	ф	50.005	Ф	65.005	ф.	70.472
2300 - Office Manager	\$ \$	49,500	\$	54,450	\$ \$	59,895	\$	65,885	\$	72,473
2400 - Office Assistants		20,600	\$	21,012	-	21,432	\$	21,861	\$	22,298
2100 - Instructional Aides	\$	889,482	\$	980,079	\$	1,079,767	\$	1,189,459	\$ \$	1,310,153
Subtotal Non-Certificated Salaries	\$	959,582	\$	1,055,541	\$	1,161,095	\$	1,277,204	Þ	1,404,925
TOTAL ALL SALARIES	\$	18,763,176	\$	20,639,494	\$	22,703,443	\$	24,973,788	\$	27,471,167
							•		•	
3000 - Retirements and Benefits										
Certificated Retirements & Benefits	\$	4,995,914	\$	6,356,275	\$	6,847,119	\$	7,382,932	\$	7,967,859
Non-Certificated Retirements & Benefits	\$	309,556	\$	342,592	\$	369,048	\$	397,927	\$	429,454
Substitute Teacher Benefits	\$	747,428	\$	-	\$	-	\$	-	\$	-
Subtotal Retirement, Benefits and Taxes	\$	6,052,898	\$	6,698,867	\$	7,216,167	\$	7,780,859	\$	8,397,312
TOTAL ALL SALARIES AND BENEFITS	\$	24,816,075	\$	27,338,361	\$	29,919,610	\$	32,754,647	\$	35,868,479

Table VIII: Expenditures

Assumptions

Inspire Charter School-South

		Year 1	Year 2	Year 3	Year 4	Year 5
	Notes	2019-20	2020-21	2021-22	2022-23	2023-24
4000 - Books and Supplies						
4100 - Replacement Textbooks	per Enrolled Student	33	33	34	35	35
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	192	195	199	203	207
4300 - Instructional Materials and Suppleis	per Enrolled Student	1,237	1,262	1,287	1,313	1,339
4400 - Noncapitalized equipment	per Enrolled Student	107	109	110	109	108
4500 - Other Supplies	per Enrolled Student	81	82	84	85	87
4500 - Postage and Shipping	per Enrolled Student	7	7	8	8	8
4500 - Meeting Support, Food	per Enrolled Student	2	2	2	2	2
4500 - Meeting Support, Printing	per Enrolled Student	1	1	1	1	1
5000 - Utilities	·	-				
5500 - Electricity	Included in lease	-	_	_	_	
5500 - Gas / Propane	Included in lease	_	-	_	_	
5500 - Water	Estimated annual	_	-	_	_	
5500 - Telephone and Internet	Estimated annual	23,001	25,807	28,956	32,488	36,452
		==,,,,,		==,, ==	,	
5000 - Operating						
5200 - Travel and Conferences	Estimated annual	169,198	189,840	213,000	238,986	268,142
5300 - Dues and Memberships	Estimated annual	68,105	76,414	85,737	96,197	107,933
5400 - Insurance	Estimated annual	100,419	112,670	126,416	141,839	159,143
5500 - Office Cleaning Services	Estimated annual	6,283	7,050	7,910	8,875	9,958
5500 - Other Charges	Estimated annual	712,521	742,393	774,768	809,929	848,193
5600 - Copier and Office Equipment Lease	Estimated annual	14,025	15,736	17,656	19,810	22,227
5800 - Printing and Reproduction	Estimated annual	3,366	3,777	4,237	4,754	5,334
5800 - Staff Training and Development	per Teacher	100	200	300	300	300
5800 - Student Testing and Assessments	per Enrolled Student	15	15	15	15	15
5800 - Instructional Services	per Enrolled Student	1,483	1,512	1,542	1,573	1,605
5800 - Student Data Software	Estimated annual	2,250	6,750	9,000	11,250	13,500
5800 - Technology	Annual, for ongoing updates	100,000	100,000	200,000	200,000	200,000
5000 - Professional Services						
5100 - Legal	Estimated annual	21,726	22,161	22,604	23.056	23,517
5100 - Audit	Estimated annual	9,894	10,092	10,294	10,500	10,710
5100 - Other Professional Services	Estimated annual	121,400	136,211	152.829	171,474	192,394
Special Education services (net)	per Enrolled Student	576	588	600	612	624
Factoring Transaction fees	% of Receivables sold	9%	9%	0%	0%	0%
District Oversight Charges	% of General Purpose and Cat. Blo	3.00%	3.00%	3.00%	3.00%	3.00%
5100 - Business services	% of all Revenue	1.75%	1.75%	1.75%	1.75%	1.75%
5000 - Facilities						
5600 - Pacifices 5600 - Rent	Estimated annual	3,254	3,651	4,096	4,596	5,157
5600 - Repairs and Equipment Replacement	Estimated annual		- 3,031	-,070		
5800 - Security Services	Estimated annual	449	504	565	634	711

Table IX: Operating Expenditures

Supplines, Utilities, Operating, Service and Facilities Inspire Charter School-South

		Year 1		Year 2		Year 3		Year 4		Year 5
		2019-20		2020-21		2021-22		2022-23		2023-24
00 - Books and Supplies	<u></u>		-		-	<u> </u>	<u> </u>		-	
4100 - Replacement Textbooks	\$	164,293	\$	184,337	\$	206,826	\$	232,059	\$	260,370
4200 - Instructional Books Other Than Textbooks		963,010		1,080,498		1,212,318		1,360,221		1,526,168
4300 - Instructional Materials and Suppleis		6,219,865		6,978,688		7,830,088		8,785,359		9,857,173
4400 - Noncapitalized equipment		438,210		501,773		466,391		528,600		597,030
4500 - Other Supplies		404,862		454,256		509,675		571,855		641,622
4500 - Postage and Shipping		36,914		41,417		46,470		52,140		58,501
Subtotal, Books and Supplies	\$	8,227,154	\$	9,240,968	\$	10,271,769	\$	11,530,234	\$	12,940,863
00 - Utilities										
5500 - Electricity	\$	-	\$	-	\$	-	\$	-	\$	-
5500 - Gas / Propane		_		-		-		-		-
5500 - Water		-		-		-		-		_
5500 - Telephone and Internet		23,001		25,807		28,956		32,488		36,452
Subtotal, Utilities	\$	23,001	\$	25,807	\$	28,956	\$	32,488	\$	36,452
00 - Operating										
5200 - Travel and Conferences	\$	169,198	\$	189,840	\$	213,000	\$	238,986	\$	268,142
5300 - Dues and Memberships		68,105	Ė	76,414	Ċ	85,737	Ė	96,197	Ė	107,933
5400 - Insurance		100,419		112,670		126,416		141,839		159,143
5500 - Office Cleaning Services		6,283		7,050		7,910		8,875		9,958
5500 - Other Charges		792,623		824,097		858,106		894,934		934,898
5600 - Copier and Office Equipment Lease		14,025		15,736		17,656		19,810		22,227
5800 - Printing and Reproduction		3,366		3,777		4,237		4,754		5,334
5800 - Staff Training and Development		86,731		97,312		109,184		122,504		137,450
5800 - Student Testing and Assessments		75,405		82,946		91,240		100,364		110,400
5800 - Instructional Services		7,454,217		8,361,065		9,381,513		10,526,913		11,812,527
5800 - Student Data Software		2,250		6,750		9,000		11,250		13,500
5800 - Technology		100,000		100,000		200,000		200,000		200,000
Subtotal, Operating	\$	8,872,622	\$	9,877,655	\$	11,103,999	\$	12,366,426	\$	13,781,511
00 - Professional Services 5100 - Legal 5100 - Audit	\$	21,726 9,894	\$	22,161 10.092	\$	22,604 10,294	\$	23,056 10,500	\$	23,517 10,710
5100 - Addit 5100 - Other Professional Services		121,400		136,211		152,829		171,474		192,394
Special Education services		1,257,341	\vdash	1,410,737		1,582,847	-	1,775,954	\vdash	1,992,621
Factoring Transaction fees		287,000		350,000		1,302,047	-	1,113,734		1,772,021
District Oversight Charges		1,311,509	\vdash	1,479,258		1,682,901	\vdash	1,911,514	\vdash	2,102,665
5100 - Business services		1,701,732		1,909,344		2,142,284	\vdash	2,403,642		2,696,886
Subtotal, Services	\$	4,710,603	\$	5,317,803	\$	5,593,757	\$	6,296,140	\$	7,018,793
Sumotal, Selvices		-1 ,/10,003	ΙΦ.	3,317,003	Φ	3,373,131	Ψ	0,270,140	Ψ	1,010,193
00 - Facilities	T	2.5.7.		2	*	1000	.			.
5600 - Rent	\$	3,254	\$	3,651	\$	4,096	\$	4,596	\$	5,157
5600 - Repairs and Equipment Replacement		- 440	<u> </u>			-	_		_	
5800 - Security Services		449	1	504	_	565	<u> </u>	634		711
Subtotal, Facilities	\$	3,703	\$	4,154	\$	4,661	\$	5,230	\$	5,868
	T .		1 .							
TOTAL OPERATING EXPENDITURES	\$	21,837,083	\$	24,466,388	\$	27,003,142	\$	30,230,517	\$	33,783,487

Tables X-XII: Cash Flow

Though Table I illustrates that the school can be a viable, "going concern" from an annual budgetary perspective, it is also important to ensure that the school is able to meet its cash flow requirements. Tables X-XII illustrate that the school can maintain a positive cash flow position. The projection uses differentiated cash flow schedules as applicable to revenues generated by new ADA, ADA from new grade levels, and ADA from expanded grade levels.

Table X: Cash Flow For Year 1

Monthly Summary																
2019-20																
	Anı	nual Amount	N	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Accrual
		2019-20		July	August	September	October	November	December	January	February	March	April	May	June	Months
REVENUES																
State Revenues	\$	47,330,692	\$	31,755	\$ 2,098,694	\$ 2,077,524	\$ 3,929,601	\$ 3,705,671	\$ 3,792,046	\$ 4,168,534	\$ 3,737,426	\$ 4,514,452	\$ 5,044,494	\$ 4,514,452	\$ 4,514,452	\$ 5,201,594
Federal Revenues		615,808		-	27,991	27,991	50,384	50,384	50,384	50,384	50,384	61,581	61,581	61,581	61,581	61,581
Other Revenues		46,286		3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	-
TOTAL REVENUES	\$	47,992,786	\$	35,612	\$ 2,130,542	\$ 2,109,372	\$ 3,983,842	\$ 3,759,912	\$ 3,846,287	\$ 4,222,775	\$ 3,791,667	\$ 4,579,890	\$ 5,109,932	\$ 4,579,890	\$ 4,579,890	\$ 5,263,175
				0%	4%	4%	8%	8%	8%	9%	8%	10%	11%	10%	10%	11%
		-				-	-	-	-	-	-	-	-	-		-
Accounts Receivable		(1,034,179)		3,643,266	-	-	-	-	440,196	145,534	-	-	-	-	-	(5,263,175)
Due To/From		(4,600,000)		_	-	-	-	500,000	200,000	(500,000)	(200,000)	(600,000)	(1,000,000)	(1,500,000)	(1,500,000)	-
EXPENDITURES							•		•							•
1000 - Certificated and Instructional Salaries	\$	17,803,594	\$	1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ 1,483,633	\$ -
2000 - Non-Certificated Salaries		959,582		79,965	79,965	79,965	79,965	79,965	79,965	79,965	79,965	79,965	79,965	79,965	79,965	-
3000 - Retirement and Benefits		6,052,898		500,530	500,530	500,530	500,530	500,530	500,530	523,797	517,980	506,347	500,530	500,530	500,530	-
4000 - Books and Supplies		16,675,040		603,556	1,528,508	1,901,140	1,964,995	1,607,370	907,736	1,511,713	1,441,998	1,459,387	1,480,273	1,016,510	1,036,174	215,679
5000 - Utilities		-		-	-	-		-	-	-		-	-	-	-	-
5000 - Operating		1,854,917		97,734	97,734	205,402	233,402	212,402	121,402	161,009	161,009	161,009	161,009	121,402	121,402	-
5000 - Professional Services		3,252,992		11,167	143,094	171,685	273,611	266,893	278,917	291,746	269,292	304,590	338,076	293,744	310,109	300,070
5000 - Facilities		17,279		1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	-
6900 - Depreciation		36,854		3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	-
TOTAL EXPENDITURES	\$	46,653,158	\$	2,781,096	\$ 3,837,976	\$ 4,346,867	\$ 4,540,648	\$ 4,155,305	\$ 3,376,694	\$ 4,056,374	\$ 3,958,388	\$ 3,999,442	\$ 4,047,997	\$ 3,500,296	\$ 3,536,325	\$ 515,748
				6%	8%	9%	10%	9%	7%	9%	8%	9%	9%	8%	8%	1%
Accounts Payable		46,986		(468,763)	-	-	-	-	-	-	-	-	-	-	-	515,748
		,					l.			l.			•			
MONTHLY SURPLUS/(DEFICIT)	\$	1,339,628	\$	(2,745,484)	\$(1,707,434)	\$(2,237,495)	\$ (556,806)	\$ (395,393)	\$ 469,593	\$ 166,402	\$ (166,721)	\$ 580,447	\$ 1,061,934	\$ 1,079,594	\$ 1,043,564	\$ 4,747,426
,	<u> </u>	,,-		() -) - /	1() -) -)	1() -) /		1 (3.2)		1	1 ()		1 / / / /	1 7 7 7 7 7	. ,,.	1 / / /
MONTHLY FUND BALANCE	\$	2,580,853	\$	(164,631)	\$(1,872,065)	\$(4,109,560)	\$(4,666,366)	\$(5,061,759)	\$(4,592,166)	\$(4,425,764)	\$ (4,592,485)	\$(4.012.038)	\$(2,950,103)	\$(1.870,510)	\$ (826,945)	\$ 3,920,481
BALANCE AS A % OF MONTHLY EXPE	ENDI	TURES		-6%	-49%	-95%	-103%	-122%	-136%	-109%	-116%	-100%	-73%	-53%	-23%	
							I.			I.			•			1
Net Factoring		-		_	_	1,200,000	400,000	(300,000)	(1,300,000)	-	-	-	-	-	_	
Net Debt		(1,000,000)		(1,000,000)	_		-	-	-	-	-	-	-	-	-	
Carry forward from previous year:	: \$	2,014,655		. , , , ,												1
PROJECTED BANK BALANCE	_	2,014,655	\$	1,446,745	\$ (257,618)	\$(1,292,042)	\$(1,445,777)	\$(1,638,098)	\$(1,825,239)	\$(2,010,231)	\$ (2,373,881)	\$(2,390,363)	\$(2,325,357)	\$(2,742,692)	\$(3,196,057)	
	<u> </u>	,- ,	<u> </u>	, .,	. (,)				, , ,	, , ,		. , , , ,-			/	I

Table XI: Cash Flow For Year 2

Monthly Summary 2020-21

	Annual Amount	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Accrual
	2020-21	July	August	September	October	November	December	January	February	March	April	M ay	June	Months
REVENUES														
State Revenues	\$ 53,283,708	\$ 34,930	\$ 2,364,015	\$ 2,340,728	\$ 4,422,375	\$ 4,176,052	\$ 4,271,064	\$ 4,685,201	\$ 4,210,982	\$ 5,087,892	\$ 5,670,938	\$ 5,087,892	\$ 5,087,892	\$ 5,843,748
Federal Revenues	677,388	-	30,790	30,790	55,423	55,423	55,423	55,423	55,423	67,739	67,739	67,739	67,739	67,739
Other Revenues	50,914	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	4,243	-
TOTAL REVENUES	\$ 54,012,011	\$ 39,173	\$ 2,399,048	\$ 2,375,761	\$ 4,482,040	\$ 4,235,717	\$ 4,330,730	\$ 4,744,867	\$ 4,270,648	\$ 5,159,873	\$ 5,742,920	\$ 5,159,873	\$ 5,159,873	\$ 5,911,487
		0%	4%	4%	8%	8%	8%	9%	8%	10%	11%	10%	10%	11%
Accounts Receivable	(648,312)	4,466,566	-	477,867	-	-	-	318,742	-	-	-	-	-	(5,911,487)
Due To/From	(1,184,414)	-	-	200,000	-	-	200,000	-	500,000	(900,000)	(1,000,000)	(184,414)	-	-
EXPENDITURES														
1000 - Certificated and Instructional Salaries	\$ 19,583,953	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ 1,631,996	\$ -
2000 - Non-Certificated Salaries	1,055,541	4,538	95,546	95,546	95,546	95,546	95,546	95,546	95,546	95,546	95,546	95,546	95,546	-
3000 - Retirement and Benefits	6,698,867	553,973	553,973	553,973	553,973	553,973	553,973	579,566	573,168	560,372	553,973	553,973	553,973	-
4000 - Books and Supplies	18,707,296	677,084	1,714,756	2,132,785	2,204,431	1,803,238	1,018,374	1,695,933	1,617,796	1,637,307	1,660,741	1,140,399	1,162,462	241,992
5000 - Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000 - Operating	2,047,737	104,903	139,903	236,018	201,018	229,018	131,018	217,456	175,456	175,456	175,456	131,018	131,018	-
5000 - Professional Services	3,654,377	12,324	160,722	192,816	307,347	299,957	313,448	327,694	302,627	342,415	378,910	330,246	348,483	337,390
5000 - Facilities	19,387	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	-
6900 - Depreciation	37,591	3,133	3,133	3,133	3,133	3,133	3,133	3,133	3,133	3,133	3,133	3,133	3,133	-
TOTAL EXPENDITURES	\$ 51,804,749	\$ 2,989,566	\$ 4,301,645	\$ 4,847,881	\$ 4,999,058	\$ 4,618,476	\$ 3,749,103	\$ 4,552,939	\$ 4,401,337	\$ 4,447,840	\$ 4,501,370	\$ 3,887,926	\$ 3,928,225	\$ 579,382
		6%	8%	9%	10%	9%	7%	9%	8%	9%	9%	8%	8%	1%
Accounts Payable	63,633	(515,748)	-	-	-	-	-	-	-	-	-	-	-	579,382
MONTHLY SURPLUS/(DEFICIT)	\$ 2,207,262	\$ (2,950,393)	\$(1,902,596)	\$(2,472,120)	\$ (517,018)	\$ (382,759)	\$ 581,627	\$ 191,928	\$ (130,690)	\$ 712,033	\$ 1,241,550	\$ 1,271,948	\$ 1,231,648	\$ 5,332,105
MONTHLY FUND BALANCE	\$ 3,920,481	\$ 970,088	\$ (932,508)	\$(3,404,628)	\$(3,921,646)	\$(4,304,405)	\$(3,722,778)	\$(3,530,850)	\$ (3,661,540)	\$(2,949,507)	\$(1,707,957)	\$ (436,009)	\$ 795,638	\$ 6,127,744
BALANCE AS A % OF MONTHLY EXPE	NDITURES	32%	-22%	-70%	-78%	-93%	-99%	-78%	-83%	-66%	-38%	-11%	20%	1
														_
Net Factoring	-	-	500,000	1,500,000	500,000	(100,000)	(1,000,000)	(800,000)	(600,000)	-	-	-	-	
Net Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
Carryforward from previous year:	\$ (3,196,057)													_
PROJECTED BANK BALANCE	\$ (3,196,057)	\$ (2.192.499)	\$(3.591.963)	\$(3.883.084)	\$(3.896.969)	\$(4.376.596)	\$(4.591.837)	\$(4.878.034)	\$ (5,105,591)	\$(5,290,425)	\$(5.045.743)	\$(3.955.077)	\$(2.720.296)	

Table XII: Cash Flow For Year 3

Monthly Summary 2021-22

Pederal Revenues		Annual Amount	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Accrual
State Revenues State Revenues State Revenues T45,127 T45		2021-22	July	August	September	October	November	December	January	February	March	April	M ay	June	Months
Peteral Revenues	REVENUES														
Other Revenues 56,006	State Revenues	\$ 60,469,289	\$ 38,424	\$ 2,684,835	\$ 2,659,220	\$ 5,016,566	\$ 4,745,610	\$ 4,840,623	\$ 5,305,675	\$ 4,784,034	\$ 5,782,402	\$ 6,423,753	\$ 5,782,402	\$ 5,782,402	\$ 6,623,345
TOTAL REVENUES \$ 61,270,422 \$ 43,091 \$ 2,723,372 \$ 2,697,756 \$ 5,082,198 \$ 4,811,242 \$ 4,906,255 \$ 5,371,307 \$ 4,849,666 \$ 5,861,582 \$ 6,502,933 \$ 5,861,582 \$ 5,861,582 \$ 6,697,	Federal Revenues	745,127	-	33,869	33,869	60,965	60,965	60,965	60,965	60,965	74,513	74,513	74,513	74,513	74,513
Accounts Receivable (786,371) 5,035,217 - \$25,653 350,616 (6.697, 1.795,196) 5,035,217 - \$25,653 350,616 (6.697, 1.795,196) 5,035,217 - \$25,653	Other Revenues	56,006	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	-
Accounts Receivable (786,371) 5,035,217 - 525,653 350,616 (6,697, Due To/From (6,697, Due To/From (6,697, EXPENDITURES 1000 - Certificated and Instructional Salaries \$21,542,249 \$1,795,196 \$1,795,1	TOTAL REVENUES	\$ 61,270,422	\$ 43,091	\$ 2,723,372	\$ 2,697,756	\$ 5,082,198	\$ 4,811,242	\$ 4,906,255	\$ 5,371,307	\$ 4,849,666	\$ 5,861,582	\$ 6,502,933	\$ 5,861,582	\$ 5,861,582	\$ 6,697,858
Due To/From			0%	4%	4%	8%	8%	8%	9%	8%	10%	11%	10%	10%	11%
Due To/From															
EXPENDITURES 1000 - Certificated and Instructional Salaries \$ 21,542,349 \$ 1,795,196 \$ 1,79	Accounts Receivable	(786,371)	5,035,217	-	525,653	-	-	-	350,616	-	-	-	-	-	(6,697,858)
1000 - Certificated and Instructional Salaries \$21,542,349 \$1,795,196 \$1,956,195 \$1,95	Due To/From	_	-	-	-	-	-	-	-	-	-	-	-	-	-
2000 - Non-Certificated Salaries	EXPENDITURES														
3000 - Retirement and Benefits 7,216,167 596,655 596,6	1000 - Certificated and Instructional Salaries	\$ 21,542,349	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ 1,795,196	\$ -
4000 - Books and Supplies 20,980,789 759,249 1,922,988 2,391,753 2,472,140 2,022,266 1,142,176 1,901,957 1,814,639 1,836,530 1,862,823 1,279,000 1,303,754 271, 5000 - Utilities	2000 - Non-Certificated Salaries	1,161,095	4,991	105,100	105,100	105,100	105,100	105,100	105,100	105,100	105,100	105,100	105,100	105,100	-
5000 - Utilities -	3000 - Retirement and Benefits	7,216,167	596,655	596,655	596,655	596,655	596,655	596,655	624,807	617,769	603,693	596,655	596,655	596,655	-
5000 - Operating 1,842,164 112,852 112,852 141,702 141,702 141,702 191,562 191,562 191,562 191,562 191,562 141,702 141,702 500 - Professional Services 4,120,094 13,616 181,199 217,223 346,447 338,318 353,455 369,277 341,292 386,402 426,235 372,748 393,082 380, 380, 380, 380, 380, 380, 380, 380,	4000 - Books and Supplies	20,980,789	759,249	1,922,988	2,391,753	2,472,140	2,022,266	1,142,176	1,901,957	1,814,639	1,836,530	1,862,823	1,279,000	1,303,754	271,515
5000 - Professional Services 4,120,094 13,616 181,199 217,223 346,447 338,318 353,455 369,277 341,292 386,402 426,235 372,748 393,082 380, 500 - Facilities 5000 - Facilities 21,752 1,813	5000 - Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000 - Facilities 21,752 1,813 <td>5000 - Operating</td> <td>1,842,164</td> <td>112,852</td> <td>112,852</td> <td>141,702</td> <td>141,702</td> <td>141,702</td> <td>141,702</td> <td>191,562</td> <td>191,562</td> <td>191,562</td> <td>191,562</td> <td>141,702</td> <td>141,702</td> <td>-</td>	5000 - Operating	1,842,164	112,852	112,852	141,702	141,702	141,702	141,702	191,562	191,562	191,562	191,562	141,702	141,702	-
6900 - Depreciation 38,343 3,195 3,1	5000 - Professional Services	4,120,094	13,616	181,199	217,223	346,447	338,318	353,455	369,277	341,292	386,402	426,235	372,748	393,082	380,800
TOTAL EXPENDITURES \$ 56,922,752 \$ 3,287,566 \$ 4,718,998 \$ 5,252,637 \$ 5,462,248 \$ 5,004,245 \$ 4,139,292 \$ 4,870,566 \$ 4,923,492 \$ 4,982,580 \$ 4,295,409 \$ 4,340,498 \$ 652, Accounts Payable 72,933 (579,382) -	5000 - Facilities	21,752	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	-
6% 8% 9% 10% 9% 7% 9% 9% 9% 9% 8% 8% 1% Accounts Payable 72,933 (579,382) 652,	6900 - Depreciation	38,343	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	-
Accounts Payable 72,933 (579,382) 652,	TOTAL EXPENDITURES	\$ 56,922,752	\$ 3,287,566	\$ 4,718,998	\$ 5,252,637	\$ 5,462,248	\$ 5,004,245	\$ 4,139,292	\$ 4,992,907	\$ 4,870,566	\$ 4,923,492	\$ 4,982,580	\$ 4,295,409	\$ 4,340,498	\$ 652,315
			6%	8%	9%	10%	9%	7%	9%	9%	9%	9%	8%	8%	1%
MONTHLY SURPLUS/(DEFICIT) \$\[4,347,669 \\$ (3,244,475) \\$ (1,995,626) \\$ (2,554,881) \\$ (380,050) \\$ (193,003) \\$ 766,963 \\$ 378,400 \\$ (20,900) \\$ 938,090 \\$ 1,520,353 \\$ 1,566,173 \\$ 1,521,084 \\$ 6,045,	Accounts Payable	72,933	(579,382)	-	-	-	-	-	-	-	-	-	-	-	652,315
MONTHLY SURPLUS/(DEFICIT) \$\\ 4,347,669 \\$ (3,244,475) \\$ (1,995,626) \\$ (2,554,881) \\$ (380,050) \\$ (193,003) \\$ 766,963 \\$ 378,400 \\$ (20,900) \\$ 938,090 \\$ 1,520,353 \\$ 1,566,173 \\$ 1,521,084 \\$ 6,045,	-			•			•			•			•	•	
	MONTHLY SURPLUS/(DEFICIT)	\$ 4,347,669	\$ (3,244,475)	\$(1,995,626)	\$(2,554,881)	\$ (380,050)	\$ (193,003)	\$ 766,963	\$ 378,400	\$ (20,900)	\$ 938,090	\$ 1,520,353	\$ 1,566,173	\$ 1,521,084	\$ 6,045,543
MONTHLY FUND BALANCE \$ 6,127,744 \$ 2,883,268 \$ 887,642 \$ (1,667,239) \$ (2,047,290) \$ (2,240,293) \$ (1,473,330) \$ (1,094,930) \$ (1,115,830) \$ (177,740) \$ 1,342,613 \$ 2,908,786 \$ 4,429,870 \$ 10,475,	MONTHLY FUND BALANCE	\$ 6,127,744	\$ 2,883,268	\$ 887,642	\$(1,667,239)	\$(2,047,290)	\$(2,240,293)	\$(1,473,330)	\$(1,094,930)	\$ (1,115,830)	\$ (177,740)	\$ 1,342,613	\$ 2,908,786	\$ 4,429,870	\$10,475,413
BALANCE AS A % OF MONTHLY EXPENDITURES 88% 19% -32% -37% -45% -36% -22% -23% -4% 27% 68% 102%	BALANCE AS A % OF MONTHLY EXPE	NDITURES	88%	19%	-32%	-37%	-45%	-36%	-22%	-23%	-4%	27%	68%	102%	,
															_
Net Factoring	Net Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Debt	Net Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Carry forward from previous year: \$ (2,720,296)	Carry forward from previous year:	\$ (2,720,296)	•	•		•	•	•							-
PROJECTED BANK BALANCE \$ (2,720,296) \$ (1,505,741) \$ (3,498,172) \$ (5,524,205) \$ (5,901,060) \$ (6,090,867) \$ (5,320,710) \$ (4,588,498) \$ (4,606,203) \$ (3,664,918) \$ (2,141,370) \$ (572,002) \$ 952,278	PROJECTED BANK BALANCE	\$ (2,720,296)	\$ (1,505,741)	\$(3,498,172)	\$(5,524,205)	\$(5,901,060)	\$(6,090,867)	\$(5,320,710)	\$(4,588,498)	\$ (4,606,203)	\$ (3,664,918)	\$ (2,141,370)	\$ (572,002)	\$ 952,278	1

Table XIII: Benefit Expense Detail

Assumptions

Inspire Charter School-South

		Year 1	Year 2	Year 3	Year 4	Year 5
	Notes	2019-20	2020-21	2021-22	2022-23	2023-24
Manadatory Benefits						•
Social Security	6.2% of salary	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.45% of salary	1.45%	1.45%	1.45%	1.45%	1.45%
State Disability Insurance	.9% of salary	0.9%	0.9%	0.9%	0.9%	0.9%
Worker's Compensation	Portion of salary	2.0%	2.0%	2.0%	2.0%	2.0%
Unemployment Insurance	3.4% of first \$7,000 of salary	0.62%	0.62%	0.62%	0.62%	0.62%
Employment Training Tax	.1% of first \$7,000 of salary	0.014%	0.014%	0.014%	0.014%	0.014%
Subtotal		11.18%	11.18%	11.18%	11.18%	11.18%
W 11 15						
Health and Retirement		44.050	10.550	0.050/	0.050	0.550/
Health	\$683 per employee per month - mix of spouse plus spouse plus family covered, assumed mix of ages, HMO opt	11.27%	10.55%	9.87%	9.25%	8.66%
Retirement, certificated	STRS contribution, but no Social Security	18.13%	19.10%	19.10%	19.10%	19.10%
Total, certificated		34.38%	34.63%	33.96%	33.33%	32.74%
Total, classified		22.45%	21.73%	21.06%	20.43%	19.84%

APPENDIX G - STUDENT MASTER AGREEMENT

APPENDIX H ENGLISH LEARNER DEVELOPMENT PLAN

APPENDIX I – EMPLOYEE HANDBOOK

APPENDIX J - HEALTH AND SAFETY POLICIES



CABRILLO POINT ACADEMY

13915 Danielson St., #200, Poway, California 92064 Phone (619) 782-6464 * Fax (619) 363-7051

Regularly Scheduled Board Meeting - Cabrillo Point Academy

December 8, 2023 – 10:00 am 1300 Quail Street #100, Newport Beach, CA 92660

Attendance:

Devon Roseli, Jordan Terrones, Bryce Korngold Through Teleconference: Joel Garcia, Daniel Rooney Also Present: Jenna Lorge, Dr. Erika Vanderspek

Call to Order

Devon Roseli called the meeting to order at 10:06am.

Public Comments

No public comments.

Approval of the Agenda

Jordan Terrones made a motion to approve the agenda with the condition of striking item 11 (Closed Session – Conference with Legal Counsel – Anticipated Litigation) and swapping items 4 and 5 so that the FCMAT discussion is completed first and the executive director's report is next.)

Bryce Korngold seconded.

Unanimous (Roseli, Terrones, Korngold, Garcia). Daniel Rooney entered at 10:08am.

Discussion on the Fiscal Crisis and Management Assistance Team's (FCMAT) Extraordinary Audit of Inspire Charter Schools

Dr. Paul Gothold, Superintendent of San Diego County Office of Education (SDCOE), presented the report to the board. He stated his role is not to declare an opinion but SDCOE has a fiduciary responsibility to share the information. FCMAT investigated a large scope of potential issues, and found the heart of the issue was the former CMO, Inspire, which is now closed. No fraud was found, but issues of poor record keeping existed. To protect Cabrillo Point Academy and its authorizing district, Dehesa School District, SDCOE has three recommendations: 1) Review policies and practices to ensure solid internal controls and record keeping exists; 2) Work with auditors to submit amended attendance reports for the periods audited; 3) Review the practice of Track A attendance and ensure students are not claiming more than 175 days of attendance. Consider adding a policy statement to address this. Cabrillo Point Academy shall work with the Deputy Superintendent to submit a response.

Executive Director's Report

Jenna Lorge presented the report. 19 Cabrillo Point Academy students received perfect scores on one or more sections of the 2023 CAASPP test. Students were recognized by their teachers. Jenna Lorge also presented about new hires, enrollment, mid-year testing, special population statuses, and professional development.

Discussion and Potential Action on the 2022-2023 Independent Audit Report

Kevin Sproul, partner with Wilkinson Hadley King LLP, presented. The financial trends included more revenue than expected because of the increased enrollment/ADA. CPA has a

23.1% reserves for 2023, which is well above the 3% requirement. The report has no findings, and an unmodified opinion was presented. Cabrillo Point Academy is in compliance with federal programs and in compliance with state compliance for charter schools. Devon Roseli made a motion to approve. Bryce Korngold seconded. Unanimous.

Discussion and Potential Action on the 2023-2024 First Interim Report with October Check Registers

Jason Sitomer from Charter Impact presented the First Interim Report. Average Daily Attendance (ADA), revenue, expenses, and surplus increased since the budget was adopted. Currently 78.3% of the budget is budgeted for instructional expenses, but a spending plan is being created to ensure compliance with SB 740 so that 80% of the budget will be spent on instructional expenses. A proposed \$3.5 million will be added to increase student planning amounts and \$2.2 million will be added to provide retention stipends for staff. Jordan Terrones made a motion to approve. Bryce Korngold seconded. Unanimous.

Discussion and Potential Action on the Resolution Regarding the 2024-2025 Employee Retention Stipends

Dr. Erika Vanderspek presented the resolution that documents the details for providing a 10% retention stipend to salaried staff and a \$5,000 flat retention stipend to classified hourly staff who remain employed with Cabrillo Point Academy through the first semester of the 2024-2025 school year. Employees hired between January 1, 2024 and March 31, 2024, will receive half the amounts. Employees hired after March 31, 2024, are not eligible for the 2024-2025 retention stipend.

Devon Roseli made a motion to approve. Jordan Terrones seconded. Unanimous.

Discussion and Potential Action on the Standard and Select Population Graduation Requirements Policy

Dr. Erika Vanderspek presented the policy which outlines the graduation requirements for all students as laid out in the charter petition, as well as any statutory protections and provisions for select populations.

Bryce Korngold made a motion to approve. Devon Roseli seconded. Unanimous.

Consent Agenda

The following items are considered by the Executive Director to be of a routine nature. The last item in this section is a single vote to approve them en masse with one motion. Any recommendation may be removed at the request of any Board Member and placed on the regular agenda.

- a. Regular Board Meeting Minutes from October 20, 2023
- b. Special Board Meeting Minutes from November 3, 2023
- c. 2023-2024 Compensation Policy: Stipend Chart
- d. 2023-2024 Employee Handbook
- e. 2023-2024 Parent Student Handbook
- f. Residency Policy
- g. Foster Youth Policy
- h. Invoices over \$100,000
- i. Vote to Approve the Consent Agenda
- Devon Roseli made a motion to approve the consent agenda.
- Jordan Terrones seconded.
- Unanimous

Closed Session: Employee Performance Evaluation: Executive Director § 54956.9

Devon Roseli made a motion to enter closed session at 11:11am. Jordan Terrones seconded. Unanimous. Devon Roseli made a motion to leave closed session at 11:25am. Jordan Terrones seconded. Unanimous. No action taken.

Future Agenda Items

None.

Announcement of Next Regularly Scheduled Board Meeting

The next regularly scheduled board meeting will be held on January 26, 2023, at 10:00am.

Adjournment

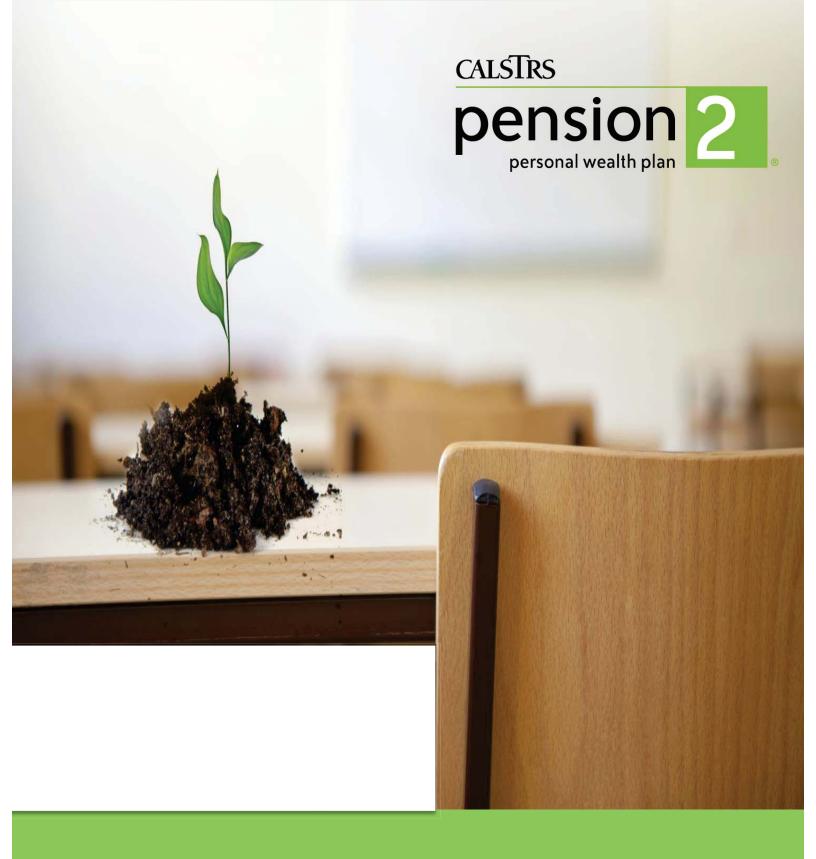
- Devon Roseli made a motion to adjourn at 11:27am.
- Bryce Korngold seconded.
- Unanimous

Prepared by:

Dr. Erika Vanderspek

Noted by:

Board Secretary



Offer Your Employees a Better Way to Save.

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403(b) Plan for a Public School

Plan Provisions Section

1.	Employer Information
	Employer name: Cabrillo Point Academy
	Employer address: 13915 Danielson St. #103, Poway, CA 92064
	Person at Employer to contact: Jenna Lorge
	Contact's telephone number: (951)741-4376
	Contact's email address: jenna.lorge@cabrillopointacademy.org
2.	Plan Name:Cabrillo Point Academy
3.	Plan Effective/Restatement date: 02/01/2021
	Note: is this the first document for your plan? If yes, insert date established. If no, enter date plan was restated to this document.
4.	State where Employer is located: California
5.	The Administrator (see Section 1.3) shall mean the following person(s) or organization and shall perform the following administrative service functions for the Plan:
	Name Administrative Services Performed
	NOTE: If the Employer chooses not to delegate any administrative services, this section should be left blank.
6.	Valuation Date (see Section 1.22) shall mean:
	☐ Each business day
	☑ The last business day of each month
7.	List of Funding Vehicles that are authorized to receive Elective Deferrals:
	□ CalSTRS Pension?

ا	∠ CalSTRS Pension2
١	oth 403(b) Contributions (see Section 11) shall be permitted under the Plan
	shall not be permitted under the Plan a) Employer Discretionary Contributions (see Section 10):
1	$_{oxed{Z}}$ shall be permitted under the Plan $_{oxed{Z}}$ shall not be permitted under the Plan
lf	permitted, for each Plan Year, the Employer Discretionary Contribution shall be: — % of each Participant's Compensation contributed to the Employer Contributions Account of each Participant.
1	\$ contributed to the Employer Contributions Account of each Participant. An amount, determined uniformly with respect to each Employee classification within the applicable collective bargaining agreement, to the Employer Contributions Account of each Participant as specified in the applicable collective bargaining agreement.
(k) If permitted, Employer Discretionary Contributions shall be made to the following Participants:
1	$_{ m }$ All Employees $_{ m }$ Collectively bargained employees who participate in the following unions:
ا	Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives
ı	☐ Management employees
I	Superintendent
1	□ Principals
I	Treasurer
I	_ Administrator
	Other (specify):

8. List of Vendors that can receive Contract Exchanges :

11. (a) Employer Matching Contributions (see Section 10): ✓ shall be permitted under the Plan $_{\square}$ shall not be permitted under the Plan If permitted, Employer Matching Contributions shall match a Participant's (select all that apply): ✓ Elective Deferrals ☐ Roth 403(b) Contributions If permitted, the amount of Employer Matching Contributions for each Plan Year shall be: \square A matching contribution equal to 5 % of each Participant's contribution to the Plan. ☐ A matching contribution equal to _____ % of the first _____ % of each Participant's Compensation that is contributed to the Plan for the Plan Year. \Box A matching contribution equal to \$ of each Participant's contribution to the Plan. ☐ A matching contribution equal to a percentage of each Participant's contribution to the Plan in an amount to be determined each Plan Year by the Employer or the applicable collective bargaining agreement. (b) If permitted, Employer Matching Contributions shall be made to the following Participants: All Employees ☐ Collectively bargained employees who participate in the following unions: $_{\square}$ Employees whose employment is NOT governed by a collective bargaining agreement between the Employer and employee representatives Management employees Superintendent ☐ Principals ☐ Treasurers □ Administrator Other (specify): School will match 100% of contributions made by the Executive Director and Deputy Executive Director

12. Signature and acknowledgement

- a 403(b) plan document for public schools intended to meet the requirements of the final 403(b) regulations issued on July 24, 2007 (Federal Register (72 FR 41128));
- a plan document substantially similar to the IRS model plan language under Rev. Proc. 2007-71. Additional features in this 403(b) plan document are the ability to offer Roth 403(b) and/or Employer Contributions under your 403(b) plan, which are not addressed by the IRS model plan language. The document has not been reviewed or approved by the Internal Revenue Service.

A plan sponsor should review this plan document, together with legal counsel to the extent appropriate, to determine whether additional modifications to the plan document may be necessary to address specific facts, circumstances, and applicable law.

If a plan sponsor elects to adopt this plan document, it must complete the Plan Provisions Section and return the Section to CalSTRS Pension2 to the following address:

CalSTRS Pension2 P.O. Box 15275, MS-44 Sacramento, CA 95851-0275

If CalSTRS Pension2 does not receive a copy of the completed Plan Provisions Section from the plan sponsor, we cannot provide future updates to this plan document as they become available.
IN WITNESS WHEREOF, the undersigned individual, as authorized by the Employer, has caused this Plan to be executed this day of ,
Employer:Cabrillo Point Academy
By:Jenna Lorge
Title: Senior Director

SECTION 1: Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

- 1.1 "Account": The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.
- 1.2 "Account Balance": The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, any Employer Contributions, and Roth 403(b) Contributions, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan.to.plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in Section 414(p)(8) of the Code).
- 1.3 "Administrator": means the person(s) or organization, such as the Vendor, third party administrator or other designee, approved by the Employer to administer the Plan and perform administrative functions for the Plan as identified in the Plan Provisions Section.
- 1.4 "Annuity Contract": A nontransferable contract as defined in Section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in the State in which the Employer is located as indicated in the Plan Provisions Section and that includes payment in the form of an annuity.
- 1.5 "Beneficiary": The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.
- 1.6 "Custodial Account": The group or individual custodial account or accounts, as defined in Section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.
- 1.7 "Code": The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to Sections of the Code are to such Sections as they may from time to time be amended or renumbered.

- 1.8 "Compensation": All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).
- 1.9 "Disabled": The definition of disability provided in the applicable Individual Agreement.
- 1.10 "Elective Deferral": The Employer contributions made to the Plan at the election of the Participant in accordance with Section 2 in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.
- 1.11 "Employee": Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.
- 1.12 "Employer": The public school adopting this Plan indicated in the Plan Provisions Section.
- 1.13 "Funding Vehicles": The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by the Employer for use under the Plan and are identified in the Plan Provisions Section.
- 1.14 "Includible Compensation": An Employee's actual wages in box 1 of Form W2 for the most recent one year period of service for the Employer, but increased (up to the dollar maximum) by any compensation reduction election under Section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws. Pursuant to Reg. Section 1.415(c).2(e)(3) of the Income Tax Regulations, Includible Compensation will include any payments made to a Participant who has had a Severance from Employment, provided that the Includible Compensation is paid by the later of 2 months after the Participant's

Severance from Employment or the end of the Plan Year that contains the date of such Participant's Severance from Employment. In addition, pursuant to Reg. Section 1.415(c).2(e)(4) of the Income Tax Regulations, Includible Compensation will include payments made to an individual who does not currently perform services for the Employer by reason of qualified military service (as defined in Section 414(u)(5) of the Code) to the extent those payments do not exceed the amount the individual would have received if the individual had continued to perform services for the Employer rather than enter qualified military service. If the Plan permits Employer Contributions pursuant to Section 10, then such Employer Contributions shall be subject to a maximum of \$200,000 (or such higher maximum as may apply under Section 401(a)(17) of the Code).

- 1.15 "Individual Agreement": The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract with respect to that Participant's Account.
- 1.16 "Participant": An individual for whom Elective Deferrals (or Roth 403(b) Contributions) are currently being made, or for whom Elective Deferrals (or Roth 403(b) Contributions) have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 1.17 "Plan": The name of the plan as indicated in the Plan Provisions Section.
- 1.18 "Plan Year": The calendar year.
- 1.19 "Related Employer": The Employer and any other entity which is under common control with the Employer under Section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89.23, 1989.1 C.B. 654.
- 1.20 "Severance from Employment": For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).
- 1.21 "Vendor": The provider of an Annuity Contract or Custodial Account.
- 1.22 "Valuation Date": The date(s) selected in the Plan Provisions Section.

SECTION 2: Participation and Contributions

- 2.1 Eligibility. Each Employee shall be eligible to participate in the Plan and elect to have Elective Deferrals or Roth 403(b) Contributions in accordance with Section 11 made on his or her behalf hereunder immediately upon becoming employed by the Employer.
- 2.2 Compensation Reduction Election General Rule. An Employee elects to become a Participant by executing an election to reduce his or her Compensation (and have that amount contributed as an Elective Deferral and/or Roth 403(b) Contributions in accordance with Section 11 on his or her behalf) and filing it with the Administrator. This Compensation reduction election shall be made on the agreement provided by the Administrator under which the Employee agrees to be bound by all the terms and conditions of the Plan. The Administrator may establish an annual minimum deferral amount no higher than \$200, and may change such minimum to a lower amount from time to time. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Elective Deferrals (and/or Roth 403(b) Contributions) are to be made and a designation of Beneficiary. Any such election shall remain in effect until a new election is filed. Only an individual who performs services for the Employer as an Employee may reduce his or her Compensation under the Plan. Each Employee will become a Participant in accordance with the terms and conditions of the Individual Agreements. All Elective Deferrals shall be made on a pre-tax basis. All Roth 403(b) Contributions shall be made in accordance with the terms of Section 11. An Employee shall become a Participant as soon as administratively practicable following the date
- 2.3 Information Provided by the Employee. Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.

applicable under the Employee's election.

2.4 Change in Elective Deferrals Election. Subject to the provisions of the applicable Individual Agreements, an Employee may at any time revise his or her participation election, including a change of the amount of his or her Elective Deferrals (and/or Roth 403(b) Contributions), his or her investment direction, and/or his or her designated Beneficiary. A change in the amount of Elective Deferrals (and/or Roth 403(b) Contributions) investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

- 2.5 Contributions Made Promptly. All contributions under the Plan shall be transferred to the applicable Funding Vehicle within 15 business days following the end of the month in which the amount would otherwise have been paid to the Participant.
- 2.6 Leave of Absence. Unless an election is otherwise revised, if an Employee is absent from work by leave of absence, Elective Deferrals (and/or Roth 403(b) Contributions) under the Plan shall continue to the extent that Compensation continues.

SECTION 3: Limitations on Amounts Deferred

- 3.1 Basic Annual Limitation. Except as provided in Sections 3.2 and 3.3, the maximum amount of the Elective Deferrals (and/or Roth 403(b) Contributions to the extent permitted under Section 11) under the Plan for any calendar year shall not exceed the lesser of (a) the applicable dollar amount or (b) the Participant's Includible Compensation for the calendar year. The applicable dollar amount is the amount established under Section 402(g)(1)(B) of the Code, which is \$15,500 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under Section 415(d) of the Code.
- 3.2 Special Section 403(b) Catch-up Limitation for Employees With 15 Years of Service. Because the Employer is a qualified organization (within the meaning of Section 1.403(b)-4(c)(3)(ii) of the Income Tax Regulations), the applicable dollar amount under Section 3.1(a) for any "qualified employee" is increased (to the extent provided in the Individual Agreements) by the least of:
 - (a) \$3,000;
 - (b) The excess of:
 - (1)\$15,000, over
 - (2)The total special 403(b) catch-up elective deferrals made for the qualified Employee by the qualified organization for prior years; or
 - (c) The excess of:
 - (1)\$5,000 multiplied by the number of years of service of the Employee with the qualified organization, over
 - (2)The total Elective Deferrals and, if applicable, Roth 403(b) Contributions made for the Employee by the qualified organization for prior years made pursuant to this subsection.

For purposes of this Section 3.2, a "qualified employee" means an Employee who has completed at least 15 years of service taking into account only employment with the Employer.

3.3 Age 50 Catch-up Elective Deferral Contributions. An Employee who is a Participant who will attain age 50

- or more by the end of the calendar year is permitted to elect an additional amount of Elective Deferrals (and/or Roth 403(b) Contributions), up to the maximum age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for the year. The maximum dollar amount of the age 50 catch-up Elective Deferrals (or Roth 403(b) Contributions) for a year is \$5,000 for 2008, and is adjusted for cost-of-living thereafter to the extent provided under the Code.
- 3.4 Coordination. Amounts in excess of the limitation set forth in Section 3.1 shall be allocated first to the special 403(b) catch-up under Section 3.2 and next as an age 50 catch-up contribution under Section 3.3.
- 3.5 Special Rule for a Participant Covered by Another Section 403(b) Plan. For purposes of this Section 3, if the Participant is or has been a participant in one or more other plans under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code), then this Plan and all such other plans shall be considered as one plan for purposes of applying the foregoing limitations of this Section 3. For this purpose, the Administrator shall take into account any other such plan maintained by any Related Employer and shall also take into account any other such plan for which the Administrator receives from the Participant sufficient information concerning his or her participation in such other plan. Notwithstanding the foregoing, another plan maintained by a Related Entity shall be taken into account for purposes of Section 3.2 only if the other plan is a Code Section 403(b) plan.
- 3.6 Correction of Excess Elective Deferrals. If the Elective Deferrals (or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above, or the Elective Deferral s (and/or Roth 403(b) Contributions) on behalf of a Participant for any calendar year exceeds the limitations described above when combined with other amounts deferred by the Participant under another plan of the employer under Section 403(b) of the Code (and any other plan that permits elective deferrals under Section 402(g) of the Code for which the Participant provides information that is accepted by the Administrator), then the Elective Deferral (and to the extent applicable, Roth 403(b) Contributions), to the extent in excess of the applicable limitation (adjusted for any income or loss in value, if any, allocable thereto), shall be distributed to the Participant. Excess Deferrals (and, if applicable, Roth 403(b) Contributions) will be distributed to the Participant, with allocable net income, no later than April 15 of the following taxable year or otherwise in accordance with Section 402(g) of the Code.
- 3.7 Protection of Persons Who Serve in a Uniformed Service. An Employee whose employment is interrupted by qualified military service under Section 414(u) of the Code or who is on a leave of absence for qualified military service under Section 414(u) of the Code

may elect to make additional Elective Deferrals upon resumption of employment with the Employer equal to the maximum Elective Deferrals that the Employee could have elected during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption or leave, reduced by the Elective Deferrals, if any, actually made for the Employee during the period of the interruption or leave. Except to the extent provided under Section 414(u) of the Code, this right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

SECTION 4: Loans

- 4.1 Loans. Loans shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets from which the loan is made and by which the loan will be secured.
- 4.2 Information Coordination Concerning Loans. Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 4.3, including the collection of information from Vendors, and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendors, and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.
- 4.3 Maximum Loan Amount. No loan to a Participant under the Plan may exceed the lesser of:
 - (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one.year period ending on the day before the date the loan is approved by the Administrator (not taking into account any payments made during such one.year period); or
 - (b) one half of the value of the Participant's vested Account Balance (as of the Valuation Date immediately preceding the date on which such loan is approved by the Administrator). For purposes of this Section 4.3, any loan from any other plan maintained by the Employer

and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

SECTION 5: Benefit Distributions

- 5.1 Benefit Distributions At Severance from Employment or Other Distribution Event. Except as permitted under Section 3.6 (relating to excess Elective Deferrals), Section 5.3 (relating to withdrawals of amounts rolled over into the Plan), Section 5.4 (relating to hardship), or Section 8.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59.. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements. Notwithstanding the foregoing, Elective Deferrals made to an Annuity Contract and corresponding earnings as of December 31, 1988 are "grandfathered" and withdrawal restrictions do not apply to the extent that such amounts can be appropriately identified by the Vendor.
- 5.2 Minimum Distributions. Each Individual Agreement shall comply with the minimum distribution requirements of Section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of Section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of Section 1.408-8 of the Income Tax Regulations, except as provided in Section 1.403(b)-6(e) of the Income Tax Regulations.
- 5.3 In-Service Distributions From Rollover Account. If a Participant has a separate account attributable to rollover contributions to the Plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.

5.4 Hardship Withdrawals.

(a) Hardship withdrawals shall be permitted under the Plan in accordance with the financial need safe harbor rules described in Section 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship. If applicable under an Individual Agreement, no Elective Deferrals (or Roth 403(b) Contributions) shall be allowed under the Plan during the 6.month period beginning on the date the Participant receives a distribution on account of hardship.

- (b) The Individual Agreements shall provide for the exchange of information among the Employer and the Vendors to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to Section 1.401(k)-1(d)(3)(iv)(E) of the Income Tax Regulations), the Vendor notifying the Employer of the withdrawal in order for the Employer to implement the resulting 6-month suspension of the Participant's right to make Elective Deferrals (or Roth 403(b) Contributions) under the Plan.
- (c) An Individual Agreement may make distributions to a Participant for expenses described in Section 1.401(k)-1(d) (3)(iii)(B)(1), (3), or (5) of the Income Tax Regulations for a primary Beneficiary. For this purpose, a "primary Beneficiary" is an individual who is named as a Beneficiary and has an unconditional right to all or a portion of the Account balance upon the death of the Participant.

5.5 Rollover Distributions.

- (a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in Section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in Section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in Section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of Section 408(d)(3)(C) of the Code).
- (b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.
 (c) A Participant or a spouse who is the designated Beneficiary of the Participant may elect to roll over amounts in accordance with Section 408A(e) of the

Code directly to a Roth IRA.

SECTION 6: Rollovers to the Plan and Transfers

- 6.1 Eligible Rollover Contributions to the Plan.
 - (a) Eligible Rollover Contributions. To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with Section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of Section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth elective deferral account under an applicable retirement plan described in Section 402A(e)(1) of the Code or a Roth IRA described in Section 408A of the Code.
 - (b) Eligible Rollover Distribution. For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) a payment if it is part of a series of equal (or almost equal) payments that are made at least once a year and that will last for (i) the life of the Participant (or the joint lives of the Participant and the Participant's Beneficiary),(ii) the life expectancy of the Participant (or the joint life and last survivor expectancy of the Participant and the Participant's Beneficiary), or (iii) any installment payment for a period of 10 years or more; (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the Participant; (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under Section 401(a)(9) of the Code; (4) corrective distributions of excess contributions under a qualified cash or deferred arrangement described in Section 1.401(k).2(b)(2) of the Income Tax Regulations and excess aggregate contributions described in Section 1.401(m).2(b)(2) of the Income Tax Regulations, together with the income allocable to these distributions;(5) loans that are treated as deemed distributions pursuant to Section 72(p) of the Code and (6) similar items designated by the Commissioner in revenue rulings, notices, and other guidance published in the Internal Revenue Bulletin. In addition, an eligible retirement plan means an individual retirement account described in Section 408(a) of the Code, an individual retirement annuity described in Section 408(b) of the Code, a qualified trust described in Section 401(a) of

the Code, an annuity plan described in Section 403(a) or 403(b) of the Code, or an eligible governmental plan described in Section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) Separate Accounts. The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

6.2 Plan-to-Plan Transfers to the Plan.

- (a) At the direction of the Employer, for a class of Employees who are participants or beneficiaries in another plan under Section 403(b) of the Code, the Administrator may permit a transfer of assets to the Plan as provided in this Section 6.2. Such a transfer is permitted only if the other plan provides for the direct transfer of each person's entire interest therein to the Plan and the participant is an employee or former employee of the Employer. The Administrator and any Vendor accepting such transferred amounts may require that the transfer be in cash or other property acceptable to it. The Administrator or any Vendor accepting such transferred amounts may require such documentation from the other plan as it deems necessary to effectuate the transfer in accordance with Section 1.403(b).10(b)(3) of the Income Tax Regulations and to confirm that the other plan is a plan that satisfies Section 403(b) of the Code.
- (b) The amount so transferred shall be credited to the Participant's Account Balance, so that the Participant or Beneficiary whose assets are being transferred has an accumulated benefit immediately after the transfer at least equal to the accumulated benefit with respect to that Participant or Beneficiary immediately before the transfer in accordance with Section 1.414(I)(1) of the Code.
- (c) To the extent provided in the Individual Agreements holding such transferred amounts, the amount transferred shall be held, accounted for, administered and otherwise treated in the same manner as an Elective Deferral by the Participant under the Plan, except that
- (1) the Individual Agreement which holds any amount transferred to the Plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the Individual Agreement must impose restrictions on distributions to the Participant or Beneficiary whose assets are being transferred that are not less stringent than those imposed on the transferor plan and (2) the transferred amount shall not be considered an Elective Deferral under the Plan in determining the maximum deferral under Section 3.

6.3 Plan-to-Plan Transfers from the Plan.

(a) At the direction of the Employer, the Administrator may permit a class of Participants and Beneficiaries to elect to have all or any portion of their Account Balance

- transferred to another plan that satisfies Section 403(b) of the Code in accordance with Section 403(b).10(b)(3) of the Income Tax Regulations. A transfer is permitted under this Section 6.3(a) only if the Participants or Beneficiaries are employees or former employees of the employer (or the business of the employer) under the receiving plan and the other plan provides for the acceptance of plan.to.plan transfers with respect to the Participants and Beneficiaries and for each Participant and Beneficiary to have an amount deferred under the other plan immediately after the transfer at least equal to the amount transferred in accordance with Section 1.414(l)(1) of the Code.
- (b) The other plan must provide that, to the extent any amount transferred is subject to any distribution restrictions required under Section 403(b) of the Code, the other plan shall impose restrictions on distributions to the Participant or Beneficiary whose assets are transferred that are not less stringent than those imposed under the Plan. In addition, if the transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the Plan, the other plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after tax employee contributions).
- (c) Upon the transfer of assets under this Section 6.3, the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary. The Administrator may require such documentation from the receiving plan as it deems appropriate or necessary to comply with this Section 6.3 (for example, to confirm that the receiving plan satisfies Section 403(b) of the Code and to assure that the transfer is permitted under the receiving plan) or to effectuate the transfer pursuant to Section 1.403(b)-10(b)(3) of the Income Tax Regulations.

6.4 Contract and Custodial Account Exchanges.

- (a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors identified in the Plan Provisions Section. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 2 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 6.4 are satisfied.
- (b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both Section 403(b) contracts or

custodial accounts immediately before the exchange). (c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy Section 403(b) of the Code, including the ollowing: (i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employmen (for purposes of the distribution restrictions Section 5.1); (ii) the Vendor notifying the Employer of any hardship withdrawal under Section 5.4 if the withdrawal results in a 6.month suspension of the Participant's right to make Elective Deferrals (and, if applicable, Roth 403(b) Contributions) under the Plan; and (iii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's Section 403(b) contracts or custodial accounts or qualified employer plan benefits (to enable a Vendor to determine the amount of any plan loans and any rollover accounts that are available to the Participant under the Plan in order to satisfy the financial need under the hardship withdrawal rules of Section 5.4); and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements, including the following:
(i) the amount of any plan loan that is outstanding to the Participant in order for a Vendor to determine whether an additional plan loan satisfies the loan limitations of Section 4.3, so that any such additional loan is not a deemed distribution under Section 72(p)(1); and (ii) information concerning the Participant's or Beneficiary's after-tax employee contributions in order for a Vendor to determine the extent to which adistribution is includible in gross income

(e) If any Vendor ceases to be eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan as indicated in the Plan Provisions Section, the Employer will enter into an information sharing agreement as described in Section 6.4(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of

information described in Section 6.4(d)(1) and (2) in order for such Vendor to be listed in the Plan Provisions Section.

6.5 Permissive Service Credit Transfers.

(a) If a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in Section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account Balance transferred to the defined benefit governmental plan. A transfer under this Section 6.5(a) may be made before the Participant has had a Severance from Employment.

(b) A transfer may be made under Section 6.5(a) only if the transfer is either for the purchase of permissive service credit (as defined in Section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which Section 415 of the Code does not apply by reason of Section 415(k)(3) of the Code. (c) In addition, if a plan-to-plan transfer does not constitute a complete transfer of the Participant's or Beneficiary's interest in the transferor plan, the Plan shall treat the amount transferred as a continuation of a pro rata portion of the Participant's or Beneficiary's interest in the transferor plan (e.g., a pro rata portion of the Participant's or Beneficiary's interest in any after-tax employee contributions).

SECTION 7: Investment of Contributions

- 7.1 Manner of Investment. All Elective Deferrals or other amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.
- 7.2 Investment of Contributions. Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in Section 6.4 of the Plan, the Individual Agreements and permitted under applicable Income Tax Regulations.

7.3 Current and Former Vendors. The Administrator shall maintain a list of all Vendors under the Plan, including those eligible to receive Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions, as applicable, and, those only eligible to receive contract exchanges made under Section 6.4, if applicable, which shall be listed in the Plan Provisions Section. Such list is hereby incorporated as part of the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy Section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive Elective Deferrals (or Roth 403(b) Contributions) under the Plan and a Vendor holding assets under the Plan in accordance with Section 6.2 or 6.4), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy Section 403(b) of the Code or other requirements of applicable law.

SECTION 8: Amendment and Plan Termination

- 8.1 Termination of Contributions. The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.
- 8.2 Amendment and Termination. The Employer reserves the authority to amend or terminate this Plan at any time.
- 8.3 Distribution upon Termination of the Plan. The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed as soon as administratively practicable under the Plan, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative Section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

SECTION 9: Miscellaneous

- 9.1 Non-Assignability. Except as provided in Section 9.2 and 9.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.
- 9.2 Domestic Relation Orders. Notwithstanding Section 9.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to the domestic relations law of any State ("domestic relations order") and Section 414(p) of the Code, then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.
- 9.3 IRS Levy. Notwithstanding Section 9.1, if a Participant or Beneficiary is entitled to a distribution in accordance with Section 5, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.
- 9.4 Tax Withholding. Contributions to the Plan are subject to applicable employment taxes (including, if applicable, Federal Insurance Contributions Act (FICA) taxes with respect to Elective Deferrals (and, if applicable, Roth 403(b) Contributions), which constitute wages under Section 3121 of the Code). Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including Section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

- 9.5 Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.
- 9.6 Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.
- 9.7 Procedure When Distributee Cannot Be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on the Employer's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.
- 9.8 Incorporation of Individual Agreements. The Plan, together with the Individual Agreements, is intended to satisfy the requirements of Section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or Section 403(b) of the Code.
- 9.9 Governing Law. The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.
- 9.10 Headings. Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

9.11 Gender. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

SECTION 10: Employer Contributions

10.1 Definitions.

- (a) "Employer Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total vested interest (including any earnings and losses attributable thereon) under the Plan resulting from Employer Discretionary Contributions and/or Employer Matching Contributions.
- (b) "Employer Discretionary Contributions" means the Employer's discretionary contributions to the Plan in accordance with the formula selected by the Employer in the Plan Provisions Section.
- (c) "Employer Matching Contribution" means the Employer's contributions to the Plan that match a Participant's Elective Deferrals or Roth 403(b) Contributions in accordance with the formula selected in the Plan Provisions Section.
- (d) "Vested" means the nonforfeitable portion of any Account maintained on behalf of a Participant.
- 10.2 Employer Contributions. For each Plan Year, the Employer will contribute to the Plan the amount and form of contributions as specified in the Plan Provisions Section, subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Employer Contributions Account.

10.3 Maximum Annual Additions.

- (a) The maximum permissible Annual Additions that may be contributed or allocated to each Participant's Account under the Plan for any Plan Year will not exceed the lesser of:
 - (i) \$40,000, as adjusted for increases in the cost of living under Section 415(d) of the Code, or
 - (ii) 100 percent of the Participant's Includible Compensation for the Plan Year.
- (b) For purposes of this Section, "Annual Additions" means, for any Plan Year, the sum of Elective Deferrals, Roth 403(b) Contributions, and Employer Contributions to the Plan made to the Participant's Account and the sum of any employee and employer contributions made on behalf of such individual under any other 403(b) plan, whether or not sponsored by the Employer.
- (c) If a Participant has a "controlling interest" in another employer and participates in that employer's qualified 401(a) defined contribution plan, a welfare benefit fund (as defined in Section 419(e) of the Code), an individual medical account (as defined in Section 415(l) (2) of the Code) or a simplified employee pension (as

defined in Section 408(k) of the Code) which provides Annual Additions, the amount of Annual Additions which may be credited to a Participant's Account for any Plan Year will not exceed the maximum permissible amount described in subsection (a), taking into account employer contributions that have been allocated to such other plans as described in this subsection.a complete discharge of any liability for such payments under the Plan.

(d) If the Annual Additions are greater than the maximum permissible amount described in subsection (a) in a Plan Year, no amount will be contributed to the Participant's Account under the Plan for that Plan Year. If there is any such excess amount under the Plan, the Employer or its delegate will direct the Vendor as to the appropriate method of correction of such excess amounts in accordance with the Income Tax Regulations. If timely correction of such excess is not made, such excess will remain in the Plan and will be separately accounted for in accordance with Section 403(c) of the Code.

10.4 Vesting. A Participant will be 100% Vested in any Employer Discretionary Contributions and Employer Matching Contributions.

SECTION 11: Roth 403(b) Contributions

11.1 Definitions.

(a) "Roth 403(b) Contributions" means, if so elected by the Employer in the Plan Provisions Section, contributions that are:

> (i) made by the Employer to the Plan pursuant to a Compensation reduction agreement entered into by a Participant, which qualifies as a "designated Roth contribution" within the meaning of

> "designated Roth contribution" within the meaning of Code Section 402A;

(ii) irrevocably designated by the Participant at the time of the cash or deferred election as a Roth elective deferral that is being made in lieu of all or a portion of the Elective Deferrals the Participant is otherwise eligible to make under the Plan; and

(iii) treated by the Employer as includible in the Participant's income at the time the Participant would have received that amount in cash if the Participant had not made a cash or deferred election.

(b) "Roth 403(b) Contributions Account" means the account established and maintained by the Administrator for each Participant with respect to his total interest (including and earnings and losses attributable thereon) under the Plan resulting from Roth 403(b) Contributions.

11.2 Roth 403(b) Contributions. For each Plan Year, each Participant may elect to make Roth 403(b) Contributions to the Plan up to the applicable limit under Code Section 402(g) and as aggregated with Elective Deferrals as described in Section 3.1, 3.2, and 3.3, and subject to any limitations imposed under applicable law or under any applicable collective bargaining agreement. Such contributions will be allocated to the Participant's Roth 403(b) Contributions Account.

11.3 Distribution of Roth 403(b) Contributions.

- (a) Qualified Distributions: Distributions from a Roth 403(b) Contributions Account will be tax free for federal income tax purposes if:
 - (i) The amounts are held for a 5 year holding period, measured from the first year that the initial Roth 403(b) Contribution was made on behalf of the Participant to a Roth 403(b) Contributions Account, and
 - (ii) The distribution is due to a Participant's attainment of age 59 ½, death, or in the event of the Participant's becoming Disabled.
- (b) Nonqualified Distributions: Amounts distributed from a Roth 403(b) Contributions Account that are not considered "Qualified Distributions" as defined in Section 11.3(a), may be distributed from a Roth 403(b) Contributions Account subject to the distribution rules applicable to Elective Deferrals as described in Section 5.1. Such nonqualified distributions shall be subject to federal income tax to the extent that the amount distributed exceeds the value of the Roth 403(b) Contributions.
- (c) In no event shall amounts held in a Roth 403(b) Contributions Account shall be used for a loan in accordance with Section 4, distributed due to a hardship withdrawal under Section 5.4, transferred in accordance with Sections 6.3 or 6.5, or exchanged in accordance with Section 6.4.
- (d) Participant may elect to have certain portions of the Participant's Vested Account Balance under the Plan treated as being distributed to the Participant as an eligible rollover distribution that is credited via an in-Plan direct rollover to a Roth After-Tax Employee Contribution Account under this Plan.

For more information, contact:

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Cabrillo Point Academy

Comprehensive Safety Plan

2023-2024

Tactical information is excluded from the public inspection document. This document is not available for inspection on the internet.



Cabrillo Point Academy

Independent Study Policy

INDEPENDENT STUDY POLICY

Cabrillo Point Academy (hereinafter "Charter School") offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Cabrillo Point Academy Governing Board approving this Independent Study Policy is to accomplish the following:

- Establish the time in which an assignment must be completed
- Establish the procedure for placement determination
- Outline what must be included in a current written agreement
- Outline how Average Daily Attendance will be calculated
- Establish compliance with the Education Code
- Establish the implementation of the Independent Study Policy

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by Charter School in alignment with Education Code ("EC") § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701.

- 1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)
- 2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher ("Homeschool Teacher") at an in-person meeting on at least two (2) occasions each semester for a minimum of (4) meetings per school year. No more than 60 days shall lapse between the in-person meetings. The in-person meetings are an integral component of the School's educational services. The Executive Director, in the Executive Director's sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the four (4) in-person meetings, absent an Executive Director's waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.
- 3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be

placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

- 4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 - a) Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - b) Successful completion of courses that satisfy the requirements for entrance to the University of California and California State University,
 - Successful completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - d) Successful completion of both the university entrance and career technical courses specified above,
 - e) English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - f) English learner reclassification,
 - g) Passing an advanced placement exam with a score of "3" or higher, and
 - h) Demonstrating college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
 - ii. Pupil engagement, as measured by all of the following, as applicable:
 - a) School attendance,
 - b) Chronic absenteeism,
 - c) Middle school dropout,
 - d) High school dropout, and
 - e) High school graduation.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

- c. Learning required concepts, as determined by the Homeschool Teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
- 5. Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
- 6. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, students found not participatory in synchronous instruction pursuant to EC § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify the student's current contact information;
 - b. Notify the student's parent or guardian of the student's lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement;
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being; and
 - e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d).)
- 7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record for that student, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, the Charter School will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction, and daily live interaction.
- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

- 8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the inperson program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
- 9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - f. 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 student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29)

- U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9)
- j. Each independent study agreement will be signed, prior to 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 the certificated employee designated as having responsibility for the special education programming of the student, as applicable For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- k. Before signing a written agreement pursuant to EC § 51747, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or inperson pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. A student with exceptional needs, as defined in EC § 56026, may participate in independent study if the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher, or the combined time value of student work product and student participation in synchronous instruction as set forth in EC § 51747.5(b)(1).
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:

- i. A copy of the independent study board policies.
- ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
- iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
- iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
- v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51744 et seq.; 5 C.C.R. § 11700 et seq.)
- 11. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - a. Students will initial "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 - b. Students shall not be counted for ADA purposes while attending the Charter School's summer school sessions.
- 12. Tracks: Charter School may only offer a multi-track program if each track is a minimum of 175 days.



Cabrillo Point Academy

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

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HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY – COMPLIANT WITH THE SAFE PLACT TO LEARN ACT

It is the policy of Cabrillo Point Academy ("School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Cabrillo Point Academy to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, genderexpression, age, sexual orientation, military and veteran status, or association with a person or group withone or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities. This policy also applies to all acts related to school activity or school attendance and all acts of the governing board in enacting policies and procedures of the governing board.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior

and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

DEFINITIONS

Discrimination

Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually
 degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying

Bullying may take place in a variety of hostile acts that are carried out repeatedly overtime. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulatingsocial relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefitfrom the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of
 exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching,
 physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples
 include taunting one's race, religion, national origin, sexual orientation, or physical or mental
 disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during
 an initiation for a student organization or body, club, group or sports team. It may involve conduct
 that 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. Hazing does not include athletic events
 or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message,

- text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves 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 effects described in (1) (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites
 with free registration and ease of registration, internet websites offering peer-to-peer instant
 messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment
 forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting
 platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation

Retaliation is any adverse action taken against a student because he or she filed a charge ofharassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

REPORTING DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING OR RETALIATION

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their Homeschool Teacher, school counselor or other school personnel
- The Executive Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at (619) 782-6464
- By email at jenna.lorge@cabrillopointacademy.org
- By mail at 13915 Danielson Street Suite #200 Poway, CA 92064

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take

immediate steps to intervene when it is safe to do so.

INVESTIGATION AND DISPOSITION OF COMPLAINTS

General Grievance Procedures

The following general grievance procedures ("General Grievance Procedures") are intended for complaints of discrimination, sexual harassment, harassment, intimidation, and bullying that are not subject to review under School's Uniform Complaint Procedures ("UCP") or Title IX Grievance Procedures per School's Title IX Policy. For example, an allegation of bullying that is unrelated to anyprotected characteristic set forth above may be investigated under these General Grievance Procedures.

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal Executive Director and/or Board of Directors his/her designee will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting.

Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on protected characteristics set forth above (e.g., race, ethnicity or ethnicity, immigration status, religion, gender, gender identity or expression, or sexual orientation) or related to certain state and federal programs are eligible to be investigated pursuant to the UCP. If any formal complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX, the complaints shall be investigated under the Title IX Policy. Copies of the Title IX Policy and UCP can be found on the School's website.

Parental Notification

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures forreporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.



Cabrillo Point Academy

Suspension and Expulsion Policy

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SUSPENSION AND EXPULSION POLICY

Cabrillo Point Academy "Charter School" is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

RESPONSIBILITY OF THE CHARTER SCHOOL

When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be posted on our website 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.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. Charter School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. Charter School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Charter School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's
 breathing or respiratory capacity, including techniques in which a staff member places pressure
 on a pupil's back or places their body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a

pillow, blanket, carpet, mat, or other item to cover a pupil's face.

- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or

- intoxicant of any kind.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes, but is not limited to, electronic files and databases).
- 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 their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code Section 48901.1).
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this
 section, "terroristic threat" shall include any statement, whether written or oral, by a person who
 willfully threatens to commit a crime which will result in death, great bodily injury to another
 person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent
 that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,

which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

- 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 students in any of grades 4 to 12, inclusive.
- 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 students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive g to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading personnel or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with that student's academic performance.

- iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying. as defined under Education Code Section (48900(r)(2)(A)(iii).
 - iv. Notwithstanding the 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.
- A student 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 student 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 (a) above.
- 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 Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

 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 Executive Director or designee's concurrence.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any
 controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic
 beverage, or intoxicant of any kind.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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 their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
- 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 students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated school personnel, a student or a group of students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading personnel or student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with one or more of these actual or perceived characteristics.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with that student's academic performance.
- iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying. as defined under Education Code Section (48900(r)(2)(A)(iii).
 - iv. Notwithstanding the 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.

- A student 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 student 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 (a) above.
- 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 Executive Director or designee's concurrence.

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 student:

 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 Executive Director or designee's concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

WILLFUL DEFIANCE

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or noncertificated employee may refer a student to School administrators and timely in-school interventions or supports. The School administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by parents. The School administrator shall also, by the end of the fifth business day, inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

Conference

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against that student, the other means of correction that were attempted before the disciplinary action, and shall be given the opportunity to present that student's version and evidence in their defense. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

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, the date of return following suspension, and the specific offense committed by the student. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the Charter School for two or more

schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

AUTHORITY TO EXPEL

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

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 Executive Director or designee determines that the student has committed an expellable offense.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. 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 hased:
- A copy of the Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and 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 Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School governing board or the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 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 they are 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 person presiding over the hearing from
 removing a support person whom the presiding person finds is disrupting the hearing. The entity
 conducting the hearing may permit any one of the support persons for the complaining witness
 to accompany them to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their 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 student being expelled, the complaining witness shall have the right to have their 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, 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 their testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

WRITTEN NOTICE TO EXPEL

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

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

DISCIPLINARY RECORDS

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

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

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

REHABILITATION PLANS

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

READMISSION

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

INVOLUNTARY REMOVAL

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 schooldays 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, 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 for disciplinary reasons.