### Santa Ana Unified School District Board of Education

### **Board Meeting Agenda**

Tuesday, October 23, 2018 6:00 p.m.

### **Board Room**

1601 E. Chestnut Avenue Santa Ana



Rigo Rodriguez, Ph.D. Vice President

Cecilia "Ceci" Iglesias Member Valerie Amezcua President

Stefanie P. Phillips, Ed.D.
Secretary /
Superintendent

Alfonso Alvarez, Ed.D. Clerk

John Palacio Member

If special assistance is needed to participate in the Board meeting, please contact the Superintendent's office, at (714) 558-5512. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

### **Mission Statement**

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

### BOARD OF EDUCATION MEETING INFORMATION

### **Role of the Board**

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

- 1. Setting a direction for the District.
- 2. Providing a basic organizational structure for the SAUSD by establishing policies.
- 3. Ensuring accountability.
- 4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

### **Board Meeting Documentation**

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. - 4:30 p.m. at (714) 558-5555.

### **Public Comments at Board Meetings**

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The *Request to Address the Board of Education* cards are located on the table in the foyer.

### **Televised Meeting Schedule**

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at http://www.sausd.us

### SANTA ANA UNIFIED SCHOOL DISTRICT 1601 EAST CHESTNUT AVENUE SANTA ANA, CA 92701

TUESDAY OCTOBER 23, 2018

### **AGENDA**

### CALL TO ORDER

### 4:30 P.M. RECESS TO CLOSED SESSION

- See Closed Session Agenda below for matters to be considered at this time.
- A. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 355146, 48912, 48918, 49070:

### STUDENT EXPULSIONS AND DISCIPLINE ISSUES

B. With respect to every item of business to be discussed in Closed Session pursuant to Paragraphs (2) to (5) of Subdivision (D) (E) of Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION: SUSD-009163 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: One Potential Case

C. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/REASSIGNMENT PUBLIC EMPLOYMENT: Principal, MacArthur Fundamental Intermediate School; Coordinator of Special Education (Mild/Moderate); Coordinator of Visual and Performing Arts; Manager of Transportation

D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATOR:

SAEA, CSEA, SASPOA, CWA Bargaining Units Mark A. McKinney, District Negotiator

Unrepresented Employees: Certificated and Classified Management, Supervisory, and Confidential Employees not represented by a Union.

E. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54956.8:

CONFERENCE WITH REAL PROPERTY NEGOTIATOR

2495 Campus Drive, Irvine, CA Orin Williams District Representative

The Board may exercise discretion to adjourn to Closed Session at any time during this meeting to instruct its representatives regarding negotiations with represented and unrepresented employees.

RECONVENE REGULAR MEETING AND REPORT ACTION TAKEN IN CLOSED SESSION THAT IS REQUIRED TO BE REPORTED OUT AT THIS MEETING.

RECONVENE REGULAR MEETING 6:00 P.M. MEETING

### PLEDGE OF ALLEGIANCE

### HIGH SCHOOL STUDENT AMBASSADORS

 Century – Amanda Chhouk; Godinez Fundamental – Moises Hernandez; Santa Ana- Kaleb Jimenez; Santa Ana Valley – Roxana Alvarez

### RECOGNITIONS/ACKNOWLEDGMENTS

- Mike Harrah for Contributions to the Speech and Debate Program
- Certificated Employee of the Month for October 2018, Kathryn Smith
- Classified Employee of the Month for October 2018, Silvia Ruvalcaba

### SUPERINTENDENT'S REPORT

### PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

### 1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Regular Board Meeting Minutes October 9, 2018
- 1.2 Orange County Department of Education First Quarterly Report on Williams Settlement Fiscal Year 2018-19
- 1.3 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 Gifts, Grants, and Bequests
- 1.4 Acceptance of Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant for 2018-19 School Year Funding
- 1.5 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 School-Sponsored Trips and Administrative Regulation (AR) 6153.1 Extended School-Sponsored Trips
- Approval of Student Expulsion for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 1.7 Approval of Memorandum of Understanding for Education Prize Grant for 2018-20 School Years
- 1.8 Acknowledgement of Receipt of Animo Charter Span School 2 Charter Petition

- 1.9 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic School and Agency for Student with Disabilities for 2018-19 School Year
- 1.10 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2018-19 School Year
- 1.11 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2018-19 School Year
- 1.12 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018-19 School Year
- 1.13 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of September 26, 2018 through October 9, 2018
- 1.14 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of September 26, 2018 through October 9, 2018
- 1.15 Approval of Revised Job Description: Integrated Pest Management Technician
- 1.16 Approval of Revised Job Description: Position Control Supervisor
- 1.17 Approval of Revised Job Description: Stadium Technician
- 1.18 Approval of Revised Job Description: Locksmith I
- 1.19 Approval of Revised Job Description: Locksmith II
- 1.20 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Items removed from Consent Calendar for discussion and separate action:

### **PRESENTATIONS**

• English Learners Master Plan

### **REGULAR AGENDA - ACTION ITEMS**

2.0 Ratification of SAUSD Deputy Superintendent, Administrative Services Employment Agreement for Thomas A. Stekol, Ed.D.

- 3.0 Ratification of the Agreement Amendment 02 with Orange County Head Start, Inc. for 2017-18 Program Year
- 4.0 Ratification of the Contract Agreement with Orange County Head Start, Inc. for 2018-19 Program Year
- 5.0 Board Bylaw (BB) 9320.1 Parliamentary Procedure (Revised: For Adoption)

### NEW AND REVISION OF EXISTING BOARD POLICIES – FIRST READING / NO ACTION REQUIRED

• Board Policy (BP) 6174 - Education for English Learners (Revised: First Reading)

### **BOARD REPORTS**

### **ADJOURNMENT**

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on <u>Tuesday</u>, <u>November 13, 2018</u>, at 6:00 p.m.

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Mike Harrah for Contributions to the Speech and Debate Program

ITEM: Recognition

**SUBMITTED BY: Valerie Amezcua, Board President** 

PREPARED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

### **BACKGROUND INFORMATION:**

### The purpose of this agenda item is to recognize Mike Harrah for his outstanding contributions to the Speech and Debate program. In 2017, when Mr. Harrah heard that our Santa Ana High School

### **ITEM SUMMARY:**

• Contribution to the Speech and Debate program to fund 21 students to participate in the 2018 Harvard University forensics competition

students had won the small sweepstakes award at the Bradley University Tournament in Peoria, IL, he approached us to help determine what could be done to give our students additional exposure. He learned that the top national invitational tournament is held at Harvard University. Without hesitation he decided to financial support 21 students to travel to Cambridge to compete at the Harvard tournament.

Our students had a great tournament. We had 8 students advance to the Octo-Finalist; 3 advance to the Quarter Finals and one student finish 8<sup>th</sup> in Original Oratory; because of Mr. Harrah's generosity our students learned that they can compete with the best in the country. This exposure created a level of success that trickled down to our lower levels and helped us produce our first national championship squad.

LCAP Goal: 4 Implement a robust Multi-Tiered System of Support (MTSS) framework

that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-

emotional learning (SEL) needs.

**Action: 4.01** Ensure equitable access for all sub-groups to enrichment opportunities (i.e.

STEM, CTE Visual and Performing Arts (VAPA) foreign language,

physical education and intramural athletics.)

**Services: 4.01006** Speech and Debate

### **FUNDING:**

No Fiscal Impact

### **RECOMMENDATION:**

Acknowledge Mike Harrah for his contributions to the Speech and Debate program.

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Certificated Employee of the Month for October 2018, Kathryn Smith

ITEM: Recognition

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize the Certificated Employee of the Month for October 2018.

### ITEM SUMMARY\_

Monthly recognition of employees

### **RATIONALE:**

A selection committee, consisting of certificated employees, has reviewed nominees and selected the Certificated Employee of the Month for October 2018. The members have selected Kathryn Smith, Teacher, Diamond Elementary School.

**LCAP Goal 3:** Cultivate and maintain a healthy, safe, secure, and respectful school and

working environment for all.

**Action: 3.7** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 018** Human Resources

### **FUNDING:**

Recognition Program Funds: \$50 (gift card)

### **RECOMMENDATION:**

Recognize Kathryn Smith as Certificated Employee of the Month for October 2018.

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Classified Employee of the Month for October 2018, Silvia Ruvalcaba

ITEM: Recognition

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize the Classified Employee of the Month for October 2018.

### ITEM SUMMARY\_

Monthly recognition of employees

### **RATIONALE:**

A selection committee, consisting of certificated employees, has reviewed nominees and selected the Classified Employee of the Month for October 2018. The members have selected Silvia Ruvalcaba, Site Clerk, Carver Elementary School.

**LCAP Goal 3:** Cultivate and maintain a healthy, safe, secure, and respectful school and

working environment for all.

**Action: 3.7** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 018** Human Resources

### **FUNDING:**

Recognition Program Funds: \$50 (gift card)

### **RECOMMENDATION:**

Recognize Silvia Ruvalcaba as Classified Employee of the Month for October 2018.

### Santa Ana Unified School District 1601 E. Chestnut Avenue Santa Ana, CA 92701

### **MINUTES**

### BOARD MEETING SANTA ANA BOARD OF EDUCATION

October 9, 2018

### CALL TO ORDER

Board President Amezcua called the meeting to order at 4:38 p.m. Other members is attendance were Dr. Rodriguez and Mr. Palacio.

### **CLOSED SESSION PRESENTATIONS**

Ms. Amezcua asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern.

There were no individuals wishing to address the Board.

### RECESS TO CLOSED SESSION

The Regular Board meeting recessed at 4.38 p.m. to consider student matters, existing litigation, anticipated litigation, personnel matters, and negotiations.

Dr. Alvarez arrived at 5:04 p.m. and Ms. Iglesias arrived at 6:03 p.m.

### RECONVENE OPEN METING

The Regular Board meeting reconvened at 6.23 p.m.

Cabinet members present were Dr. Phillips, Dr. Jimenez, Mr. Roychowdhury, Mr. McKinney, Dr. Llamas, Dr. Allen, Dr. Helguera, and Mr. Williams.

### PLEDGE OF ALLEGIANCE

Jose Vazquez, student at REACH Academy led the Pledge of Allegiance.

### REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 4-0, the Board took action to approve the Settlement Authority for purposes of a mediated settlement in Claim No. EMP 1503991 RV.

Motion: Ms. Amezcua Second: Mr. Palacio

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 4-0, the Board took action to approve the Workers' Compensation Compromise and Release in the amount of \$40,000 for former classified employee, as named in Closed Session, Claim # SUSD-008790.

Motion: Ms. Amezcua Second: Dr. Rodriguez

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 3-0, the Board took action to approve the Resignation Agreement of Probationary Certificated Management Employee, as named in Closed Session – Employee ID# 31317, effective until September 26, 2019.

Motion: Dr. Rodriguez Second: Ms. Amezcua

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, and Mr. Palacio

Not Present: Dr. Alvarez and Ms. Iglesias

By a vote of 4-0, the Board took action to appoint David Casper to the position of Principal at Segerstrom High School.

Motion: Ms. Amezcua Second: Mr. Palacio

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 4-0, the Board took action to appoint Ray A. Gonzalez to the position of Assistant Principal at MacArthur Fundamental Intermediate School/Esqueda Elementary School.

Motion: Ms. Amezcua Second: Dr. Rodriguez

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 4-0, the Board took action to appoint Guadalupe M. Cruz to the position of Coordinator of Extended Learning Programs.

Motion: Dr. Rodriguez Second: Ms. Amezcua

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 4-0, the Board took action to appoint Thomas A. Stekol, Ed.D. to the position of Deputy Superintendent, Administrative Services.

Motion: Dr. Rodriguez Second: Dr. Alvarez

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

Not Present: Ms. Iglesias

By a vote of 3-0, the Board took action to appoint Karin Jinbo to the position of Coordinator of Special Education (Mental Health Services).

Motion: Mr. Palacio Second: Dr. Rodriguez

Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, and Mr. Palacio

Not Present: Dr. Alvarez and Ms. Iglesias

### HIGH SCHOOL STUDENT AMBASSADORS

Samantha Santucci from Cesar Chavez, Alexis Rodriguez-Mejia from Middle College, and Jose Vazquez from REACH Academy provided highlights to the Board of current events, information, and activities at their respective high schools.

### RECOGNITIONS/ACKNOWLEDGMENTS

### Summer 2018 Jet Propulsion Laboratory Scholarship Recipients

Vivianne Dinh, Justin Dysome, Anthony Gonzalez, Carina Romero, Patricia Salazar, Adam Salguero, Raul Vargas, Christopher Vu, and Kevin Zheng were nine SA USD students acknowledged for their participation in the 2018 NASA Jet Propulsion Laboratory internships.

### SUPERINTENDENT'S REPORT

Dr. Phillips mentioned that the Heritage Museum of Orange County is working on a special mural project with art students from Godinez Fundamental and Valley High Schools. She congratulated Mr. Peter Richardson, Principal at Martin Elementary School, for receiving the Oasis Education Award 2018 from Oasis Center International and Godinez Fundamental High School for its success in the 2018 Race to Submit Statewide Campaign sponsored by the California Student Aid Commission. Superintendent Phillips made a few announcements: Walk to School Day, October 10 at Diamond Elementary; the Santa Ana Public Schools Foundation, SAUSD will hold the Annual Superintendent's State of the District Breakfast on Friday, October 12, 2018 at 7:00 a.m. at Godinez Fundamental High School; Saddleback High School is hosting College Night 2018 on Thursday, October 18; and the 25<sup>th</sup> Annual Parent Conference will be held Saturday, October 20 at Villa Fundamental Intermediate School. She mentioned that on Friday, September 28, the Santa Ana Early Learning Initiative held its first in a series of Neighborhood Leadership Trainings at the Delhi Center. Dr. Phillips concluded her report with a video spotlight of Edison Elementary School.

### **PUBLIC PRESENTATIONS**

Julian Rodriguez addressed the Board related to old STEM equipment at Valley High School. Perla Dionicio addressed the Board related to the community. Margarita Gonzalez addressed the Board related to SAUSD schools. Angie Cano, Rebecca Lamadrid, Alfredo Rubalcava, Erika Ramirez, Cobi Luciani, Maria Ramirez, Matt Lasater, Case Lasater, Mike Tardif, Gavin Taralf, Janelle Ruley, and Ivan Joseph Ramirez addressed the Board related to Magnolia Science Academy Charter petition.

### 1.0 <u>APPROVAL OF CONSENT CALENDAR</u>

The following items were removed from the Consent Calendar for discussion and separate action:

- 1.6 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2018-19 School Year
- 1.9 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of September 12, 2018 through September 25, 2018
- 1.10 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of September 12, 2018 through September 25, 2018
- 1.11 Approval of Revised Job Description: Commercial Driver
- 1.12 Approval of Revised Job Description: Special Projects and Asset Retention Team
- 1.13 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 5-0, to approve the remaining items on the Consent Calendar as follows:

- 1.1 Approval of Regular Board Meeting Minutes September 25, 2018
- 1.2 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 Gifts, Grants, and Bequests
- 1.3 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153
   School-Sponsored Trips and Administrative Regulation (AR) 6153.1 Extended School-Sponsored Trips
- 1.4 Approval of Student Expulsions for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 1.5 Ratification of Continuing Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2018-19 School Year
- 1.7 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2018-19 School Year
- 1.8 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018-19 School Year

Items removed from Consent Calendar for discussion and separate action:

- 1.6 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2018-19 School Year
  - Moved by Dr. Rodriguez, seconded by Dr. Alvarez, and carried 4-1, Ms. Iglesias dissenting, to approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2018-19 school year.
- 1.9 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of September 12, 2018 through September 25, 2018
  - Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 4-1, Ms. Iglesias dissenting, to ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000 for the period of September 12, 2018 through September 25, 2018.

1.10 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of September 12, 2018 through September 25, 2018

Moved by Dr. Rodriguez, seconded by Dr. Alvarez, and carried 4-1, Ms. Iglesias dissenting, to ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of September 12, 2018 through September 25, 2018.

1.11 Approval of Revised Job Description: Commercial Driver

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 4-1, Ms. Iglesias dissenting, to approve the revised job description of Commercial Driver to Commercial Class A Driver.

1.12 Approval of Revised Job Description: Special Projects and Asset Retention Team

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 4-1, Ms. Iglesias dissenting, to approve the revised job description: Special Projects and Asset Retention Team (SPART) to Special Projects Team Member.

1.13 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 4-1, Ms. Iglesias dissenting, to approve the Personnel Calendar including the transition of specific staff members with such topics as; hiring, promotions, transfers, resignations, retirements, and leaves.

### **PRESENTATIONS**

### SAUSD Youth Diversion Program

Dr. Llamas, Chief Smith, and Ms. Heidi Cisneros provided the Board with a brief overview of the District's timeline related to the Youth Diversion Program.

### State of Family and Community Engagement Fall 2018 Update

Dr. Llamas and Dr. Lopez-Guerra provided the Board with an update of the implementation of the family and community engagement framework within SAUSD, wellness center timelines, staffing, and next steps.

### PUBLIC HEARING

Review Statement of Assurance for Sufficiency of Pupil Textbooks and Instructional Materials for 2018-19 School Year, per Education Code Sections 60119 and 60422

Ms. Amezcua declared the Public Hearing open. She asked those wishing to address the Board to step to the lectern.

After hearing no comments, Ms. Amezcua declared the Public Hearing closed.

### **REGULAR AGENDA - ACTION ITEMS**

- 2.0 Adoption of Resolution No. 18/19-3253 Statement of Assurance for Sufficiency of Pupil Textbooks and Instructional Materials for 2018-19 School Year
  - Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 4-0, Dr. Alvarez not present, to adopt Resolution No. 18/19-3253 Statement of Assurance for Sufficiency of Pupil Textbooks and Instructional Materials for 2018-19 school year.
- 3.0 Adoption of Resolution No. 18/19-3261 Authorizing the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding
  - Moved by Ms. Amezcua, seconded by Mr. Palacio, and carried 4-0, Dr. Alvarez out of room, to adopt Resolution No. 18/19-3261 Authorizing the Filing of Career Technical Education Facilities Grant Application to the State School Facilities Program for Proposition 51 Funding.
- 4.0 Action on Request for Renewal of Charter for Magnolia Science Academy Santa Ana Charter School and Adopt Resolution No. 18/19-3262 Effectuating that Action
  - Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 4-1, Ms. Iglesias dissenting, to approve the action to deny the request for renewal of the Magnolia Science Academy Santa Ana charter and adopt the attached Resolution No. 18/19-3262 denying the renewal of Magnolia Science Academy Santa Ana charter.
- 5.0 Approval of Amended Declaration of Need for Fully Qualified Educators for 2018-2019 School Year
  - Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 5-0, to approve the amended Declaration of Need for Fully Qualified Educators for the 2018-19 school year as requested by the California Commission on Teacher Credentialing.

6.0 Authorization to Award a Contract for Pest Control Services

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 5-0, to authorize staff to award a contract to Western Exterminator Company, pursuant to RFP No. 02-19, for pest control services.

7.0 Board Policy (BP) 1330 – Use of School Facilities (Revised: For Adoption)

Item Pulled: No Action Taken.

8.0 Board Policy (BP) 4020 – Drug and Alcohol-Free Workplace (Revised: For Adoption)

Moved by Dr. Rodriguez, seconded by Mr. Palacio, and carried 5-0, to adopt the revised Board Policy (BP) 4020 – Drug and Alcohol-Free Workplace.

9.0 Board Policy (BP) 4127/4227/4327 – Temporary Athletic Team Coaches (Revised: For Adoption)

Moved by Dr. Alvarez, seconded by Ms. Amezcua, and carried 4-1, Ms. Iglesias dissenting, to adopt the revised Board Policy (BP) 4127/4227/4327 – Temporary Athletic Team Coaches.

### NEW AND REVISION OF EXISTING BOARD POLICIES – FIRST READING / NO ${f ACTION}$ REQUIRED

Board Bylaw (BB) 9320.1 – Parliamentary Procedure (Revised: For First Reading)

### **BOARD REPORTS**

Dr. Alvarez: Follow-up on Valley High School's STEM equipment.

Ms. Amezcua: Dr. Phillips and Mr. Roychowdhury to meet with SAHS related to band trucks.

### ADJOURNMENT

There being no further business to come before the Board, the Board meeting by Board President Amezcua at 9:30 p.m.

The next Regular Meeting of the Board of Education is Tuesday, October 23, 2018, at 6:00 p.m.

### ATTEST:

Stefanie P. Phillips, Ed.D. Secretary Santa Ana Board of Education



### SANTA ANA UNIFIED SCHOOL DISTRICT COMMERCIAL CLASS A DRIVER

### **JOB SUMMARY:**

Under the direction of the Manager of Transportation or designee, perform skills associated with driving a tractor-trailer and/or a bus. Responsible for transporting, loading and unloading equipment or goods from one place to another using heavy equipment or tractor-trailer trucks.

### **REPRESENTATIVE DUTIES:**

- Work independently as an experienced Commercial Class A Driver. E
- Must be able to maneuver in and out of tight quarters while maintaining public safety. E
- Must follow all safety regulations and standards regarding size, weight, and Federal Motor Carrier Safety Administration (FMCSA) break periods. E
- Responsible for receiving the load, assist in loading and unloading the truck, parking in appropriate docks, tracking mileage, and documenting schedules, and driver manifests. E
- Drive a tractor-trailer and/or a bus. E
- Perform Pre and Post trip vehicle inspections as required by The Department of Transportation (DOT). **E**
- Knowledge to inspect the engine compartment: leaks, hoses, oil, coolant, fluids, and belts. E
- Perform the duties of properly connecting and disconnecting the trailer. E
- Maintains a clean and orderly vehicle. E
- Ensures that safety steps are followed at all times, use proper safety equipment and keep all unauthorized personnel out of the truck. E
- Maintain a current California Commercial License in the appropriate class. **E**
- Adhere to current FMCSA regulations by maintaining driver logs for Santa Ana Unified School District. E
- Performs other related duties as assigned.

### COMMERCIAL CLASS A DRIVER (CONTINUED)

### **KNOWLEDGE AND ABILITIES:**

### Knowledge of:

- FMCSA compliant.
- Traffic and safety laws as they apply to the operation of vehicles.
- Safe and proper lifting techniques.
- Principles to secure a loaded truck.
- Basic math.
- Road navigation and GVWR within the cities and/or counties being operated in.

### Ability to:

- Relate well to personnel in and outside the District.
- Understand and follow oral and written directions.
- Meet schedules and time lines.
- Load, unload, lift and carry moderately heavy objects up to 45 pounds (90 pounds with 2 people).
- Operate a truck skillfully and safely.
- Verify quantities for accurate count.
- Communicate both orally and in written form.
- Establish and maintain effective working relationships with others.
- Plan routes and meet delivery schedules.
- Perform the essential functions of the job.

### EDUCATION AND EXPERIENCE:

Any combination equivalent to a high school diploma or GED and sufficient training, experience, and knowledge to demonstrate the abilities listed above.

### **LICENSES AND OTHER REQUIREMENTS:**

- Valid California Motor Vehicle Operator's License, Commercial Class A.
- Valid California commercial Class A driver's license with passenger and air brake endorsements.
- Valid unrestricted California Special Driver Certificate for school bus operation, desirable.
- Current First Aid Certification.
- Valid Medical Card.

### COMMERCIAL CLASS A DRIVER (CONTINUED)

### **WORKING CONDITIONS:**

### Environment:

- Varied weather conditions.
- Moderate exposure to dust and chemicals.
- Employees may be required to wear protective apparel including goggles, face protection, work boots, masks and uniforms.
- Driving a vehicle to conduct work.

### Physical Abilities:

- Sit and stand for long periods of time, bend at the waist, kneel or crouch, stoop, reach, to perform work in tight spaces in a trailer or building.
- Dexterity of hands and fingers to operate assigned equipment.
- Visually inspect vehicle and deliveries.
- Hearing and speaking accurately to exchange information.
- Subject to Post accident and Random Drug and Alcohol testing.
- Lifting, carrying, pushing or pulling moderately heavy objects not exceeding 45 pounds (90 pounds with 2 people).

### **HAZARDS:**

- Work around combustion engines, harsh and toxic chemicals, and substances.
- Heavy lifting.
- Driving in dense populated cities, driving in heavy traffic and narrow streets.
- Driving a vehicle during adverse weather conditions.
- Traffic hazards.
- Will automatically be enrolled in the Department of Motor Vehicles Pull Program for any 2 point violation.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: 10/9/18 (5/22/18)



### SANTA ANA UNIFIED SCHOOL DISTRICT SPECIAL PROJECTS TEAM MEMBER

### **JOB SUMMARY:**

Under supervision of the Building Services Director or designee, perform skilled custodial functions; to assist and support the school site custodians; to maintain assigned buildings and adjacent ground areas in a clean sanitary, secure and safe condition. To provide support for District events and functions. To inspect and recommend District assets for repurposing. May assist with minimal driving to facilitate the pickup and delivery of those repurposed District assets from the warehouse, when warehouse personnel are unavailable.

### **REPRESENTATIVE DUTIES:**

- Personally performs custodial work in accordance with daily work schedules. E
- Requisitions custodial supplies and equipment to maintain operational inventory. E
- May assists in the training of custodial personnel. E
- May assist school site custodians with a walk through of building and grounds for damage, necessary repairs, security, and safety pertaining to the Williams FIT report. E
- Deliver and pickup items from various District locations when involving special projects. E
- Sets up rooms, furniture and may assist with equipment arrangements for special events. E
- Participates in major cleaning of the school. E
- Performs minor repairs and light maintenance tasks such as furniture assembly, disassembly and removal. E
- Performs minor structure interior and exterior painting. E
- In conjunction with the Warehouse, assists in the coordinating, receiving, storing, inventory, and redistribution of usable classroom and office furniture. E
- Attends and assists with team and safety meetings. E
- Performs other related duties as assigned.

### SPECIAL PROJECTS TEAM MEMBER (CONTINUED)

### **REPRESENTATIVE DUTIES:** (continued)

### **KNOWLEDGE AND ABILITY:**

### Knowledge of:

- Methods, materials and equipment required for all custodial services of school facilities.
- Requirements for maintaining school sites in a safe, secure, clean, and orderly condition.

### Ability to:

- Perform moderately medium to heavy manual activities.
- Efficiently and effectively, use cleaning materials, supplies and equipment.
- Demonstrate leadership, good judgment and common sense.
- Operate custodial equipment and hand tools.
- Keep accurate records and make reports.
- Estimate time and materials in connection with a custodial work program.
- Perform minor repairs and light maintenance tasks.
- Make basic arithmetic calculations.
- Appreciate human diversity.
- Understand and carry out oral and written instruction.
- Establish and maintain cooperative relationships.
- Comply with District's customer service standards.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to high school diploma, GED, and one-year school custodial training and/or experience to demonstrate the knowledge of abilities listed above.

### LICENSES AND OTHER REQUIREMENTS:

- Valid California Driver's license or other Federal State ID
- First Aid Certification desirable

### **WORKING CONDITIONS:**

### Environment:

- Working shift may include early morning to late evening.
- School environment.
- Possible adverse weather conditions.

### Physical Abilities:

- Hearing and speaking accurately to exchange information.
- Standing and walking for extended periods.
- Lifting, carrying, pushing or pulling moderately heavy objects, normally not exceeding sixty (60) pounds.

### SPECIAL PROJECTS TEAM MEMBER (CONTINUED)

• Reaching overhead, above the shoulders and horizontally.

### **WORKING CONDITIONS:** (continued)

### Physical Abilities: (continued)

- Seeing to perform custodial work.
- Dexterity of hands and fingers to operate custodial equipment.
- Bending at the waist, kneeling or crouching.

### Hazards:

• Cleaning chemicals.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: 10/9/18 (7/16/18)

Personnel Calendar Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
RETIREMENT				
Sneathen, Pamela	Teacher	Human Resources	June 1, 2018	
				-
RESIGNATIONS				
Aguero, Mark	Teacher	Century	September 30, 2018	
[Deguchi, Matthew	Teacher	Villa	September 24, 2018	
Harrison, Tresa	Teacher	Willard	September 7, 2018	
Johnson, Deija	Teacher	Special Education	September 28, 2018	
Lopez, Julius	Teacher	Lathrop	September 28, 2018	
NEW HIRES/RE-HIRES	<b>60</b>			
Herrera, Phillip	Teacher	Century	October 1, 2018	October 1, 2018 New Hire - Probationary I
Jimenez, Ludin	Teacher	Villa	September 25, 2018	September 25, 2018 New Hire - Temporary 44909
			4	
Leonard, Amanda	Teacher	Valley	September 20, 2018	September 20, 2018 New Hire - Probationary I
		Health/Home-		·
Navarro, Guadalupe	Nurse	Hospital Instruction	September 24, 2018	September 24, 2018 New Hire - Probationary I
Onate, Monica	Teacher	Reach Academy	September 17, 2018	September 17, 2018 New Hire - Probationary I
Weber, Jaclyn	Teacher	Sierra	September 13, 2018 New Hire - Intern	New Hire - Intern

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
ABSENCE (3 to 20 duty days) - Withou		Pay with Benefits		
	Speech and			
	Language		September 17, 2018	
Waters, Lori	Pathologist	Speech Department	- October 12, 2018	- October 12, 2018 Family Responsibilities
DEPARTMENT CHAIRS 2018-19	S 2018-19			
Amosa, Dan		Carr	2018-19	2018-19 AVID (sharing)
Aquino, Mallory		Сапт	2018-19	2018-19 Art (sharing), Music
Galvan, Rogelio		Carr	2018-19 Math	Math
Huddy, Angela		Carr	2018-19 English	English
Leal-Avalos, Marisol		Carr	2018-19	2018-19 Special Education (sharing)
Magruder, Jill		Carr	2018-19 Science	Science
Nobel, Shannon		Carr	2018-19	2018-19 Social Studies
Price, Bryan		Carr	2018-19	2018-19 AVID (sharing)
Rivera, Rudy		Carr	2018-19 P.E	P.E.
Solares, Elizabeth		Сатт	2018-19	2018-19 Art (sharing), Music
Urizar, Maricela		Carr	2018-19	2018-19 ELD/Bilingual
Wedekind, Patricia		Carr	2018-19	2018-19 Special Education (sharing)
Beichner, Josina	-	Godinez	2018-19	2018-19 Foreign Language
Jacovides, Alexis		Godinez	2018-19	2018-19 Special Education
MacLennan, Sara		Godinez	2018-19 P.E	P.E.
Mc Mahon, Jeanette		Godinez	2018-19	2018-19 Art, Music
Morgan, Lisa		Godinez	2018-19 Science	Science
Morgan, Robert		Godinez	2018-19	2018-19 AVID, Social Studies

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

LAST NAME	POSTTION	SITE	REE, DATE	REF. DATE COMMENTS
DEPARTMENT CHAIRS 2018-19 (Con	SS 2018-19 (Continued)	(pai		
Ninofranco, John		Godinez	2018-19	2018-19 Math (sharing)
Pruden, Suzanne		Godinez	2018-19 English	English
Rodriguez, Martha		Godinez	2018-19	2018-19 Math (sharing)
Anaya, Felipe		McFadden	2018-19	2018-19 ELD/Bilingual
Banuelos, Jeanette		McFadden	2018-19 AVII	AVID
Brambila, Martha		McFadden	2018-19	2018-19 English (sharing)
Cano, Michelle		McFadden	2018-19	2018-19 Math (sharing)
Devine, Anne		McFadden	2018-19	2018-19 English (sharing)
Dowd, Arica		McFadden	2018-19 Art	Art
Ellis, Gregory		McFadden	2018-19 Music	Music
Fitzpatrick, Jessica		McFadden	2018-19	2018-19 Special Education (sharing)
Gallegos, Kim		McFadden	2018-19	2018-19 Social Studies
Holte, Matthew		McFadden	2018-19 Science	Science
McDonald-Van Dyke,				
Jennifer		McFadden	2018-19	2018-19 Math (sharing)
Napier, Rodney		McFadden	2018-19 P.E	P.E.
Rice, Rae	:	McFadden	2018-19	2018-19 Special Education (sharing)
Arroyo, Hazelle		Mendez	2018-19 Music	Music
Cabrera, Cassandra		Mendez	2018-19 Science	Science
Carney, Jann		Mendez	2018-19	2018-19 Special Education
Dennis, Gregory		Mendez	2018-19 English	English
Diaz, Jose		Mendez	2018-19	2018-19 Math (sharing)
Lubba, Marcus		Mendez	2018-19	2018-19   Math (sharing)

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
DEPARTMENT CHAIRS 2018-19 (Cont	S 2018-19 (Continued)	(p:		
Miraglia, Christian		Mendez	2018-19	2018-19 Social Studies (sharing)
Peat, Cheryl		Mendez	2018-19 Art	Art
Radford, David		Mendez	2018-19	2018-19 Social Studies (sharing)
Salas, April		Mendez	2018-19   AVII	AVID
Wozniak, Jeffrey		Mendez	2018-19 P.E.	P.E.
Bravo, Alexandra		Saddleback	2018-19 P.E.	P.E.
Callanan, Jill		Saddleback	2018-19	2018-19 English (sharing)
Connell, Jennifer		Saddleback	2018-19	2018-19 Art, Music
Conners, Camron		Saddleback	2018-19	2018-19 Social Studies (sharing)
Contreras, Juan		Saddleback	2018-19	2018-19 Foreign Language (sharing)
Iwamoto, Dianne		Saddleback	2018-19	2018-19 Math (sharing)
Lawrence, George		Saddleback	2018-19	2018-19 Social Studies (sharing)
Morgan, Juliana		Saddleback	2018-19	2018-19 Science (sharing)
O'Connell, James		Saddleback	2018-19	2018-19 Special Education (sharing)
Rajpurkar, Anagha		Saddleback	2018-19	2018-19 Special Education (sharing)
Sandquist, Brian		Saddleback	2018-19	2018-19 Science (sharing)
Vicari, Elva		Saddleback	2018-19	2018-19 Foreign Language (sharing)
Volmer, Susan		Saddleback	2018-19	2018-19 English (sharing)
Whittington, Cheryl		Saddleback	2018-19 AVID	AVID
Wright, Lori		Saddleback	2018-19	2018-19 Math (sharing)
Buckley, Brianne		Sierra	2018-19	2018-19 English (sharing)
Cocca, Anastasia		Sierra	2018-19 Science	Science
Hendon, Sandra		Sierra	2018-19	2018-19 Math (sharing)
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Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

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TOTAL CONTRACT TOTAL				
LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
DEPARTMENT CHAIRS 2018-19 (Con	S 2018-19 (Continued)	(d)		
Higgins, Daynon		Sierra	2018-19	2018-19 English (sharing)
McCabe, Rosemarie		Sierra	2018-19	2018-19 Math (sharing)
Melodia, Connie		Sierra	2018-19	2018-19 P.E. (sharing)
Park, Deborah		Sierra	2018-19 Reading	Reading
Ponce, Magaly		Sierra	2018-19	2018-19 Special Education (sharing)
Prestinary, Irene		Sierra	2018-19	Art
Samson, David		Sierra	2018-19	2018-19 P.E. (sharing)
Tran, Sean		Sierra	2018-19	2018-19 Special Education (sharing)
Warwick, Sandra		Sierra	2018-19	2018-19 Social Studies
Alvarez, Guillermo		Villa	2018-19 Music	Music
Clay, Denise		Villa	2018-19 Science	Science
Ferrara, Michael		Villa	2018-19	2018-19 P.E. (sharing)
Henry, Elizabeth		Villa	2018-19	2018-19 AVID (sharing)
Kadinoff, Naomi		Villa	2018-19 Art	Art
Mc Reynolds, Angela		Villa	2018-19	2018-19 P.E. (sharing)
Nguyen, An		Villa	2018-19	2018-19 English (sharing), ELD/Bilingual
Nunez, Crystal		Villa	2018-19	2018-19 Special Education
Peleaux, Candy		Villa	2018-19	2018-19 Social Studies
Thatcher, Stephanie		Villa	2018-19	2018-19 AVID (sharing)
Thomas, Christina		Villa	2018-19	2018-19 English (sharing), ELD/Bilingual
	-			

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
		-		
CO-CURRICULAR 2018-19	8-19			
Crawford, Brian		Carr	2018-19	2018-19 Drama Production
Jack, Jedediah		Carr	2018-19	2018-19 Broadcast Journalism
Linden, Peter		Carr	2018-19	2018-19 Print Journalism, Print Yearbook
Pineda, Alexandra		Carr	2018-19	2018-19 Student Government Advisor
	-			Instrumental Music Band, Instrumental
Solares, Elizabeth		Carr	2018-19	2018-19 Music Orchestra
			•	
Elliott, Marissa		Godinez	2018-19	2018-19 Print Yearbook
Feuerborn, Joyce	·	Godinez	2018-19	2018-19 Print Journalism, Broadcast Journalism
Marting, Richard	-	Godinez	2018-19 Drama	Drama
Mc Mahon, Jeanette		Godinez	2018-19	2018-19 Vocal Music
				Instrumental Music Band, Instrumental
Santos, Mark		Godinez	2018-19	2018-19 Music Orchestra
Sotelo, Laura		Godinez	2018-19	2018-19 Dance Team
Tena, Daniel		Godinez	2018-19	2018-19 Senior Class Advisor, Activities Director
DeShazer, Nicole		Lathrop	2018-19	2018-19 Student Government Advisor (sharing)
			:	Instrumental Music Band, Instrumental
Lopez, Julius		Lathrop	2018-19	2018-19 Music Orchestra, Vocal Music
Phillips, Nicole		Lathrop	2018-19	2018-19 Student Government Advisor (sharing)
Wolff, Amanda		Lathrop	2018-19	2018-19 Print Yearbook
,			01000	Instrumental Music Band, Instrumental
Boyer, Cregory		McFaduen	21-0107	2010-19 Music Otchicada
Devine, Anne		McFadden	2018-19	2018-19 Print Journalism, Print Yearbook

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
CO-CURRICULAR 2018-19 (Continued	8-19 (Continued)			
Ellis, Gregory		McFadden	2018-19	2018-19 Vocal Music
Ochoa Ceja, Maritza	-	McFadden	2018-19	2018-19 Pep Squad, Drill Team
			0	Drama Production, Student Government
Sonner, Kelly		McFadden	ZUI8-19 Advisor	Advisor
Ramos, Rafael		Middle College	2018-19	2018-19 Senior Class Advisor, Activities Director
Silverstein, Cassandra		Middle College	2018-19 Drama	Drama
Storms, Tamara		Middle College	2018-19	2018-19 Print Journalism
Altamirano, Lillian		Segerstrom	2018-19	2018-19 Print Journalism
				Instrumental Music Band, Instrumental
Garcia, Raul		Segerstrom	2018-19	2018-19 Music Orchestra
Han, Grace		Segerstrom	2018-19	2018-19 Vocal Music
Handley, Stephanie		Segerstrom	2018-19	2018-19 Print Yearbook
Owens, Sarah		Segerstrom	2018-19 Drama	Drama
Stoewsand, Shelby		Segerstrom	2018-19	2018-19 Senior Class Advisor, Activities Director
Becker, Brandi		Sierra	2018-19	2018-19 Drama Production
Cocca, Anastasia		Sierra	2018-19	2018-19 Pep Squad, Student Government Advisor
Higgins, Daynon		Sierra	2018-19	2018-19 Print Journalism
Melodia, Connie		Sierra	2018-19	2018-19 Drill Team
STIPENDS 2018-19				
Amosa, Dan		Carr	2018-19	2018-19 AVID Coordinator (sharing)

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018	9, 2018			
LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
STIPENDS 2018-19 (Continued)	ntinued)			
Cox, Kathryn		Carr	2018-19	2018-19 Speech and Debate
Hutchens, Leslie		Carr	2018-19	2018-19 GATE Site Coordinator (sharing)
Magruder, Jill		Сап	2018-19	2018-19 GATE Site Coordinator (sharing)
Price, Bryan	-	Carr	2018-19	2018-19 AVID Coordinator (sharing)
Vidrios, Mayra		Carr	2018-19	2018-19 Lead Counselor
Butler, Merlo		Century	2018-19	2018-19 AVID Coordinator
Goodrich, Nathan		Century	2018-19	2018-19 Speech and Debate
Setlich, Laurette		Century	2018-19	2018-19 GATE Site Coordinator
Vazquez, Mireya		Century	2018-19	2018-19 Lead Counselor
Boyce, Haley		Lathrop	2018-19	2018-19 GATE Site Coordinator
Gutierrez, Fernando		Lathrop	2018-19	2018-19 AVID Coordinator
Hammer, Heather		Lathrop	2018-19	2018-19 Speech and Debate
Raya, Paul		Lathrop	2018-19	2018-19 Lead Counselor
Rios, Adrian		Lorin Griset	2018-19	2018-19 Lead Counselor
Coutts, Susan		MacArthur	2018-19	2018-19 Speech and Debate
Manske, Tammy		MacArthur	2018-19	2018-19 AVID Coordinator
Sprafka, John		MacArthur	2018-19	2018-19 GATE Site Coordinator
Spurgeon, Sherry		MacArthur	2018-19	2018-19 Math (2nd semester)
Tristan, Laurie		MacArthur	2018-19	2018-19 Lead Counselor
	~ a			

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar Board Meeting - October 9, 2018

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LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
STIPENDS 2018-19 (Continued)	atinued)			
Banuelos, Jeanette		McFadden	2018-19	2018-19 AVID Coordinator
McDonald-Van Dyke,				
Jennifer		McFadden	2018-19	2018-19 GATE Site Coordinator
Onofre, Danelia		McFadden	2018-19	2018-19 Lead Counselor
Sohner, Kelly		McFadden	2018-19	2018-19 Speech and Debate
Curtis, Matthew		Middle College	2018-19	2018-19 Speech and Debate
Espinosa, Velina		Middle College	2018-19	2018-19 AVID Coordinator
Silverstein, Cassandra		Middle College	2018-19	2018-19 GATE Site Coordinator
Dukus, Robert		Santa Ana	2018-19	2018-19 Kiwanis Bowl (sharing)
Erikson, Tom		Santa Ana	2018-19	2018-19 Mock Trial
Hinman, Robert		Santa Ana	2018-19	2018-19 Kiwanis Bowl (sharing)
Huizar, Ann		Santa Ana	2018-19	2018-19 GATE Site Coordinator
Nguyen, Dana		Santa Ana	2018-19	2018-19 AVID Coordinator
Ridoutt-Schonborn,				
Arlette		Santa Ana	2018-19	2018-19 Lead Counselor
Serrano, Corin		Santa Ana	2018-19	2018-19 Speech and Debate
Gonzalez, Frankie		Segerstrom	2018-19	2018-19 Lead Counselor (sharing)
Griset-Villanueva,				
Gabrielle		Segerstrom	2018-19	2018-19 Lead Counselor (sharing)
Lund, Amber		Segerstrom	2018-19	2018-19 GATE Site Coordinator
Martinez, Andres		Segerstrom	2018-19	2018-19 Kiwanis Bowl
Miranda, Ivan	-	Segerstrom	2018-19	2018-19 AVID Coordinator

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

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LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
STIPENDS 2018-19 (Continued)	(tinued)			
Neufeld, Sara		Segerstrom	2018-19	2018-19 Mock Trial
Tieu, Ngoc		Segerstrom	2018-19	2018-19 OCAD (sharing)
Wilson, Joe		Segerstrom	2018-19	2018-19 OCAD (sharing)
Hegardt, Marijose		Spurgeon	2018-19	2018-19 Lead Counselor
Leonetti, Lindsey		Spurgeon	2018-19	2018-19 AVID Coordinator
Reinhart, Veronica		Spurgeon	2018-19	2018-19 Speech and Debate
Tran, Hien		Spurgeon	2018-19	2018-19 GATE Site Coordinator
Henry, Elizabeth		[Villa	2018-19	AVID Coordinator (sharing)
Lord, Douglas		Villa	2018-19	2018-19 Speech and Debate (sharing)
Matthews, Jacqueline		Villa	2018-19	2018-19 Speech and Debate (sharing)
Peleaux, Candy		Villa	2018-19	2018-19 Speech and Debate (sharing)
				AVID Coordinator (sharing), GATE Site
Thatcher, Stephanie		Villa	2018-19	2018-19 Coordinator
GRADE LEVEL LEADS 2018-19	2018-19			
Castellanos, Xavier		Lincoln	2018-19	
Guerrero-Duenas, Maria		Lincoln	2018-19	
Jimenez, Maria		Lincoln	2018-19	
Martinez, Juliana		Lincoln	2018-19	
Renzas, Ellen		Lincoln	2018-19	
Romeo, Angelica		Lincoln	2018-19	
Vique, Elaine		Lincoln	2018-19	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - October 9, 2018

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LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
FALL SPORTS 2018-19				
Lapic, Andrew	Head Coach	Century	2018-19 Football	Football
Munoz, Liana	Head Coach	Century	2018-19	2018-19 Volleyball (Girls)
West, Jeffrey	Head Coach	Century	2018-19	2018-19 Tennis (Girls)
Cortez, Heriberto	Head Coach	Godinez	2018-19	2018-19 Tennis (Girls)
Dodge, Scott	Assistant Coach	Godinez	2018-19	2018-19 Volleyball (Girls)
Fedele, Stephen	Assistant Coach	Godinez	2018-19	2018-19 Cross Country
Morris, Jessica	Head Coach	Godinez	2018-19	2018-19 Water Polo (Boys)
Parga, Regina	Assistant Coach	Godinez	2018-19	2018-19 Tennis (Girls)
Rocha Rodriguez, Diego	Head Coach	Godinez	2018-19	2018-19 Cross Country
Watts, Matthew	Assistant Coach	Godinez	2018-19 Football	Football
Diulio, Nickolas	Head Coach	Saddleback	2018-19 Football	Football
Gregory, Susan	Assistant Coach	Saddleback	2018-19	2018-19 Volleyball (Girls)
Lee, Torrence	Head Coach	Saddleback	2018-19	2018-19 Water Polo (Boys)
Terich, Michael Jr.	Assistant Coach	Saddleback	2018-19 Football	Football
Chavez, Hector	Assistant Coach	Santa Ana	2018-19	2018-19 Cross Country
Cohen, Jason	Head Coach	Santa Ana	2018-19	2018-19 Volleyball (Girls)
DeMarco, David	Assistant Coach	Santa Ana	2018-19 Football	Football
Meza, Diantoine	Assistant Coach	Santa Ana	2018-19 Football	Football
Ramirez, Michael A.	Assistant Coach	Santa Ana	2018-19 Football	Football
Schoonmaker, Rory	Assistant Coach	Santa Ana	2018-19 Football	Football
TeGantvoort, Charles	Head Coach	Santa Ana	2018-19 Football	Football
Walden-Schulz, Lincoln	Assistant Coach	Santa Ana	2018-19 Football	Football

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar Board Meeting - October 9, 2018

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
	-			
FALL SPORTS 2018-19 (Continued)	(Continued)			
Caroompas, John III	Head Coach	Segerstrom	2018-19	2018-19 Volleyball (Girls)
DeMent, Russell	Assistant Coach	Segerstrom	2018-19 Football	Football
Mejia, Miguel A.	Head Coach	Segerstrom	2018-19	2018-19 Cross Country
Stevenson, Neil	Assistant Coach	Segerstrom	2018-19	2018-19 Cross Country
Tagaloa, Joseph	Head Coach	Segerstrom	2018-19 Football	Football
Trinh, Jack	Head Coach	Segerstrom	2018-19	2018-19 Tennis (Girls)
Vu, Lan	Assistant Coach	Segerstrom	2018-19 Football	Football
Wolfe, Michael	Assistant Coach	Segerstrom	2018-19 Football	Football
Castaneda Alvarez, Paul	Assistant Coach	Valley	2018-19	2018-19 Cross Country
Conover, Matthew	Head Coach	Valley	2018-19	2018-19 Golf (Girls)
Corradino, Damian	Head Coach	Valley	2018-19	2018-19 Volleyball (Girls)
Cozens, Tara	Head Coach	Valley	2018-19	2018-19 Cross Country
Fonseca Chavez, Dulce	Head Coach	Valley	2018-19	2018-19 Tennis (Girls)
Lopez, Adolfo	Assistant Coach	Valley	2018-19 Football	Football
Martinez, Yobany	Assistant Coach	Valley	2018-19	2018-19 Volleyball (Girls)
Mohr, Lawrence	Head Coach	Valley	2018-19 Football	Football
Sanchez, Rudy	Assistant Coach	Valley	2018-19 Football	Football
Shimasaki, Darren	Assistant Coach	Valley	2018-19 Football	Football
Terwilliger, Erik	Assistant Coach	Valley	2018-19	2018-19 Water Polo (Boys)
Watkins, Christopher	Assistant Coach	Valley	2018-19 Football	Football

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar Board Meeting - October 9, 2018

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TOTAL TOTAL				
EXTENDED WORK YEAR (EWY) 2018	AR (EWY) 2018-19			
Allen, Christine	Program Specialist	Special Education	September 7, 2018 - October 12, 2018 8 Additional Days	Days
			999999999999999999999999999999999999999	
EXTENDED WORK YEAR (EWY) 2017	AR (EWY) 2017-18			
Bautista, Herminio	Principal	Taft	June 11, 2018 - June 22, 2018 10 Additional Days	ıl Days
<b>EXTRA DUTY 2018-19</b>				
Sandoval, Paula	Teacher	Segerstrom	August 13, 2018 - May 31, 2019 Extra Period	
EXTRA DUTY 2018-19 (Correction)	(Correction)			
Mc Mahon, Jeanette	Teacher	Godinez	August 13, 2018 - May 31, 2019 Extra Period	
CONSENTS FOR THE 2018-2019 SCHO		OOL YEAR - E.C. 44258.7(b)	.7(b)	
Butler, Merlo		Century	2018-19 Competitive Sport	Sport
Cavanaugh, John		Century	2018-19 Competitive Sport	Sport
Cortes, Teodoro		Century	2018-19 Competitive Sport	Sport
Govier, Robert		Century	2018-19 Competitive Sport	Sport
Molina, Fausto Jr.		Century	2018-19 Competitive Sport	Sport

Mark A. McKinney, Associate Superintendent, Human Resources

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
CONSENTS FOR THE 2018-2019 SCH	$\sim$	OOL YEAR - E.C. 44258.	- E.C. 44258.7(b) (Continued)	
Murphy, Ellery		Century	2018-19	2018-19 Competitive Sport
Silverman, Steven	-	Century	2018-19	2018-19 Competitive Sport
Sirgy, Michelle		Century	2018-19	2018-19 Competitive Sport
West, Jeffrey		Century	2018-19	2018-19 Competitive Sport
C'De Baca, Cooper		Godinez	2018-19	2018-19 Competitive Sport
Cortez, Heriberto		Godinez	2018-19	2018-19 Competitive Sport
Evans, Victoria		Godinez	2018-19	2018-19 Competitive Sport
Fernandez, Ruben		Godinez	2018-19	2018-19 Competitive Sport
Gentile, Nicholas		Godinez	2018-19	2018-19 Competitive Sport
Koeler, James		Godinez	2018-19	2018-19 Competitive Sport
Mac Lennan, Luke		Godinez	2018-19	2018-19 Competitive Sport
Morris, Jessica		Godinez	2018-19	2018-19 Competitive Sport
Parga, Regina		Godinez	2018-19	2018-19 Competitive Sport
Pinto, Franklin		Godinez	2018-19	2018-19 Competitive Sport
Pola, Kevin		Godinez	2018-19	2018-19 Competitive Sport
Rocha Rodriguez, Diego		Godinez	2018-19	2018-19 Competitive Sport
Snyder, William		Godinez	2018-19	2018-19 Competitive Sport
Barba, David		Saddleback	2018-19	2018-19 Competitive Sport
Diulio, Nickolas		Saddleback	2018-19	2018-19 Competitive Sport
Gregory, Susan		Saddleback	2018-19	2018-19 Competitive Sport
Rivera, Zayra		Saddleback	2018-19	2018-19 Competitive Sport
Terich, Michael Jr.		Saddleback	2018-19	2018-19 Competitive Sport
Thompson, Robert		Saddleback	2018-19	2018-19 Competitive Sport
Turner, Rosalind		Saddleback	2018-19	2018-19 Competitive Sport
Barber, Jessica		Santa Ana	2018-19	2018-19 Competitive Sport

Mark A. McKinney, Associate Superintendent, Human Resources

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
CONSENTS FOR THE 2018-2019 SCH		OOL YEAR - E.C. 44258.7(b) (Continued)	7(b) (Continued)	
Elmasry, Fareed		Santa Ana	2018-19	2018-19 Competitive Sport
Glabb, Scott		Santa Ana	2018-19	2018-19 Competitive Sport
Hollingshead, Jason		Santa Ana	2018-19	2018-19 Competitive Sport
Leon, Jose		Santa Ana	2018-19	2018-19 Competitive Sport
Martin, Christopher		Santa Ana	2018-19	2018-19 Competitive Sport
Meza, Diantoine		Santa Ana	2018-19	2018-19 Competitive Sport
Penaflor, Joe		Santa Ana	2018-19	2018-19 Competitive Sport
Rear, Lara	:	Santa Ana	2018-19	2018-19 Competitive Sport
TeGantvoort, Charles		Santa Ana	2018-19	2018-19 Competitive Sport
Walker, Kenneth		Santa Ana	2018-19	2018-19 Competitive Sport
Wardy, Meredith		Santa Ana	2018-19	2018-19 Competitive Sport
Zamora, Erica		Santa Ana	2018-19	2018-19 Competitive Sport
Altamirano, Michael		Segerstrom	2018-19	2018-19 Competitive Sport
Canzone, Nick		Segerstrom	2018-19	2018-19 Competitive Sport
Caroompas, John III		Segerstrom	2018-19	2018-19 Competitive Sport
Castanha, William		Segerstrom	2018-19	2018-19 Competitive Sport
Flores, Nancy		Segerstrom	2018-19	2018-19 Competitive Sport
Rogers, Brandon		Segerstrom	2018-19	2018-19 Competitive Sport
Stevenson, Neil		Segerstrom	2018-19	2018-19 Competitive Sport
Tagaloa, Joseph		Segerstrom	2018-19	2018-19 Competitive Sport
Vu, Lan		Segerstrom	2018-19	2018-19 Competitive Sport
Wolfe, Michael		Segerstrom	2018-19	2018-19 Competitive Sport
Castaneda Alvarez, Paul		Valley	2018-19	2018-19 Competitive Sport
Conover, Matthew		Valley	2018-19	2018-19 Competitive Sport
Corradino, Damian		Valley	2018-19	2018-19 Competitive Sport

Mark A. McKinney, Associate Superintendent, Human Resources

I ACT NAME	POSTTION	SITT	TER DATE	FEF DATE COMMENTS
LAN I NAVIE	TOSTITOTA			
CONSENTS FOR THE 2018-2019 SCH		OOL YEAR - E.C. 44258.7(b) (Continued)	(b) (Continued)	
Cozens, Tara		Valley	2018-19	2018-19 Competitive Sport
Fonseca Chavez, Dulce		Valley	2018-19	2018-19 Competitive Sport
Fowler, Aemon		Valley	2018-19	2018-19 Competitive Sport
Lutack, Ian		Valley	2018-19	2018-19 Competitive Sport
McCamish, Scott		Valley	2018-19	2018-19 Competitive Sport
Mohr, Lawrence		Valley	2018-19	2018-19 Competitive Sport
Ortiz, Brenda		Valley	2018-19	2018-19 Competitive Sport
Sanchez, Rudy		Valley	2018-19	2018-19 Competitive Sport
Shimasaki, Darren		Valley	2018-19	2018-19 Competitive Sport
Terwilliger, Erik		Valley	2018-19	2018-19 Competitive Sport
Watkins, Christopher		Valley	2018-19	2018-19 Competitive Sport
CONSENTS FOR THE 2018-2019 SCH	2018-2019 SCHOOI	OOL YEAR - E.C. 44258.2		
Armstrong, Mark		McFadden	2018-19	2018-19 Language Arts
Clupper, Michael		Villa	2018-19 Science	Science
Gomez-Greenberg, Maria-				
Lucia		Lathrop	2018-19 Spanish	Spanish
Hurtado, Catherine		Willard	2018-19 Science	Science
Lenon, Jan		Villa	2018-19 Science	Science
CONSENTS FOR THE 2018-2019 SCH	2018-2019 SCHOOI	OOL YEAR - E.C. 44263		
Hinman, Robert		Santa Ana	2018-19 English	English
Van Dusen, Kathy		Middle College	2018-19	2018-19 Social Science

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	EFF. DATE COMMENTS
CONSENTS FOR THE 2018-2019 SCH		OOL YEAR - E.C. 44256(b)	(b)	
Alexander, Russell		Lathrop	2018-19 Science	Science
Carver, Jill		MacArthur	2018-19 Math	Math
Faust, Eric		Willard	2018-19 Math	Math
Garcia, Teresa		Mendez	2018-19   Math	Math
RESCINDED 39-MONTH REEMPLOY	H REEMPLOYMENT	L		
			May 30, 2018 -	
Keefe, Robin	Teacher	Washington	August 30, 2021	
REASSIGNMENTS 2018-19	8-19			
9 9 9 9 9 9 9 9 1 1 1	;			From Program Specialist at Special
	Coordinator of			Education to Coordinator of Special Education Services at Transition
Dallazen, Marcia-Deloi	Services	Transition Programs	August 29, 2018 Programs	Programs
	Curator of			From Teacher at Mendez to Curator of
	Partnerships &	K-12 Teaching and		Projects & Partnerships at K-12 Teaching
Romeo, Sharon	Projects	Learning	September 17, 2018 and Learning	and Learning

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

T ACT NIAME DOCT	DOCTITION	Christia	TOTAL STATE	SHAMOROD
LASI NAME	FUSITION	SILE	EFF. DAIE	COMMENTS
RETIREMENTS				
Fox, Larry	Plumber II	<b>Building Services</b>	December 28, 2018	
Sanchez, Alfredo	Plant Custodian Elementary	Pio Pico	October 31, 2018	
Smith, Mercedes	Nutrition Services Assistant	Valley	December 28, 2018	
	Student Support Paraprofessional			
Zanella, Patricia	Special Education	MacArthur	September 18, 2018	
RESIGNATIONS				
Adame, Al	Computer Technician I	Franklin	September 28, 2018	
Aguilar, Cesar Jr.	Activities Monitor	Esqueda	September 14, 2018	
Austria, Desiree	Site Coordinator	Monte Vista	September 28, 2018	
Barcenas Pintor, Patricia	Activities Monitor	Garfield	August 17, 2018	
Barraza, Ana	Activities Monitor	Lincoln	September 17, 2018	
Butzer, Chelsea	Activities Monitor	Santa Ana	July 31, 2018	
De Santiago-Knuth,		Health/Home-		
Angela	Licensed Vocational Nurse	Hospital Instr.	July 20, 2018	
		After School		
Escobar, Alexis	After School Instructional Provider	Programs	September 25, 2018	
	Student Support Paraprofessional			
Fatima, Ambreen	Special Education	Roosevelt	October 3, 2018	
Franco, Leticia	Activities Monitor	Thorpe	September 28, 2018	
		Health/Home-		
Furlong, Shirley	Licensed Vocational Nurse	Hospital Instr.	September 14, 2018	
Gonzalez Perez,	After School Instructional Droxider	Sierra	Sentember 19 2018	
Limiamor		Sivila	Deplement 17, 2010	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

	o to the			
LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATIONS (Continuation)	nuation)			
Lizarraga, Kamilee	Activities Monitor	Esqueda	September 14, 2018	
Luviano, Estefania	Activities Monitor	Wilson	May 31, 2018	
Navarro, Jessenia	Activities Monitor	Saddleback	August 25, 2018	
		After School		
Nufiez, Vanessa	After School Instructional Provider	Programs	September 14, 2018	
Salcedo, Yesenia	Activities Monitor	Thorpe	May 31, 2018	Instr. Asst. Provider/Thorpe
Sanchez, Rocio	Site Clerk	Santiago	September 7, 2018	
Sandhu, Jaimie	Instructional Asst. Severely Disabled   Sepulveda	Sepulveda	September 5, 2018	
Varela, Victoria	After School Instructional Provider	Sierra	September 14, 2018	
Vega Ruth	Licensed Vocational Nurse	Health/Home- Hospital Instruction Sentember 24, 2018	September 24, 2018	
Villanueva Alvarez, Juan		1	, T	
Jose	Categorical Budget Analyst	Budget	October 3, 2018	
RESIGNATION (RESCIND)	ND)			
9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9				
Aguilar, Hephzibah	Licensed Vocational Nurse	Health/Home- Hospital Instruction	September 7, 2018	Rescind
LEAVE (21 duty days or more)	more) - Without Pay			-
Leon, Andre	Instructional Asst. Severely Disabled Transition Program		October 1, 2018 - December 14, 2018	Personal

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS	INTMENTS			
Aguayo Frausto, Deisy	Instructional Assistant Biliterate	Lincoln	September 17, 2018	Grade/Step 16/1
Alvarez, Alina	Instructional Assistant Biliterate	Roosevelt	September 4, 2018	Grade/Step 16/1
		After School		
Armenta-Herrera, Wendy	After School Instructional Provider	Programs	October 1, 2018	Grade/Step 16/1
Bustos Landa, Jenyffer	Site Clerk	Carr	September 18, 2018	Grade/Step 24/1
Camargo, Denice	Instructional Assistant Biliterate	Monte Vista	September 17, 2018	Grade/Step 16/1
Dominguez Rivera, Sandra Instructional	Instructional Assistant Biliterate	Taft DHH	September 11, 2018	Grade/Step 16/1
Encizo, Jessica	Instructional Assistant Biliterate	Roosevelt	September 13, 2018	Grade/Step 16/1
Gonzalez, Jessica	Τe	ECE	September 28, 2018	Grade/Step IIIB/1
Gutierrez, Magde	Site Clerk	Saddleback	October 10, 2018	Grade/Step 24/1
Jimenez, Yanely	Library Media Technician	Carr	September 24, 2018	Grade/Step 25/1
Lara, Myra	Site Clerk	Harvey	October 1, 2018	Grade/Step 24/1
Le, Tiffany	Preschool Teacher	ECE	October 11, 2018	Grade/Step IIIC/1
Lemus, Jazmin	Site Clerk	Santiago	October 11, 2018	Grade/Step 24/1
Lopez, Josue	Stage Manager	Saddleback	October 10, 2018	Grade/Step 28/1
McGowan, Darlene	Instructional Asst. DHH Work Trng.	Taft DHH	August 24, 2018	Grade/Step 20/1
Olvera, Lizbeth	Instructional Assistant Biliterate	King .	September 17, 2018	Grade/Step 16/1
Orozco-Enrique,				
Evangelina	Assessment & Data Specialist	Sierra	September 13, 2018	Grade/Step 28/1
		Health/Home-		
Paliska, Linda	Licensed Vocational Nurse	Hospital Instruction	September 28, 2018	Grade/Step 24/1
Pantaleon, Daisy	Instructional Assistant Biliterate	Lincoln	October 1, 2018	Grade/Step 16/1
Quinoñes, Roxana	Preschool Teacher	ECE	September 24, 2018	Grade/Step IIA/I
Ramirez, Edith	Site Clerk	Jefferson	September 26, 2018	Grade/Step 24/6

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPC	PROBATIONARY APPOINTMENTS (Continuation)			
,		After School	,	
Rojas, Ruben	After School Instructional Provider	Programs	September 17, 2018	Grade/Step 16/1
		After School		
Saldana, Oscar	After School Instructional Provider	Programs	September 24, 2018	Grade/Step 16/1
Sauceda, Paola	Assessment & Data Specialist	Heninger	October 10, 2018	Grade/Step 28/1
Solorio, Alejandra	Instructional Assistant Biliterate	Pio Pico	September 17, 2018	Grade/Step 16/1
Tovar, Nancy	Instructional Assistant Biliterate	Roosevelt	September 17, 2018	Grade/Step 16/1
		Health/Home-		•
Trujillo, Jenny	Licensed Vocational Nurse	Hospital Instruction September 20, 2018	September 20, 2018	Grade/Step 24/1
Villalpando, Rosa	Instructional Assistant Biliterate	Taft DHH	September 24, 2018	Grade/Step 16/1
PROMOTIONAL APPOINTMENTS	INTIMENTS			
				From SSP Sp. Ed.
				Grade/Step 19/2 to
Baeza, Maria	Autism Paraprofessional	Franklin	August 28, 2018	Grade/Step 24/1
				From Delivery
				Driver Grade/Step
				24/4 to Grade/Step
Carrillo, Arnold	Storekeeper	Nutrition Services	October 15, 2018	28/3
				From Sr. Secretary
				Grade/Step 27/6 +
				Bil. to Grade/Step
Gutierrez, Blanca	SELPA Secretary	Special Education	September 17, 2018	35/5 + Bil.

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROMOTIONAL APPOINTMENTS	INTMENTS (Continuation)			
		<u>-</u>	0,000	From SSP Sp. Ed. Grade/Step 19/2 to
Maynor, Amy	Aunsm Faraprofessional	Franklin	October 1, 2018	Crade/Step 24/1
				From School Office Assistant Elem. Grade/Step 24/6 +
Torres, Rosa	Secretary	Building Services	October 10, 2018	Bil. to Grade/Step. 25/6 + Bil.
REASSIGNMENTS (Change of work	ange of work site)			
	Community & Family Outreach	Community		
Ramirez, Sylvia	Liaison	Relations	July 18, 2018	From Lathrop
Roberts, Desiree	Autism Paraprofessional	Edison	October 3, 2018	From Madison
				From After School TP/After School
Sanchez, Sabrina	Instructional Assistant Biliterate	Esqueda	September 26, 2018	Programs
ADJUSTMENT OF WORKING ASSI	RKING ASSIGNMENTS			
Agapito Avelino, Nancy	Site Coordinator	Godinez	October 10, 2018	From Heninger/4 hours to 8 hours
	10.00			

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ADJUSTMENT OF WORKING ASS	RKING ASSIGNMENTS (Continuation)	tion)		
				From Library Media
Cortes, Yvette	Library Media Technician	Santiago	October 1, 2018	hours to 8 hours
TEMPORARY ASSIGNMENTS	MENTS			
			September 10, 2018 -	
Covarrubias, Alma	Nutrition Services Lead Satellite	Nutrition Services	September 21, 2018	Grade/Step 17/6
			September 7, 2018 -	
Estolano-Castro, Alma	Plant Custodian Elementary	Building Services	September 17, 2018	Grade/Step 28/1
			May 7, 2018 -	Grade/Step 28/5 +
Fernandez, Felix	Roving Lead Custodian	Building Services	June 18, 2018	Diff.
			September 20, 2018 -	
Figueroa, Roxana	Site Clerk	Heroes	October 5, 2018	Grade/Step 24/1
			September 10, 2018 -	Grade/Step 28/1 +
Giron de Castro, Julia	Roving Lead Custodian	Villa	September 24, 2018	Diff.
			September 18, 2018 -	
Gonzalez, Mayra	Personnel Clerk	Human Resources	September 28, 2018	Grade/Step 22/2
			September 24, 2018 -	
Gonzalez de Lopez, Maria	Gonzalez de Lopez, Maria Nutrition Services Lead Satellite	Nutrition Services	October 31, 2018	Grade/Step 17/6
	Nutrition Services Lead Production		March 26, 2018 -	
Rios, Leticia	Kitchen	Nutrition Services	April 30, 2018	Grade/Step 21/5
			September 12, 2018 -	
Rodriguez, Steven	Plant Custodian Elementary	Building Services	September 19, 2018	Grade/Step 28/3

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

TANANA Gumani anno				
LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Col	MENTS (Continuation)			
Tapia Mendoza, Ana	Computer Technician I	Greenville	September 17, 2018 - October 5, 2018	Grade/Step 28/5
Torres, Roman	Director of Building Services	Building Services	September 19, 2018 - September 24, 2018	Level/Step 52/1
Viramontes, Esteban	Maintenance Worker II	Building Services	September 17, 2018 - November 30, 2018	Grade/Step 30/5
HOURLY APPOINTMENTS	NTS			
Bravo, Raul	Instructional Assistant Provider	Mendez	September 26, 2018	
Garduno, Elizabeth	Instructional Assistant Provider	Thorpe	September 20, 2018	
Leanos, Natalia	Instructional Assistant Provider	Thorpe	September 21, 2018	
Martinez, Jennifer	Instructional Assistant Provider	ALA	September 21, 2018	
Meza, Sally	Instructional Assistant Provider	Villa	September 19, 2018	
Nieto, Elizabeth	Instructional Assistant Provider	Villa	September 19, 2018	
Salcedo, Yesenia	Instructional Assistant Provider	Thorpe	September 21, 2018	
Segura, Kevin	Instructional Assistant Provider	Century	September 19, 2018	
Solorio, Hedie	Instructional Assistant Provider	Godinez	September 17, 2018	
Uriostegui, Carolina	Instructional Assistant Provider	Willard	September 18, 2018	
SUBSTITUTES				
Acosta, Jacqueline	Clerical		September 14, 2018	Grade/Step 20/1
De La Roca, Jullian	Instructional Assistant		September 18, 2018	Grade/Step 19/1
Enriquez, Janet	Clerical		September 6, 2018	Grade/Step 20/1

Mark A. McKinney, Associate Superintendent, Human Resources

<b>6</b>				
LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
in the state of th				
SUBSTITUTES (Continuation)	ation)			
Garcia, Zayra	Instructional Assistant		September 14, 2018	Grade/Step 19/1
Gonzalez, Andrea	Clerical		September 19, 2018	Grade/Step 20/1
Guerra, Emanuel	Instructional Assistant		September 19, 2018	Grade/Step 19/1
Guillen, Carmen	Clerical		September 11, 2018	Grade/Step 20/1
Guillen, Sandra	Instructional Assistant		September 7, 2018	Grade/Step 19//1
Guzman, Erica	Clerical		September 14, 2018	Grade/Step 20/1
Jaramillo, Mario	Instructional Assistant		September 19, 2018	Grade/Step 19/1
Linares McOwen, Leslie	Clerical		September 11, 2018	Grade/Step 20/1
Mikhail, Eva	Instructional Assistant		September 19, 2018	Grade/Step 19/1
Montenegro Loaiza, Kathy	Instructional Assistant		September 14, 2018	Grade/Step 19/1
Moreno, Suzanne	Instructional Assistant		September 14, 2018	Grade/Step 19/1
Morones Ramirez, Oscar	Custodian		September 11, 2018	Grade/Step 23/1
Muñiz, Chris	Clerical		September 11, 2018	Grade/Step 20/1
Nieto, Esmeralda	Instructional Assistant		September 11, 2018	Grade/Step 19/1
Petty, Ann	Clerical		September 11, 2018	Grade/Step 20/1
Phabsomphou, Christina	Instructional Assistant		September 12, 2018	Grade/Step 19/1
Uresti, Daniel	Clerical		September 11, 2018	Grade/Step 20/1
Rodriguez, Stephen	Instructional Assistant		September 19, 2018	Grade/Step 19/1
Sanchez, Norma	Clerical		September 14, 2018	Grade/Step 20/1
Torres, Amber	Instructional Assistant		September 19, 2018	Grade/Step 19/1
Verduzco, Maria	Clerical		September 11, 2018	Grade/Step 20/1
ATHLETIC SPECIALIST	L			
Ayala, Luis	Athletic Specialist	Godinez	September 28, 2018	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ATHLETIC SPECIALIST (Continuat	T (Continuation)			
Bustos, Jose	Athletic Specialist	Santa Ana	September 24, 2018	
Carter, Zachary	Athletic Specialist	Valley	September 25, 2018	
Diaz, Israel	Athletic Specialist	Godinez	September 19, 2018	
Sanchez, Raena	Athletic Specialist	Saddleback	September 24, 2018	

Mark A. McKinney, Associate Superintendent, Human Resources

1	RESOLUTION NO. 18/19-3253
2	BOARD OF EDUCATION
3	SANTA ANA UNIFIED SCHOOL DISTRICT
4	ORANGE COUNTY, CALIFORNIA
5	
6	Statement of Assurance for Sufficiency of Pupil
7	Textbooks and Instructional Materials for the 2018-19 School Year
8	
9	WHEREAS, Education Code Section 60119 establishes steps and procedures to ensure the availability
10	of textbooks and instructional materials in order to be eligible to receive funds for that purpose, and;
11	WHEREAS, the procedures require that school districts take appropriate action to ensure the
12	availability of textbooks and instructional materials on a yearly basis, and;
13	WHEREAS, pursuant to Education Code Sections 60119, the Board is required to hold a public hearing
14	to encourage participation by parents, teachers, members of the community interested in the affairs of the Santa
15	Ana Unified School District, and bargaining unit leaders, and;
16	WHEREAS, the Board is required to provide a ten days' notice of the public hearing or hearings, and;
17	WHEREAS, the notice shall contain the time, place, and purpose of the hearing and be posted in three
18	public places within the Santa Ana Unified School District, and;
19	WHEREAS, the hearing shall be held at a time that will encourage the attendance of teachers, parents,
20	and guardians of pupils who attend the schools in the District and shall not take place during or immediately
21	following school hours, and;
22	WHEREAS, the governing Board of a school district, as part of the required hearing, shall also make
23	a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient
24	textbooks or instructional materials that are consistent with the content and cycles of the curriculum
25	frameworks adopted by the State Board for those subjects, and;
26	WHEREAS, the governing Board shall also determine the availability of laboratory science equipment
27	as applicable to science laboratory courses offered in grades 9 to 12, inclusive, and;

WHEREAS, a public hearing was held on October 9, 2019, at 6:00 p.m. o'clock, which is on or before the eighth week of school and;

WHEREAS, the Board is required to make a determination, through a resolution, as to whether each pupil in each school in the District has, sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Education Code Section 60605 and Education Code 33126 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board:

- (i) Mathematics,
- (ii) Science,
- (iii) History-Social Science,
- (iv) English/Language Arts, including the English language development component of an adopted program,
  - (v) Visual and performing arts. (Not listed in 60605 or 33126)

NOW, THEREFORE BE IT RESOLVED, that the governing Board makes the determination that each pupil of the District, has available sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Education Code Section 60605 and Education Code Section 33126 in each subject listed above, consistent with the content and cycles of the curriculum framework adopted by the State Board and adopted by this Board in accordance with the procedures as established.

BE IT FURTHER RESOLVED, that for the 2018-19 school year, the Santa Ana Unified School District, has provided each pupil with sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Education Code Section 60605 and Education Code Section 33126 in each subject listed above, consistent with the content and consistent with the cycles and content of the curriculum framework adopted by the State Board for those subjects.

BE IT FURTHER RESOLVED, that for the 2018-19 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign

1	language or health course, and that sufficient laboratory science equipment applicable to science laboratory
2	courses offered in grades 9 to 12, inclusive, is available to pupils.
3	Upon motion of Member Amezcua and duly seconded, the foregoing Resolution was adopted by
4	the following vote:
5	AYES: Amezcua, Rodriguez, Iglesias, Palacio
6	NOES:
7	ABSENT: Alvarez
8	STATE OF CALIFORNIA )
9	COUNTY OF ORANGE )
10	I, Alfonso Alvarez, Ed.D., Clerk of the Board of Education of the Santa Ana Unified School Distric
11	of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly
12	adopted by the said Board at a regular Board meeting thereof held on the 9 <sup>th</sup> day of <u>October</u> , 2018, and passed
13	by a vote of 4 <u>-</u> 0of said Board.
14	
15	IN WITNESS WHEREOF, I have hereunto set my hand this 9th day of October, 2018.
16 17 18 19 20 21 22 23 24 25 26	Alfonso Alvarez, Ed.D. Clerk of the Board of Education  Resolution #18/19-3253

### Resolution No. 18/19-3261

### Santa Ana Unified School District Authorizing the Filing of Application Documents Under the State School Facilities Program

**WHEREAS**, the California Legislature adopted the Leroy F. Greene School Facilities Act of 1998 (Act), and

**WHEREAS**, the Act and its implementing regulations set forth the procedures and requirements for applying for Career Technical Education Facilities Grant Program funds from the State School Facility Program; and

WHEREAS, the Santa Ana Unified School District has a need for such funding; and

WHEREAS, the District is electing to participate in the State Facility Program; and

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the Santa Ana Unified School District approves the submittal of application documents for the Career Technical Education Facilities Grant Program in the Santa Ana Unified School District under the State School Facility Program, and

**FURTHER, THEREFORE, BE IT RESOLVED** that the Governing Board of the Santa Ana Unified School District authorizes the Superintendent or designee to undertake all actions required to complete the State School Facility Program application and funding process.

**PASSED AND ADOPTED** by the Santa Ana Unified School District Governing Board on October 9, 2018, by the following vote:

AYES: Amezcua, Rodriguez, Iglesias, Palacio

NOES:

ABSENT: Alvarez

Clerk of the Governing Board of Trustees

### **RESOLUTION NO. 18/19-3262**

### BOARD OF EDUCATION SANTA ANA UNIFIED SCHOOL DISTRICT ORANGE COUNTY, CALIFORNIA

### Denying the Renewal of the Charter School Petition for Magnolia Science Academy-Santa Ana

WHEREAS, pursuant to the Charter Schools Act of 1992 at Education Code section 47600 et seq., the Governing Board of the Santa Ana Unified School District ("District") is required to review charter petitions and consider requests for material revisions to charters under its oversight;

WHEREAS, pursuant to Education Code section 47607(a)(2), requests for renewals of a charter petition are governed by the standards and criteria in Education Code section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

WHEREAS, on appeal from a denial by the District Board and the Orange County Board of Education, the California State Board of Education ("SBE") approved the Charter for the Magnolia Science Academy-Santa Ana ("MSA-Santa Ana" and/or "Charter School"), for a term that expires June 30, 2019;

WHEREAS, Education Code section 47605(k)(3) specifies:

A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school's petition for renewal, the charter school may petition the state board for renewal of its charter.

Therefore, MSA-Santa Ana must initially seek renewal of its SBE-approved Charter from the District Board;

WHEREAS, MSA-Santa Ana is operated by Magnolia Educational & Research Foundation doing business as Magnolia Public Schools ("MPS"), a California nonprofit charter school management organization that operates nine other Magnolia Science Academy charter schools in Southern California:

WHEREAS, on or about August 3, 2018, MSA-Santa Ana delivered to the District office a request for renewal of its Charter for a term of July 1, 2019 through June 30, 2024;

WHEREAS, in accordance with the Charter Schools Act and the MSA-Santa Ana Charter Petition, the renewal Charter was brought to the District Board meeting of August 28, 2018, at

which time it was received by the District Board, thereby commencing the timelines for District Board action thereon;

WHEREAS, a public hearing on the provisions of the Charter was conducted on September 25, 2018, pursuant to Education Code section 47605, at which time the District Board considered the level of support for this renewal request by teachers employed by the District, other employees of the District, and parents;

WHEREAS, in reviewing the Charter Petition for the renewal of MSA-Santa Ana, the District Board has been cognizant of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged;

WHEREAS, in accordance with Education Code section 47607(a)(3)(A), the District Governing Board has considered increases in pupil academic achievement for all groups of pupils served by MSA-Santa Ana as the most important factor in determining whether to grant MSA-Santa Ana's renewal request;

WHEREAS, the District staff and District Board have specifically reviewed, analyzed, and considered MSA-Santa Ana's achievement data for the California Assessment of Student Performance and Progress ("CAASPP"), including the data posted on the California Department of Education ("CDE") website about MSA-Santa Ana's Smarter Balanced Assessment Consortium ("SBAC") results for 2016 and 2017;

WHEREAS, in accordance with California Code of Regulations, Title 5, section 11966.4, in considering MSA-Santa Ana's renewal Charter the District Governing Board considered the past performance of MSA-Santa Ana's academics, finances, and operations and future plans for improvement in evaluating the likelihood of future success, and whether the petition describes how the Charter School plans to meet any new requirements of law enacted after the Charter was originally granted or last renewed;

WHEREAS, the District staff, working with District legal counsel, has reviewed and analyzed all information received with respect to the request for Charter renewal and information related to the operation and potential effects of a renewed MSA-Santa Ana Charter, and made a recommendation to the District Board that the Charter renewal be denied based on that review;

WHEREAS, the District Board has fully considered the Charter submitted for the renewal of MSA-Santa Ana and the recommendation provided by District staff;

WHEREAS, the District Board specifically notes that this Resolution No. 18/19-3262 does not include findings relative to every defect in the Charter submitted, but is limited to a few of the most significant issues in the Charter. Not only are the findings set forth herein legally sufficient to support the District Board's denial of the Charter renewal, but also it is imperative, should these petitioners ever decide to propose another charter, either to the District or elsewhere, that such petition establish that the petitioners themselves have the knowledge, understanding, and

expertise necessary both to write an educationally, fiscally, and practically sound charter petition and to open and operate a sound charter school, not just respond directly to findings of this Board;

**NOW, THEREFORE, BE IT RESOLVED AND ORDERED** that the Governing Board of the Santa Ana Unified School District finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the Governing Board of the Santa Ana Unified School District, having fully considered and evaluated the Charter Petition for the renewal of MSA-Santa Ana, hereby finds that renewing the MSA-Santa Ana Charter is not consistent with sound educational practice, based upon numerous grounds and factual findings including, but not limited to, the following, which grounds and factual findings outweigh any increases in pupil academic achievement for all groups of pupils served by MSA-Santa Ana, even considering such increases as the most important factor, and hereby denies the Charter Petition pursuant to Education Code section 47605:

- 1. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School. [Education Code section 47605(b)(1)]
- 2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Charter Petition. [Education Code section 47605(b)(2)]
- 3. The Charter Petition does not contain reasonably comprehensive descriptions of all of the required elements. [Education Code section 47605(b)(5)]

**BE IT FURTHER RESOLVED AND ORDERED** that the Governing Board of the Santa Ana Unified School District hereby determines the foregoing findings are supported by the following specific facts:

- I. THE CHARTER SCHOOL PRESENTS AN UNSOUND EDUCATIONAL PROGRAM FOR THE PUPILS TO BE ENROLLED IN THE CHARTER SCHOOL. [Education Code section 47605(b)(1); Cal. Code Regs. [CCR], tit. 5, § 11967.5.1.]
  - A. Disparities in state achievement data, and lack of detail in the petition as to how student needs are addressed at individual grade levels, indicate the Charter School's educational program is unlikely to be of educational benefit. Specifically, enrollment in MSA-Santa Ana more than tripled when the school added grades TK-5 and grew from 144 to 635 students, all between 2015-16 and 2016-17. MSA-Santa Ana's 2017 SBAC scores (components of the CAASPP) vary drastically among grade levels, which indicated to District staff that the Charter School is not adequately handling its enrollment increase and wider grade span. For example:
    - 1. In 2017, 60% of fourth graders fell under "Standard Not Met" for English Language Arts/Literacy ("ELA"). On the other hand, only 11.63% of eighth graders fell under "Standard Not Met," and 51.16% of eighth graders met standards for ELA. In the sub-scores for "Reading," "Writing" and "Research/Inquiry," the scores continued to range dramatically: 50% of fourth graders and 50.85% of sixth graders fell "Below Standard" in

reading; 50% of fourth graders and 55.17% of sixth graders fell "Below Standard" in writing; whereas only 16.28% of eighth graders fell "Below Standard" in reading, and only 9.3% fell "Below Standard" in writing and research/inquiry.

- 2. There were similar disparities in achievement in Mathematics during 2017. For example, 42.19% of 6th graders did not meet the Math standard, while only 20.75% of 3rd graders did not meet the Math Standard.
- 3. Also, over time, achievement has tended to decline. In 2016, only 5% of sixth graders did not meet standards in ELA; then, as seventh graders in 2017, up to 25.30% of these students did not meet standards. Similarly, in 2016, 25% of sixth graders did not meet standards in Mathematics; then, as seventh graders in 2017, up to 39.76% of these students did not meet standards.
- 4. State achievement scores were also inconsistent within pupil subgroups. For example, in 2017, ELA scores for English learners ("ELs") ranged from 5.26% of third graders that met standards, to 0% of students that met standards in grades four, five, and seven. Also, for Mathematics: 87.50% of seventh grade ELs did not meet the math standard, while only 36.94% of third grade ELs did not meet the math standard.

Apart from this state data, the petition failed to detail how students' needs are being met at the various grade levels. For example, while the petition emphasizes afterschool tutoring, there is no substantive description of how tutors are trained and monitored so as to have an impact on low achieving students. According to the petition on page 139, "free tutoring" may be provided "by teachers, volunteers and advanced students"; and on page 172, "tutors will be established for tutoring activities during weekdays and weekends." No employment qualifications are mentioned for these individuals. Insofar as it suggests teachers will perform afterschool tutoring, the petition lacks information on certificated salaries or how the Charter School secures extended school day commitments across its faculty. In these respects, the petition did not describe a sound educational program likely to benefit students.

B. Further, petitioners' failure to include state oversight reviews undermines the quality of their renewal request. Page 26 of the petition references MSA-Santa Ana's "most recent annual Site Visit Report from the CDE Charter Schools Division" that was issued on March 27, 2018, and covered "interviews conducted with school leadership and staff," "classroom observations," and other areas that would be relevant for the District's review. However, petitioners did not include the CDE's oversight report with their renewal materials, and District staff was unable to locate other information about how daily instruction is implemented at MSA-Santa Ana (such as classroom monitoring records, lesson plans, teacher-designed tests, or student portfolios) so as to fully consider the past academic performance of MSA-Santa Ana as opposed to all MPS sites generally. And

although petitioners presumably understand that the SBE (not the District) is their current authorizer and oversight authority, the petition states on page 217, that "MSA-Santa Ana shall work diligently to assist the District in meeting any and all oversight obligations"; then on page 218, "MSA-Santa Ana agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight." These inconsistencies indicate petitioners have either not updated their petition since it was first submitted (and denied) by the District in 2013, or that they are unfamiliar with the content of their petition.

- II. THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE CHARTER PETITION. [Education Code section 47605(b)(2); 5 CCR § 11967.5.1(c).]
  - A. The above-described concerns regarding the unsoundness of the educational program are hereby incorporated herein by this reference.
  - B. Inconsistency with Past State Audit Findings and Unrealistic Financial Plan
    - 1. MSA-Santa Ana's budget documents do not clearly distinguish finances of the Charter School versus all the MPS sites, nor do these documents describe anticipated expenditures adequately enough to determine if they are reasonable in light of the educational program described in the petition. As addressed in the petition, in 2014, the State Auditor found MPS was unable to demonstrate that some of its expenditures were not for private The petition states that MPS has reduced the risk of benefit. misappropriation by fully implementing the State Auditor's recommendation to "ensure that [MPS] appropriately authorizes all of its expenditures and the academies' expenditures." According to the MPS Financial Policies and Procedures Manuel (at G&A121 "School Site Accounting"), each school operated by MPS is to be "a separate and distinct financial and accounting entity," given that "[s]eparate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources."

However, MSA-Santa Ana's financial projections and cash flow statements list very broad expenditures — including 2019-20 estimates for "all services and operations" (\$2,259,707) or "all certificated salaries" (\$3,489,844) — that seem reflective of all MPS sites rather than specific to MSA-Santa Ana. It is also unclear what sources "other local revenues" (\$77,559) comes from, whether this revenue is spread across all MPS sites or is reserved for MSA-Santa Ana. The budget documents only define "other local revenues" as funds from "local donations/contributions" or "private grant commitments," yet neither of these sources are specifically identified.

Further, the State Auditor's report stated: "we do not agree that the Foundation and its academies should be considered one entity under charter school law for the purposes of lending funds between academies."

However, the petition states on page 154: "MSA-Santa Ana is not independent from the rest of the MPS Charter Schools ... The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS Charter Schools." It was also unclear whether key information on the MSA-Santa Ana website is specific to the Charter School as opposed to all MPS sites generally — insofar as links to the "academics" and "financials" of MSA-Santa Ana all redirect a visitor to the general MPS website covering all schools. It is therefore unclear whether, or to what extent MSA-Santa Ana will maintain its own separate accounting practices.

Also, as mentioned above, the petition fails to identify certificated teacher salaries, or otherwise support its emphasis of extended school day programs or assurances that the Charter "exceeds required instructional minutes for each grade-span." The petition repeatedly references "after-school hours," "after-school clubs," "after-school tutoring," "Saturday programs," or how "Charter School teachers will visit students at their homes to discuss student progress." An MSA-Santa Ana 2016-17 SARC report states that the average teacher salary in fiscal year 2015-16 was \$53,830; yet, according to the CDE's data, the statewide average salary for a midrange teacher in a small district back in 2015 was just over \$62,000. The petition's lack of alignment between its educational promises and financial information indicates the program is unlikely to be successfully implemented.

Similarly, insofar as the budget broadly itemizes "all services and operations" (\$2,259,707), it is unclear how MSA-Santa Ana budgets for technology services, a major components of its program. The petition says each classroom is equipped with laptops (1:1 student to computer ratio) and computers for teachers, and also that the Charter provides "computer access to all parents." Without estimates of the expenditures necessary to operate these services, it is unclear whether the MSA-Santa Ana budget is viable or consistent with other schools of similar type and location.

C. In the area of administrative services, the petition fails to describe how MSA-Santa Ana intends to comply with new requirements in Education Code section 47604 upon the start of its renewed term on July 1, 2019. According to pages 33 and 216 of the petition, MPS has selected Delta Managed Solutions, Inc. ("DMS") as its back-office provider for all its schools. This vendor currently provides MSA-Santa Ana with services that include: "budgeting," "budget," "cash management" and "Accounts Payable/Receivable." However, beginning July 1, 2019, section 47604 will prohibit a charter school from receiving services provided by a for-profit corporation that include "[m]anaging the charter school's day-to-day operations as its administrative manager" or "managing the budget or any expenditures of the

<sup>&</sup>lt;sup>1</sup> CDE, Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card: 2015–16 https://www.cde.ca.gov/fg/fr/sa/cefavgsalaries.asp [last visited on 9/18/18].

charter school that are not authorized by the governing body of the charter school." (Assembly Bill 406.) According to MPS financial policies (at CSH113 "Financial Reserves"), the "Back-office provider is responsible for day to day monitoring of charter school cash accounts and ensuring their accuracy." According to PUR104 ("Accounts Payable and Cash Disbursements"), MPS administrators make spending decisions up to specified amounts, and the CEO of MPS can approve payments for budgeted items over \$10,000 or for non-budgeted items up to \$10,000. Based on these policies, DMS is poised to manage the Charter School's budget, including potential expenditures that are not directly authorized by the MPS governing board. Neither the petition itself nor any information provided by the petitioners addressed this issue, or how the Charter School plans to meet these new legal requirements.

III. THE CHARTER PETITION DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF ALL OF THE REQUIRED ELEMENTS. [Education Code section 47605(b)(5); 5 CCR § 11967.5.1]

### A. EDUCATIONAL PROGRAM

- 1. All of the above-described concerns regarding unsoundness of the educational program are incorporated herein by this reference.
- 2. In addition, the petition's description of advanced placement ("AP") science courses are vague, and assurances that these courses will actually be offered MSA-Santa Ana emphasizes a science, technology. are unreliable. engineering, arts and math ("STEAM") curriculum approach; however, its descriptions of the AP Physics, AP Biology, and AP Chemistry courses offered simply state, "The course is described in the [AP] syllabus." No syllabi are included with the petition, nor are any available on the MSA-Santa Ana website. Further, District staff noted the petition lists "AP Physics B" in its course descriptions, despite that according to the College Board (the non-profit organization that administers the AP test program), the "AP Physics B exam was last administered in May 2014." Also, while according to the petition, "all ninth graders tak[e] AP Computer Science" - the parent-student handbook on the MSA-Santa Ana website states that MPS will only offer AP classes "depending on student needs/demands and availability of teachers and resources." In at least these respects, the petition lacks substantive description of its educational program.

### B. GOVERNANCE STRUCTURE

1. The petition indicates that MSA-Santa Ana does not guarantee compliance with transparency laws such as the Brown Act or the Public Records Act. The petition states at page 148: "By the terms of its Charter, MSA-Santa Ana is obligated to comply with the requirements of the Public Records Act,

the Brown Act, Government Code section 1090 et seq. and the Political Reform Act to the same extent as if MSA-Santa Ana were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the District and Charter School agree to comply with the updated law or decision." [Emphasis added.] This last statement in the petition appears calculated to reserve to MSA-Santa Ana the authority to interpret a limited application of these transparency laws to the Charter School at a future time.

2. The petition indicates the MPS governance structure does not realistically ensure the involvement of MSA-Santa Ana parents in its operations. For example, MPS plans to have remote meeting locations on a regular basis. inaccessible to MSA-Santa Ana parents and its community constituents accept through teleconference. Pursuant to its bylaws, the principal office of MPS is at 250 East 1st Street, Suite 1500, Los Angeles, CA 90012, and MPS' Board of Directors "may designate that a meeting be held at any place within California ... the Board commits to rotating the locations of its regular physical meetings among the counties where the corporation's charter school sites are located, and to holding at least one of its regular physical meetings in a calendar year in each of those counties." According to page 156 of the Charter, "Meetings will be held in person in a location within the Board's jurisdiction ... As a multi-jurisdictional entity and per filings with the Fair Political Practices Commission ("FPPC"), the Brown Act authorizes MPS to hold its meetings in one of several counties across the state. (Government Code section 54954(b).) To ensure public participation for Orange County stakeholders, MPS provides video and/or phone conferencing access at its school site within the District's boundaries"; translation services are available but only if requested in advance. Even despite video/teleconferencing, having one physical meeting per calendar year in the country where MSA-Santa Ana is located reasonably prevents parent involvement in management operations of the Charter School

### C. EMPLOYEE QUALIFICATIONS

- 1. The above-described concerns that petitioners are demonstrably unlikely to successfully implement the program based on lack of teacher salary or staff information to support assurances in the petition of increased instructional minutes and after-school programs are incorporated herein by this reference.
- 2. Neither the MSA-Santa Ana Principal nor the Dean of Academics is required to hold an administrative credential and it is unclear whether the Chief Executive Officer/Superintendent is required to hold a current credential despite that these positions involve significant organizational

leadership. According to the petition, the Principal "is the senior authority at the Charter School," "is responsible for the day-to-day operation of the Charter School," "is responsible for meeting target goals ... is accountable for meeting applicable state accountability measures," and monitors all instructional processes — yet an "administrative credential or related Master's Degree" is only "preferred." Similarly, responsibilities of the Dean of Academics include: "oversee the development of curriculum, lesson plans and instruction in the classroom"; and the CEO of MPS is responsible for managing all 10 MPS charter school sites. The petition raised concern that the lack of sufficient qualifications for these key positions makes it reasonably unlikely they will be able to carry out their duties in a manner that ensures the well-being of students.

3. The petition lacks a substantive description of professional development strategies, particularly when considering that MSA-Santa Ana's recent increases in enrollment and addition of new grade levels indicates there are a substantial number of new teachers at the school. For example, although the petition mentions "MPS provides new teachers with BTSA, a two-year program that provides teachers with collegial support"—it does not explain if the Charter School is paying for this program or matching employees with a mentor. According to its EL Master Plan, the Charter School offers training "provided by both MPS staff and third-party vendors"—although there are no expenditures for professional development detailed in MSA-Santa Ana's budget documents.

### D. CLOSURE PROCEDURES

- 1. Education Code section 47605(b)(5)(O) and 5 CCR 11962(a) require the petition to "designat[e] a responsible entity to conduct closure-related procedures" in the event that the Charter School closes.
- 2. However, no "responsible entity" is named in the petition. Phrased in the future tense, the petition states that "Any decision to close MSA-Santa Ana ... shall be documented by official action of the MSA-Santa Ana Board ('Closure Action'), and will identify the person or entity responsible for all closure-related activities and actions." The petition also states that in the event of a determination to close, MSA-Santa Ana will circulate a notice to parents/students within 120 hours and "This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made."
- 3. Failure to identify the responsible entity in the actual petition impacts the efficient transfer of pupil records and placement of charter students in

alternate educational programs with minimal loss of instructional time in the event of a closure.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution are severable. Should it be determined that one or more of the findings and/or the factual determinations supporting the findings is invalid, the remaining findings and/or factual determinations and the denial of the Charter renewal shall remain in full force and effect. In this regard, the District Board specifically finds that each factual determination, in and of itself, is a sufficient basis for the finding it supports, and each such finding, in and of itself, is a sufficient basis for denial.

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of October 9, 2018.

[SIGNATURES FOLLOW ON NEXT PAGE]

AYES IN FAVOR OF SAID RESOLUTION:	NOES AGAINST SAID RESOLUTION:
Amezcua	Iglesias
Rodriguez	
Alvarez	
Palacio	-
ABSTAINED:	ABSENT:
Dated: October 9, 2018 By:	Valerie Amezcua President, Governing Board Santa Ana Unified School District
Attest:  Alfonso Alvarez  Clerk of the Board of Education	
Santa Ana Unified School District	

I, Alfonso Alvarez, Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, hereby certify that the foregoing is a true and correct copy of Resolution No. 18/19-3262, which was duly adopted by said Board at a regular meeting thereof held on the 9<sup>th</sup> day of October, 2018, and that it was so adopted by the vote indicated above.

SUBJECT: Drug and Alcohol - Free Workplace

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources/Administrative Services

### **SCOPE:**

Government Code 8355 mandates state grant recipients such as a school district to certify to the state contracting agency (e.g., the California Department of Education (CDE)) that it agrees to provide a drug-free workplace by taking the actions specified below. Federal grantees are also subject to the same requirements and must provide the same certifications under the federal Drug-Free Workplace Act (41 USC 8101-8106).

### **POLICY:**

The Governing Board believes that the maintenance of drug and alcohol-free workplaces is essential to staff and student safety and to help ensure a productive and safe work and learning environment. This includes, pre-employment screening, reasonable suspicion, random, post-accident, return to duty, and follow-up drug and alcohol testing of drivers.

(cf. 4112.42/4212.42/4312.42 – Drug and Alcohol Testing for Commercial Drivers)

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance or be under the influence of any alcoholic beverage in the workplace during working hours (including meal and break periods at any school district property or offsite) or while on duty, or at a school-related activity or event (Government Code 8355; 41 USC 8103) these prohibitions apply before, during, and after school hours. For purposes of this policy, on duty means while an employee is on duty during both instructional and non-instructional time in the classroom or workplace, at extracurricular or co-curricular activities, or while transporting students or otherwise supervising them.

A school district workplace is any place where school district work is performed, and school owned, leased or school approved vehicle used to transport students to and from school or school activities; any off-school sites when accommodating a school sponsored or school approved activity or function where students are under district jurisdiction; or during any period of time when an employee is supervising students on behalf of the district or otherwise engaged in district business. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

Pursuant to the federal Omnibus Transportation Employee Testing Act of 1991, school bus drivers shall be subject to a drug and alcohol testing program that fulfills the requirements of the 49 CFR 382.

The Superintendent or designee shall notify employees of the district's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 8103)

SUBJECT: Drug and Alcohol - Free Workplace

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources/Administrative Services

An employee shall abide by the terms of this policy and shall notify the district, within five days, of his/her conviction for violation in the workplace of any criminal drug statute. (Government Code 8355; 41 USC 8103)

The Superintendent of designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 8103)

Pursuant to California Education Code 44836 and 45123, the Board may not employ or retain in employment persons convicted of a controlled substance offense as defined in Education Code 44011. If any such conviction is reversed and the person acquitted in a new trial or the charges dismissed, his/her employment is no longer prohibited. A plea or verdict of guilty, a finding of guilt by a court in a trial without a jury, or a conviction following a plea of nolo contendere shall be deemed to be a conviction.

Pursuant to Education Code 45123, the district may employ for classified service a person who has been convicted of a controlled substance offense only if it determines, from evidence presented, that the person has been rehabilitated for at least five years. The Board shall determine the type and manner of presentation of the evidence, and the Board's determination as to whether or not the person has been rehabilitated is final.

Pursuant to Education Code 44425, whenever the holder of any credential issued by the State Board of Education or the Commission for Teacher Preparation and licensing has been convicted of a controlled substance offense as defined in Education Code 44011, the commission shall forthwith suspend the credential. When the conviction becomes final or when imposition of sentence is suspended, the commission shall revoke the credential. (Education Code 44425)

Pursuant to Education Code 44940, the district must immediately place on compulsory leave of absence any certificated employee charged with involvement in the sale, use or exchange to minors of certain controlled substances.

Pursuant to Education Code 44940, the district may immediately place on compulsory leave of absence any certificated employee charged with certain controlled substance offenses.

Pursuant to Education Code 45304, the district must immediately place on compulsory leave of absence any classified employee charged with involvement in the sale, use or exchange to minors of certain controlled substances.

Pursuant to Education Code 45304, the district may immediately place on compulsory leave of absence any classified employee charged with certain controlled substance offenses.

SUBJECT: Drug and Alcohol - Free Workplace

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources/Administrative Services

In accordance with law and the district's collective bargaining agreements, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete drug assistance or rehabilitation program approved by federal, state, or local public health or law enforcement agency or other appropriate agency. (cf. 4218 – Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 8103)

- 1. The dangers of drug abuse in the workplace
- 2. The district's policy of maintaining a drug-free workplace
- 3. Available drug counseling, rehabilitation, and employee assistance programs
- 4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace

### **DESIRED OUTCOME:**

Through this policy and related administrative regulation, the District shall ensure a drug and alcohol free workplace.

### IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

### **District Policies and Procedures:**

BP/AR 4112.42/4212.42/4312.42 – Drug and Alcohol Testing for Commercial Drivers BP/AR 4218 – Dismissal/Suspension/Disciplinary Action

### Legal Reference:

### **Education Code:**

44011	Controlled substance offense
44425	Conviction of controlled substance offenses as grounds for revocation of
	credential
44836	Employment of certificated persons convicted of controlled substance offenses
44940	Compulsory leave of absence for certificated persons
44940.5	Procedures when employees are placed on compulsory leave of absence
45123	Employment after conviction of controlled substance offense
45304	Compulsory leave of absence for classified persons

### **Government Code:**

8350--8357 Drug-free workplace

SUBJECT: Drug and Alcohol – Free Workplace

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources/Administrative Services

**United States Code, Title 20** 

7111-7117 Safe and Drug Free Schools and Communities Act

**United States Code, Title 21** 

812 Schedule of controlled substances

**United States Code, Title 41** 

8101-8106 Drug-Free Workplace Act

Code of Federal Regulations, Title 21

1308.01-1308.49 Schedule of controlled substances

**Court Decisions:** 

Cahoon v. Governing Board of Ventura USD, (2009) 171 Cal.App.4th 381 Ross v. RagingWire Telecommunications, Inc., (2008) 42 Cal.4th 920

**Management Resources:** 

Web Sites:

California Department of Education: http://www.cde.ca.gov California Department of Health Care Services: http://dhcs.ca.gov

U.S. Department of Labor: http://www.dol.gov

### ADOPTION AND REVISION HISTORY:

(7-89, 2-91, 10-96, 3-05, 11-14, 7-16) 9-18

Santa Ana, CA

EFFECTIVE: 10/09/18 REVIEWED: 09/25/2018

SUBJECT: Temporary Athletic Team Coaches

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources

### SCOPE:

The Governing Board desires to employ highly qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes. (cf. 6142.7 - Physical Education and Activity) (cf. 6145.2 - Athletic Competition)

### **POLICY:**

The Superintendent or designee shall determine criteria in accordance with law for certifying the competency of all staff employed to coach or supervise District athletic teams.

Prior to employment, the Superintendent or designee shall ensure that all temporary coaches, certificated or non-certificated, have received appropriate training, are qualified in all competencies required by law, and meet or will meet all qualifications for employment. He/she may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach.

All coaches shall adhere to administrative regulations and the codes of ethical conduct published by the state and the California Interscholastic Federation. (cf. 6145.2 —Athletic Competition)

Volunteer athletic team coaches shall meet all the qualifications and competencies required of temporary athletic team coaches employed by the District. (cf. 1240 – Volunteer Worker)

The Superintendent or designee may hire a certificated or non-certificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

5 CCR 5596 specifies a code of ethical conduct for athletic coaches; see the accompanying administrative regulation. In addition, the California Interscholastic Federation (CIF) has adopted a set of principles to guide the conduct of coaches and other participants in interscholastic athletic competitions; see BP 6145.2 - Athletic Competition.

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct. (cf. 4218 – Dismissal/Suspension/Disciplinary Action) (cf. 5131.1 – Bus Conduct) (cf. 5131.63 – Steroids) (cf. 5141.4 – Child Abuse Prevention and Reporting) Non-certificated coaches shall have no authority to assign grades to students. (5 CCR 5591) (cf. 5121 – Grades/Evaluation of Student Achievement)

EFFECTIVE: 10/09/18 REVIEWED: 09/25/2018

SUBJECT: Temporary Athletic Team Coaches

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources

### Qualifications and Training:

5 CCR 5593 establishes the minimum qualifications for employees serving as temporary athletic team coaches; see the accompanying administrative regulation.

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess an appropriate level of competence, knowledge, and skill.

Pursuant to Education Code 49024, any non-certificated employee or volunteer who works with students in a district-sponsored student activity program, such as an interscholastic athletic program, is required to obtain an Activity Supervisor Clearance Certificate (ASCC) from the Commission on Teacher Credentialing, unless the district requires the candidate to clear a Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) criminal background check. See BP/AR 1240 - Volunteer Assistance and AR 4112.5/4212.5/4312.5 - Criminal Record Check. Thus, the Governing Board may (1) choose to require a temporary athletic team coach to obtain the ASCC or a DOJ/FBI criminal background check; (2) permit an individual, at his/her discretion, to obtain either the ASCC or DOJ/FBI check; or (3) apply different requirements to different positions in the district (e.g., head coaches vs. assistant coaches; employees vs. volunteers).

Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, submit to the Superintendent or designee either an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing or a Department of Justice and Federal Bureau of Investigation criminal background clearance. (Education Code 49024) (cf. 1240 – Volunteer Worker)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

Education Code 49032 requires that all high school coaches complete a district or CIF-developed coaching education program that meets the guidelines of Education Code 35179.1 and includes training on the signs, symptoms, and appropriate response to concussions. Additionally, Education Code 33479.6, as added by AB 1639 (Ch. 792, Statutes of 2016), requires coaches to complete a training course related to the nature and warning signs of sudden cardiac arrest and to retake such a course every two years thereafter. See the accompanying administrative regulation.



EFFECTIVE: 10/09/18 REVIEWED: 09/25/2018

SUBJECT: Temporary Athletic Team Coaches

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources

The District may also require that all coaches complete training related to Heat Illness Awareness, CPR and Ethics and Boundaries for School Employees.

In addition, the Superintendent or designee shall regularly report to the Board regarding the extent to which the district's coaches have completed the trainings required by law, including those required pursuant to Education Code 33479.6 and 49032, and by district policy.

### **DESIRED OUTCOME:**

Through this policy, the District shall establish procedures to ensure that all temporary coaches, and volunteer athletic team coaches - certificated or non-certificated, have received appropriate training required by law, and meet qualifications for employment.

### IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

### District Policies and Procedures:

BP/AR 1240 – Volunteer Worker

BP/AR 4218 – Dismissal/Suspension/Disciplinary Action

BP/AR 5121 – Grades/Evaluation of Student Achievement

BP 5131.1 – Bus Conduct

BP/AR 5131.63 - Steroids

BP/AR 5141.4 – Child Abuse Prevention and Reporting

BP/AR 6145.2 – Athletic Competition

BP/AR 6142.7 – Physical Education and Activity

### Legal Reference:

### **Education Code:**

35179.7	Interscholastic athletic program and activities
35179-35179.7	Interscholastic athletics
33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
44010	Sex offense
44011	Controlled substance offense
44332-44332.5	Temporary certificates
44424	Conviction of a crime
44808	Liability when students are not on school property
44919	Classification of temporary employees
45125.01	Interagency agreements for criminal record information
45347	Instructional aides subject to requirements for classified staff
45349	Use of volunteers to supervise or instruct students
49024	Activity Supervisor Clearance Certificate



### Santa Ana Unified School District

**BOARD POLICY NO: 4127/4227/4327** 

EFFECTIVE: 10/09/18 REVIEWED: 09/25/2018

SUBJECT: Temporary Athletic Team Coaches

CATEGORY: Personnel

RESPONSIBLE OFFICE(S): Human Resources

Written statement indicating employment status

44919 Classification of temporary employees 49030-49034 Performance-enhancing substances

49406 Examination for tuberculosis

Code of Regulations, Title 5

Supervision of extracurricular activities of pupils

5590-5596 Duties of Temporary Athletic Team Coaches

**Court Decisions:** 

San Jose Teachers Association, CTA, NEA v. Barozzi (1991) 230 Cal. App. 3d 1376, 281

Cal. Rptr. 724

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal. App. 4th 187

Kavanaugh v. West Sonoma County Union High School District, (2003) 29 Cal. 4th 911

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627

**Management Resources:** 

**CSBA** Publications

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

California Interscholastic Federation Constitution and Bylaws

Pursuing Victory with Honor, 1999

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance

Certificate (ASCC), July 20, 2010

Web Sites:

CSBA: http://www.csba.org

California Athletic Trainers' Association: http://www.ca-at.org California Department of Education: http://www.cde.ca.gov California Interscholastic Federation: http://www.cifstate.org Commission on Teacher Credentialing: http://www.ctc.ca.gov National Athletic Trainers' Association: http://www.nata.org

### **ADOPTION AND REVISION HISTORY:**

(10-96)9-18

Santa Ana, CA

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Orange County Department of Education First Quarterly Report on

Williams Settlement Fiscal Year 2018-19

ITEM: Consent

SUBMITTED BY: Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is for the Board to review quarterly information on the Williams Settlement First Quarterly Report. In order to meet the Williams Settlement Uniform Complaint Reporting requirements per Education Code Section 35186(d), staff is required to report summarized data on the nature and resolution of all complaints on a quarterly basis to the County Superintendent of Schools and

# **ITEM SUMMARY:**

California Education Code section 1240(2)(H) requires this report to be provided to the Board at a regularly scheduled meeting held in accordance with public notification requirements.

the Governing Board of the school district. The complaints and written responses shall be available as public records.

## **RATIONALE:**

The attached report summarizes the first quarterly-reported complaints for Santa Ana Unified School District beginning on July 1, 2018 and ending on September 30, 2018. The County requires that school districts report the findings at regularly scheduled meetings, both quarterly and annually. There were no issues identified.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environment for all.

**Action: 3.7** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services:** 3.07025 District-wide Services

#### **FUNDING:**

No Fiscal Impact

# **RECOMMENDATION:**

Presented for information.

AJ:mo



Date: 10/24/18

# 2018-19 Quarterly Report Williams Legislation Uniform Complaints

District: Santa A	na Unified School District			
District Contact: Alfonso	Jimenez, Ed.D.			
Title: Deputy	Superintendent, Educational Services			, , , , , , , , , , , , , , , , , , ,
	ed with any school in the district during	Report due be Report due be Report due be the quarter indicated		19
Complaints were filed nature and resolution	with schools in the district during the qu of the complaints.	arter indicated above	. The following chart s	summarizes the
Турех	of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instru	uctional Materials	0	. 0	0
Teacher Vacancies o	or Misassignments	0	0	O
Facility Conditions		0	0	o
	TOTALS	0	0	0

## Please submit to:

Name of Superintendent: Stefanie P. Phillips, Ed.D.

Signature of Superintendent:

Alicia Gonzalez
Senior Administrative Assistant
200 Kalmus Drive, B-1009
P.O. Box 9050, Costa Mesa, CA 92628-9050

Phone: (714) 966-4336 Email: aliciagonzalez@ocde.us Fax: (714) 327-1371

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Acceptance of Gifts in Accordance with Board Policy (BP) 3290 – Gifts,

**Grants, and Bequests** 

ITEM: Consent

SUBMITTED BY: Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services

## **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board acceptance of gifts, grants, and bequests on behalf of school sites and the District. For purposes determining the estimated value of gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

#### **RATIONALE:**

The Board may accept any bequest or gift of money or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly

# **ITEM SUMMARY:**

- If the value of a gift exceeds \$500, the Superintendent shall bring the nature of the gift, with a specific recommendation, to the Board of Education for approval. The gifts under this item are all valued at more than \$500.
- Total donated: \$22,495.49
- 2018-19 total donations todate: \$31.695.49

or indirectly impair its commitment to provide equal educational opportunities for all District students. The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of District philosophy and operations. If the Board believes the District will be unable to fully satisfy the donor's conditions, the gift shall not be accepted. Gift books and instructional materials shall be accepted only if they meet District criteria. At the Superintendent or designee's discretion, a gift may be used at a particular school.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school

and working environment for all.

**Action: 3.7** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

**Services: 3.07025** District-wide Services

#### **FUNDING:**

No Fiscal Impact

# **RECOMMENDATION:**

Accept gifts in accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests

AJ:mo

# SANTA ANA UNIFIED SCHOOL DISTRICT GIFTS RECOMMENDED FOR ACCEPTANCE – October 23, 2018

School/Department:	Gift:	Amount:	Donor:	Used For:
Santa Ana Unified School District		\$500	Chapman University	Back to School Bash
Century High School		\$15,500	Brown Rudnick Charitable Foundation	Higher Ed/Early College
Davis Elementary		\$1,319	Orange County Community Foundation	2 <sup>nd</sup> Grade Fieldtrip to Environmental Nature Center
Davis Elementary		\$500	Sedgwick Claims Management Services	Student supplies
Godinez High School		\$1,500	Godinez Band Boosters	Band's Bus Transportation
MacArthur Intermediate	Yamaha 200ADII Alto Saxophone	\$1,000 (value established by donor)	Orange County Philharmonic Society Committee, Santa Ana Chapter	Band classes
Roosevelt Elementary		\$1,826.50	First America Title Insurance Company	Instructional Supplies
Wilson Elementary	HPPro M28lfdw Color Printer	\$349.99 (value established by donor)	Donorschoose.org	Printing instructional material
October 23, 2018 Donations		\$22,495.49		
2018-19 Total Donations		\$31,695.49		

For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Acceptance of Carl D. Perkins Career and Technical Education

**Improvement Act of 2006 Grant for 2018-19 School Year Funding** 

**ITEM SUMMARY** 

• Focus CTE Arts, Media and Design,

and Engineering and Architecture

equipment to increase academic

sector pathways

• Updating CTE curriculum (textbooks and software) and

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Don Isbell, Director, Career Technical Education

# **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) application for the 2018-2019 school year funding.

#### **RATIONALE:**

The District has been allocated \$497,637 for Career

Technical Education (CTE) through funding from Perkins IV. The California Department of Education has granted authorization to expend the fund effective July 1, 2018 - June 30, 2019.

The focus of the grant this year will be to continue to expand and enrich CTE programs across the district. The CTE programs that will be focused on will be in the following career sectors pathways: Arts, Media, & Design, Engineering & Architecture, and Health Science & Medical Technology. In addition, funds will be allocated to promote the continuous improvement of CTE programs and services through the alignment of State Standards, curricula, assessments, articulation agreements, and professional development and to align our intermediate school programs to support our high school pathways ensuring that all students have access to CTE courses and career pathways. Funds will also be used to update equipment, textbooks and software to better meet the training needs of our students to prepare them to be both college and career ready.

LCAP Goal: 1 All Students will have equitable access to a high quality core curricular and

instructional program.

Action: 1.6 Provide equitable access to courses and supports that will develop college

and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) coursed and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment, and AVID. (Equal Opportunity Audit – EOA, College and

Career Readiness Plan – CCRP)

**Services:** 1.06003 Career Technical Education Services

# **FUNDING:**

Revenue: Carl D. Perkins Funds - \$497,637

# **RECOMMENDATION:**

Accept Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant for 2018-19 School Year Funding.

DA:DI:mo

**Grant Award Notification** 

GRANTEE	NAME AND ADDI	RESS			CDE	GRANT NUN	/IRFR
Stefanie Ph	nillips, District Supe	rintendent		FY	U. C. 600 B. G. 600 G.	Vendor	NEW YORKS AND DES
Santa Ana				FI	PCA	Number	Suffix
	Chestnut Avenue			18	14894		
	CA 92701-6322		<u> </u>	10	14094	66670	00
Attention Stefanie Ph			•		STANDA ACCOUN		COUNTY
	Superintendent			Re	source Code	Revenue Object	30
Telephone 714-558-55	01				3550	8290	INDEX
Name of Gr Carl D. Perk	rant Program kins Career and Te	chnical Education Ir	nprovement Ad	t of 20	006		0615
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total		Amend. No.	Award Starting Date	Award Ending Date
	\$497,637	0	\$497,637	,	0	July 1, 2018	June 30, 2019
CFDA Number	Federal Grant Number	Fede	eral Grant Nan	ne .		107 P. G. C. C. Check Com-	l Agency
84.048A	V048A180005	Carl D. Perkins Ca	areer and Tech rement Act of 2		ducation	to the first of the particle of the first of	t of Education

I am pleased to inform you that you have been funded for the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original signed Grant Award Notification (AO-400) within 10 business days to:

Rose Robertson, Associate Governmental Program Analyst Career Technical Education Leadership Support Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901

California Department of Education Contact	Job Title
Bryan Baker	Education Programs Consultant
E-mail Address	· · · · · · · · · · · · · · · · · · ·
BBaker@cde.ca.gov	Telephone
Signature of the State Superintendent of Public Instruction	916-319-9224
/ow /onlarson	on or Designee Date
7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	July 26, 2018
CERTIFICATION OF ACCEPTANCE OF	F GRANT REQUIREMENTS
Un benan of the grantee named above. I accept this grant a	award I have read the applicable up
accarances, terris, and conditions identified on the grant anni	dication (for grants with an applicable
in this document or both; and I agree to comply with a	all requirements as a condition of funding
Printed Name of Authorized Agent	Title
	Title
E-mail Address	
= maii Addie55	Telephone .
01	
Signature	Date
7	

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Approval of Extended Field Trip(s) in Accordance with Board Policy

(BP) 6153 - School-Sponsored Trips and Administrative Regulation

(AR) 6153.1 – Extended School-Sponsored Trips

ITEM: Consent

SUBMITTED BY: Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School

**Performance and Culture** 

## **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of extended field trip(s) for the school(s) listed. An extended school-sponsored trip requires the approval of the Board of Education. A trip is considered to be an extended school sponsored trip when it takes students beyond neighboring counties or is over night.

## **RATIONALE:**

#### **ITEM SUMMARY:**

- <u>3</u> field trips for approval
- Schools requesting: Century, Santa Ana, and Walker
- 137 students in total
- 10 certificated and 3 classified chaperones in total (At least 1 certificated staff member is assigned to each field trip per BP)
- \$21,993 total cost of field trips

The Board recognizes that school-sponsored trips are important components of student development. In addition to supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help students relate school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips. All trips involving out-of-state or overnight travel shall require prior approval of the Board. Approval is contingent upon national and international safety and security at the time of the trip.

Board Policy (BP) 6153 and Administrative Regulation (AR) 6153.1 require a parent waiver for school-sponsored trips. Trained staff will be employed by the hosting organization and will provide 24-hour supervision to the students. Parents have given permission for students to attend the trip under this provision. No eligible student will be denied the opportunity to attend.

**LCAP goal 2:** Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families, and community.

**Action 2.1:** Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs, and industry internships and work-based learning.

**Service 2.01001:** Field trips

# **FUNDING:**

Various Funding Sources

# **RECOMMENDATION:**

Approve the extended field trip(s) in accordance with Board Policy (BP)  $6153 - \underline{School-Sponsored}$   $\underline{Trips}$  and Administrative Regulation (AR)  $6153.1 - \underline{Extended\ School-Sponsored\ Trips}$ .

SL:sz

# SANTA ANA UNIFIED SCHOOL DISTRICT - EXTENDED FIELD TRIPS RECOMMENDED FOR APPROVAL - October 23, 2018

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
November 1-3, 2018 (Thursday - Saturday)	Santa Ana High School Dance Retreat Idyllwild Pines Conference Center Idyllwild, California	\$148.00 per student (s) (cost paid by ASB Dance)	20	3
November 29-30, 2018 (Thursday - Friday)	Century High School San Diego Business Conference and Exhibition Paradise Point Resort and Spa San Diego, California	\$105.00 per student (s) (cost paid by California Partnership Academy)	52	4
March 4-6, 2019 (Monday - Wednesday)	Walker Elementary Emerald Cove Outdoor Science Institute Camp Cedar Crest Running Springs, California	\$179.00 per student (s) (cost paid by donations & fundraising)	65	6

Funding and costs for participation in educational activities related to field trips are in compliance with the ACLU settlement.

# **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Santa Ana High School dance

> students to participate in a dance retreat at Idyllwild Pines Conference Center in Idyllwild, CA. The trip will be November

1-3, 2018.

Santa Ana High School is requesting authorization for their **OVERVIEW:** 

dance students to participate in a dance retreat at Idyllwild Pines

Conference Center.

**RATIONALE:** Students will spend the weekend studying dance. They will be

watching, writing, and speaking about dance composition, improvisation, and technique. Students will also dance and perform original choreography they create. They will also continue written assignment work in their dance journal on the theme of "Finding Balance". The SanArt Dancers will benefit from both the mental and physical challenges they will face during this dance retreat. This weekend will strengthen their academic skills through literacy development and their fitness

levels while challenging and nurturing their creative process.

**PARTICIPANTS:** 20 students and 3 chaperones (all certificated)

\$148.00 per student – To include lodging, meals, and travel **COSTS:** 

**FUNDING:** Cost paid by ASB dance

**RECOMMENDATION:** Approve the request of the extended field trip for Santa Ana High

> School dance students to participate in a dance retreat at Idyllwild Pines Conference Center in Idyllwild, CA on November 1-3,

2018.

# **Agenda Item Backup Sheet**

ITEM: Request of extended field trip for Century High School e-

Business Academy students to participate in the San Diego Business Conference and Exhibition at the Paradise Point Resort and Spa in San Diego, CA. The trip will be November 29-30,

2018.

**OVERVIEW:** Century High School is requesting authorization for their e-

Business Academy students to participate in the San Diego

Business Conference and Exhibition in San Diego, CA.

**RATIONALE:** The field trip is the California State Championships and the first

event in the competitive season for the business academy students and will allow the participants an opportunity to participate, interact, and compete with students from around the nation and world at this international event. Programmed competition in a number of events including: Human Resources Presentation, Company Scenario Catalog Presentation. Interview Competition, Individual Video Commercial Competition, Employee Manual Competition, Salesmanship Competition, Company Newsletter Competition, and Web Site Design Competition. In addition, students will be attending a

tour of the San Diego Zoo.

**PARTICIPANTS:** 52 students and 4 chaperones (3 certificated and 1 classified)

**COSTS:** \$105.00 per student – To include lodging, meals, and travel

\*FUNDING: Cost paid by California Partnership Academy

**RECOMMENDATION:** Approve the request of the extended field trip for Century High

School e-Business Academy students to participate in the San Diego Business Conference and Exhibition at the Paradise Point Resort and Spa in San Diego, CA on November 29-30, 2018.

# **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Walker Elementary School

students to attend the Emerald Cove Outdoor Science Institute at Camp Cedar Crest in Running Springs, California. The trip will

be on March 4-6, 2019.

**OVERVIEW:** Walker Elementary School is requesting approval for their

students to attend the Emerald Cove Outdoor Science Institute in

Running Springs, California.

**RATIONALE:** This trip will be an educational experience for students to grow

the knowledge, skills, character, and relationships through purposeful hands-on outdoor science education – all set with a unique outdoor classroom environment. Students will learn the interdependence of all living things and importance of caring for the earth. Students will also hike established trails, investigate geological features, observe wildlife and compare plant adaptations during the evenings, study the night sky through a

telescope, and enjoy skits, songs, and stories.

**PARTICIPANTS:** 65 students and 6 chaperones (4 certificated and 2 classified)

**COSTS:** \$179.00 per student - To include lodging, meals, and transportation

\***FUNDING:** Cost paid by donations and fundraising

**RECOMMENDATION:** Approve the request of the extended field trip for Walker

Elementary School students to attend the Emerald Cove Outdoor Science Institute at Camp Cedar Crest in Running Springs,

California on March 4-6, 2019.

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Approval of Student Expulsion for Violation of California Education

Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c)

**According to Board Policy 5144.1** 

ITEM: Consent

SUBMITTED BY: Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School

**Performance and Culture** 

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of a student expulsion for violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

# **ITEM SUMMARY:**

• Number of students: 1

• Eligible to reapply: <u>10/23/2019</u>

• Placement: REACH

#### **RATIONALE:**

The following student was recommended for expulsion from the District for various terms. The student received a hearing before the administrative hearing panel, which found the student to have received due process and to be guilty of the charges brought forth. The panel has recommended the respective expulsion term and remediation conditions for Board approval.

**LCAP goal 3.0:** All students and staff will work in a healthy, safe, and secure environment that supports learning.

**Action 3.5:** Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.

**Service 3.05005:** Restorative Practices.

# **FUNDING:**

No Fiscal Impact

# **RECOMMENDATION:**

Approve the student expulsion for violation of the California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.

SL:sz



# Santa Ana Unified School District

# Pupil Support Services/School Climate

# Recommendations for Expulsions

Board Meeting: 10/23/2018

<u>St</u>	tudent Name	School/Grade	<u>Charges</u>	Recomm. Options	<u>Placement</u>	Date Eligible to Reapply
1.	370894	Sierra/8	С	2A	REACH Academy	10/23/2019

#### SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

- (A) Caused, attempted, or threatened to cause physical injury
- (B) Possessed, sold, furnished a weapon, dangerous object, explosives
- (C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).
- (D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance
- (E) Committed or attempted to commit robbery or extortion
- (F) Caused or attempted to cause damage to school or private property
- (G) Stole or attempted to steal school or private property
- (H) Possessed or used tobacco or tobacco products
- (I) Committed an obscene act or engaged in habitual profanity or vulgarity
- (J) Possessed, offered, or arranged to sell paraphernalia
- (K) Disrupted school activities or willfully defied valid authority
- (L) Knowingly received stolen school or private property
- (M) Possessed an imitation firearm

- (N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4
- (O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness
- (P) Offering to sell or selling SOMA
- (Q) Hazing
- (R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel
- (T) Aids or abets in physical injury
- (.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity
- (.3) Engaged in hate crime (Grades 4-12 only)
- (.4) Harassment, threat, intimidation (Grades 4-12 only)
- (.7) Terrorist threats against school officials, school property or both

#### **EXPULSION RECOMMENDATIONS**

Option 1 to expel for one semester
Option 1 to expel for one semester and suspend enforcement of the expulsion order
Option 2 to expel for two semesters
Option 2 to expel for one calendar year (from the date of the Board meeting)
Option 3 to expel for two semesters and suspend enforcement of the entire expulsion order
Option 4 to expel for two semesters and suspend enforcement of the second semester of the expulsion order
Option 5 to reject the Findings of Fact and not expel (only the Board can recommend this Option)

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Approval of Memorandum of Understanding for Education Prize

**Grant for 2018-20 School Years** 

ITEM: Consent

SUBMITTED BY: Sonia Llamas, Ed.D, L.C.S.W., Assistant Superintendent, K-12 School

**Performance and Culture** 

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the memorandum of understanding (MOU) for the Education Prize (ePrize) grant for the 2018-20 school years. This Parent Engagement Initiative (PEI)

#### **ITEM SUMMARY:**

- Grant acceptance amount: \$97,500
- Grant to support Esqueda
- Grant period: three years 2018-20

ePrize project is a learning and innovation project aimed at helping improve student achievement through high-quality instructions and wellness supports for underserved students and their families.

## **RATIONALE:**

The PEI ePrize grant will strive to improve student achievement, strengthen collaboration among educators by allowing them to reflect on their instructional practice and share dynamic instructional techniques, and expand the breadth and depth of parent engagement. The three LEAs involved in this collaboration are El Sol Science and Arts Academy, Esqueda Elementary, and Anaheim Union High School District.

The following learning questions will drive the project's intended innovations: does a strong relational field among the administrative leaders of the three LEAs facilitate greater sharing, adapting, and adopting of best practices and systems that support high-quality instruction?; Does active parent engagement through Parent Learning Walks (PLWs) support the practice of high-quality instruction?; and Does active parent engagement in the Local Control and Accountability Plan (LCAP) planning process contribute to the availability of relevant academic and social-emotional supports for students and families?

The ePrize project ultimately seeks to improve educational outcomes for underserved students in Orange County.

**LCAP goal 2:** Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

**Action 2.7:** Expand and maintain partnerships which support student academic success and social emotional wellbeing by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants.

Service 2.07001: Higher Education Partnerships

# **FUNDING:**

Education Prize Grant: Year 1 - \$27,500

Year 2 - \$30,000 Year 3 - \$40,000 Total - \$97,500

# **RECOMMENDATION:**

Approve the memorandum of understanding for the Education Prize grant for the 2018-20 school years.

SL:sz

# CHAPMAN UNIVERSITY ATTALLAH COLLEGE OF EDUCATIONAL STUDIES PARENT ENGAGEMENT INITIATIVE (PEI) EPRIZE PROJECT MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU") is by and between Chapman University, a California non-profit public benefit corporation (the "University"), and Santa Ana Unified School District (the "Grantee") located at 1601 E. Chestnut Ave., Santa Ana, CA 92701.

# 1. NATURE AND PLACE(S) OF WORK

- 1.1 Grantee shall perform the work described in the Project Implementation Framework attached hereto as Exhibit A.
- 1.2 Report(s): Grantee shall provide one or more reports as described as follows: **See attached framework for reporting requirements.**
- 1.3 Grantee shall perform the services at:

⊠ Grantee's Facilities
☐ University Premises: n/a
The use of cigarettes, e-cigarettes, cigars, water pipes, pipes, hookahs or any other combustible or smoke-generating products or devices is prohibited in University buildings and on University's campus, including all outdoor areas of the campus.
□ Other: n/a

#### 2. TERM OF MOU

- 2.1 The period or schedule of performance for this MOU shall be from the date of last signature through December 31, 2018.
- 2.2 As contemplated in the attached scope of work, this MOU may be renewed for up to two additional one year terms upon written agreement of the parties, subject to availability of funding and Grantee's achievement of the outputs/outcomes and reporting requirements set forth in Exhibit A (as determined in University's sole discretion).
- 3. **AWARD PAYMENT.** University shall pay the following to Grantee for work performed in connection with this MOU according to the fee schedule attached as Exhibit B. Payment shall be made within thirty days of the full execution of this MOU and delivery to University of a fully completed IRS Form W-9 of Grantee.
- 4. **REPORTING**. In performing services hereunder, Grantee shall report to Margaret Grogan, Dean, Attallah College of Educational Studies.
- 5. **NOTIFICATION**. Any written notification required hereunder shall be personally served or mailed by U.S. mail, return receipt requested, to the following:

# For **University**:

Chapman University
One University Drive
Orange, California 92866

Attn: Executive Vice President & Chief

Operating Officer

#### For Grantee:

Santa Ana Unified School District 1601 E. Chestnut Ave. Santa Ana, CA 92701

Attn: Director of Purchasing

- 6. **TAXES**. The award payment stated in <u>Section 3</u> includes all applicable taxes and will not be changed hereafter as the result of Grantee's failure to include any applicable tax, or as the result of any change in Grantee's tax liability.
- 7. **ASSIGNMENT OR SUBCONTRACTING**. Grantee may not assign or transfer this MOU or any interest herein or claim hereunder, or subcontract any portion of the work hereunder, without the prior written approval of University. If University consents to such assignment or transfer, the terms and conditions of this MOU shall be binding upon any assignee or transferee.
- 8. PATENTS. Whenever any invention or discovery is made or conceived by Grantee in the course of or in connection with this MOU, Grantee shall promptly furnish University complete information with respect thereto and University shall have the sole power to determine whether and where a patent application shall be filed and to determine the disposition of title to and all rights under any application or patent that may result. Grantee will, at University's expense, execute all documents and do all things necessary or proper with respect to such patent applications. Grantee is specifically subject to an obligation to assign all right, title and interest in any such patent rights to University as well as all right, title and interest in tangible research products embodying such inventions whether the inventions are patentable or not.
- 9. **COPYRIGHT, NAME, AND TRADEMARKS**. University shall own, solely and exclusively, the copyright and all copyright rights to any written or otherwise copyrightable material delivered under this MOU. Grantee warrants that all creators of copyrightable material delivered under this MOU to University are, at the time of the material's creation, bona fide employees or subcontractors of Grantee, and that such creation is within the course and scope of the creator's employment. Contractor/Consultant shall not use University's name, an abbreviation of University's name, trade names and/or trademarks of University (*i.e.*, logos and seals) or any derivation thereof, in any form or manner in advertisements, reports, or other information released to the public, or place University's name, an abbreviation thereof, trade names and/or trademarks of University or any derivation thereof on any consumer goods, products, or services for sale or distribution to the public, without University's prior written approval.

## 10. CONSULTANT/CONTRACTOR'S LIABILITY AND INSURANCE REQUIREMENTS

10.1	Except for University's gross negligence or willful misconduct, Grantee shall indemnify, protect,
	defend and hold harmless University, its trustees, officers, employees, students, volunteers and
	agents from and against any and all claims, damages, judgments, attorney's fees, costs, and
	expenses arising out of, involving, or in connection with this MOU or the acts or omissions of
	Grantee, its officers, agents, employees, guests, or invitees.
	_

10.2 Insurance Requirements <sup>1</sup>	$\boxtimes$ YES
	$\square$ NO

<sup>&</sup>lt;sup>1</sup> To be determined in consultation with University's Risk Management department. If YES is selected, complete the Consultant/Contractor's Insurance Requirements section at the end of this document.

- 11. **STUDENT OR OTHER PERSONAL INFORMATION**. If receiving personal information about a California resident in the performance of this MOU, Grantee shall maintain reasonable security procedures and practices appropriate to the nature of the information to protect the personal information from unauthorized access, destruction, use, modification, or disclosure, in accordance with CAL. CIV. CODE § 1798.81.5. If Grantee receives information about a University student, Grantee shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g).
- 12. **RECORDS AND AUDIT**. While ownership of confidential or personal information about individuals shall be subject to negotiated agreement between University and Grantee, records will normally become the property of University and subject to state law and University's policies governing privacy and access to files. University, and if the applicable contract or grant so provides, the other contracting party or grantor (and if that be the United States, or an agency or instrumentality thereof, then the Controller General of the United States) shall have access to and the right to examine any pertinent books, documents, papers, and records of Grantee involving transactions and work related to this MOU until the expiration of five (5) years after final payment hereunder. Grantee shall retain project records for a period of five (5) years from the date of final payment.

# 13. CONFLICT OF INTEREST, ANTIDISCRIMINATION, AND RESEARCH COMPLIANCE

- 13.1 Grantee shall not hire any officer or employee of University to perform any service covered by this MOU. If the work is to be performed in connection with a federal contract or grant, Grantee shall not hire any employee of the United States government to perform any service covered by this MOU.
- 13.2 Grantee affirms that to the best of his/her/its knowledge there exists no actual or potential conflict between Grantee's family, business, or financial interests and the services provided under this MOU, and in the event of change in either private interests or service under this MOU, any question regarding possible conflict of interest which may arise as a result of such change will be raised with University.
- 13.3 Grantee shall not be in a reporting relationship to a University employee who is a near relative, nor shall the near relative be in a decision-making position with respect to Grantee.
- 13.4 Grantee agrees to comply with University's policy on harassment and discrimination, a copy of which is available at <a href="https://www.chapman.edu/faculty-staff/human-resources/eoo.aspx">https://www.chapman.edu/faculty-staff/human-resources/eoo.aspx</a> and incorporated herein by this reference. A copy of this policy may also be obtained by calling (714) 997-6686. Grantee shall remove from any University job site or University property any of its employees or those of its subcontractors or agents who improperly conduct themselves in any manner toward University's students, faculty, staff, or guests, and shall be responsible for any acts by its employees, subcontractors, or agents.
- 14. **CONFIDENTIALITY**. Grantee shall use his/her best efforts to keep confidential any information provided by University and marked "Confidential Information," or any oral information conveyed to Grantee by University and followed by a written communication within thirty (30) days that said information shall be considered Confidential Information. This non-disclosure provision shall not apply to information: (1) which the Grantee can demonstrate by written records was known to him or her prior to the effective date of this MOU; (2) is currently in, or in the future enters, the public domain other than through a breach of this MOU or through other acts or omissions of Grantee; or (3) is obtained lawfully from a third party.

- 15. **NON-WAIVER**. Waiver or non-enforcement by either party of a term or condition shall not constitute a waiver or non-enforcement of any other term or condition or of any subsequent breach of the same or similar term or condition.
- 16. **NO THIRD-PARTY RIGHTS**. Nothing in this MOU is intended to make any person or entity who is not a signatory to the MOU a third-party beneficiary of any right created by this MOU or by operation of law.
- 17. TIME IS OF THE ESSENCE. Time is of the essence in this MOU.
- 18. **INDEPENDENT CONTRACTOR**. Grantee, in the performance of this MOU, shall act in the capacity of an independent contractor and not as an employee or agent of University. Grantee agrees that nothing in this MOU shall be understood or construed to create or imply any relationship between the parties in the nature of any joint venture, employer/employee, principal/agent or partnership. As such, the parties will each be responsible for their own negligence. Grantee shall not become an employee of University by acting under this MOU, and Grantee shall be responsible for the payment of any taxes, social security, or other contributions owing from the above compensation.
- 19. **DISPUTE RESOLUTION**. Any dispute, claim or controversy arising out of or relating to this MOU or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Orange County, California before one arbitrator. The arbitration shall be administered by JAMS pursuant to its Streamlined Arbitration Rules and Procedures (Comprehensive Arbitration Rules & Procedures). Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude the parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction.
- 20. **ATTORNEY'S FEES**. In any action brought by a party to enforce the terms of this MOU, the prevailing party shall be entitled to reasonable attorney's fees and costs. The prevailing party shall be entitled to the reasonable value of any services provided to it by counsel.
- 21. **ENTIRE AGREEMENT**. This MOU contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any amendment to this MOU must be made, in writing, and approved by each party's authorized representative.
- 22. APPLICABLE LAW. This MOU shall be governed by the laws of the state of California.

This MOU may be executed in one or more counterparts, each of which shall constitute one and the same agreement. Further, the parties may execute this MOU via telefacsimile or electronic mail transmission. A true and correct copy of the MOU, as executed by the parties, may be used in lieu of an original for all purposes permitted by law. This MOU shall become effective when all parties have signed it. The date of this MOU shall be the date this MOU is signed by the last party to sign it (as indicated by the date associated with that party's signature).

CHAPMAN UNIVERSITY	GRANTEE
By: Www.	By:
Harold W. Hewitt, Jr.	Jonathan Geiszler
Its: EVP/COO	Its: Director of Purchasing
Date:	Date:

#### **GRANTEE'S INSURANCE REQUIREMENTS**

If insurance is required, Grantee, at its sole cost and expense, shall insure its activities in connection with the work under this MOU and obtain, keep in force, and maintain insurance as follows:

- 1. YES ⊠ NO ☐ Commercial Form General Liability Insurance, written on an occurrence form and maintained throughout the term of this MOU, contractual liability included, with limits as follows:
  - 1.1 \$1,000,000 Each Occurrence
  - 1.2 \$1,000,000 Products/Completed Operations Aggregate
  - 1.3 \$1,000,000 Personal and Advertising Injury
  - 1.4 \$2,000,000 General Aggregate
- 2. YES ⋈ NO ☐ Business Automobile Liability Insurance for owned, scheduled, non-owned, or hired automobiles with a combined single limit not less than \$1,000,000 per occurrence.
- 3. YES ☐ NO ☒ If this MOU involves professional services by a licensed professional, **Professional Liability Insurance** with a limit of \$1,000,000 per occurrence is required. If this insurance is written on a claims-made form, it shall continue for three (3) years following termination of this MOU. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this MOU.
- 4. YES ⊠ NO ☐ **Workers' Compensation Insurance** as required by the state of California. Employer's liability with limits of \$1,000,000 for bodily injury each accident, by disease; \$1,000,000 for bodily injury policy limit; \$1,000,000 for bodily injury each employee.

It should be expressly understood, however, that the coverage limits reflected herein shall in no way limit Grantee's liability. If the coverage limits of Grantee's insurance policies exceed those set forth above as evidenced by a Certificate of Insurance ("COI"), then these requirements shall be deemed amended to increase the coverage limits identified above to the higher coverage limits of Grantee's policies. Grantee shall furnish University with COI(s) evincing compliance with these requirements prior to commencing work under this MOU. Such COI(s) shall:

- (1) Specify that should any of the above-described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions. Notwithstanding the above, Grantee shall notify University thirty (30) days in advance of any material change in coverage or cancellation of coverage.
- (2) By endorsement reflect "Chapman University, its trustees, officers, employees, faculty, and agents as an additional insured as their interest may appear with regard to the activity and/or operations under this MOU."
- (3) Include a provision that the coverage will be primary and will not participate with nor be excess over any valid and collectible insurance or program of self-insurance carried or maintained by University.

It should be further understood that the provisions under (2) and (3) above shall only apply in proportion to and to the extent of the negligent acts or omissions of Grantee, its officers, agents, or employees.

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Acknowledgement of Receipt of Animo Charter Span School 2 Charter

**Petition** 

ITEM: Consent

SUBMITTED BY: Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School

**Performance and Culture** 

PREPARED BY: Marjorie Cochran, Ed.D., Grant Writer/Charter School Administrator

## **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board acknowledgement of the formal receipt of Animo Charter Span School 2 charter petition that was delivered on September 28, 2018 by Annabelle Eliashiv, director of Policy and Public

#### **ITEM SUMMARY:**

• Acknowledge of receipt of the Animo Charter Span School 2 charter petition.

Affairs, Green Dot Public Schools. The proposed five-year term of Animo Charter Span School 2 is from July 1, 2019 through June 30, 2024.

#### **RATIONALE:**

Pursuant to the Charter Schools Act of 1992 (Ed. Code § 47600 *et seq.*) a charter school petition proposing to operate a charter school that will operate within the geographic boundaries of the Santa Ana Unified School District may be submitted to the District's Governing Board after meeting specified signature requirements. The Governing Board is to hold a public hearing and either grant or deny the charter petition within specified timelines following receipt by the Governing Board of the charter petition.

In order to commence the statutory timelines and to facilitate the scheduling of the Governing Board's public hearing and action on the petition, the Animo Charter is being submitted for receipt by the Governing Board at its regular public meeting.

It is anticipated that the Board will hold a public hearing on the provisions of the Animo Charter at its November 13, 2018 board meeting, and take action on the charter request at its December 11, 2018 meeting.

## **FUNDING:**

Fiscal Impact is dependent upon the Governing Board's final action on the request for approval of Animo's charter.

# **RECOMMENDATION:**

Acknowledge the formal receipt of Animo Charter Span School 2 charter petition.

SL:MC:sz

# Ánimo Charter Span School 2

A California Public Charter School



Request for Five-Year Term July 1, 2019 to June 30, 2024

Submitted to Santa Ana Unified School District
September 2018

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## **Affirmations and Declaration**

As the authorized lead petitioner, I, Cristina de Jesus, hereby certify that the information submitted in this petition for a California public charter school to be named Ánimo Charter Span School 2 ("ÁCSS 2" or the "Charter School"), operated by Green Dot Public Schools California ("Green Dot" or "Green Dot California"), and to be located within the boundaries of the Santa Ana Unified School District ("SAUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Green Dot declares that it shall be deemed the exclusive public school employer of the employees of ÁCSS 2 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School and Green Dot California shall comply with the Public Records Act.
- The Charter School and Green Dot California shall comply with all laws establishing standards of
  conflicts of interest applicable to charter schools and/or nonprofit public benefit organizations
  operating charter schools.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The District, as the chartering authority, will not take any action to impede the Charter School from expanding enrollment to meet pupil demand. (Ed. Code, § 47605, subd. (d)(2)(C).)

# **Element 1: The Educational Program**

# **Education Code Section 47605(b)(5)(A)(i)**

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

#### **Education Code Section 47605(b)(5)(A)(ii)**

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

#### **Education Code Section 47605(b)(5)(A)(iii)**

"If the proposed charter school will serve high school pupils, 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."

GENERAL INFORMATION	
1) The contact person for Charter School is:	Annette Gonzalez
2) The contact address for Charter School is:	1149 S. Hill Street, Suite 600 Los Angeles, CA 90015
3) The contact phone number for Charter School is:	(323) 565-1600
4) The proposed address or target community by Zip Code of Charter School is:	92704, 92707 (Santa Ana)
5) The proposed grade configuration of Charter School is:	6 – 12
6) The number of students in Year 1 of the term will be:	110
7) The grade level(s) of the students in Year 1 of the term will be:	6
8) The scheduled opening date of Charter School is:	August 14, 2019
9) The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	650
10) The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
11) The bell schedule for Charter School will be:	See Element 1, "Sample Bell Schedule (Daily Schedule)"
12) The term of this charter shall be from:	July 1, 2019 to June 30, 2024

# Strategy for Transforming Los Angeles Secondary Public Education

Green Dot Public Schools California, a non-profit charter management organization, is leading the charge to help transform public education so all students graduate prepared for high school, college, leadership and life. Green Dot's efforts are helping to implement a small schools model for all schools, and are raising the public's awareness around the need for high quality, small public middle schools and high schools.

Green Dot currently operates 21 successful charter schools, serving over 11,500 students, in some of the highest-need areas of Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Compton, Inglewood, Lennox and Venice. Through our work at the high school level, we have recognized the need to enter students into our program earlier in their educational careers in order to ensure they are academically prepared for our high school program and ultimately college; therefore we made the decision to open our first Green Dot middle school in 2010.

#### **New School Model for Urban Secondary Schools**

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past seventeen years. Green Dot's school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for high school, college, leadership and life.

There are three main components of a Green Dot school—our core values, our theory of change and our academic model.

#### Green Dot's Core Values

- An Unwavering Belief in all Students' Potential
- Passion for Excellence
- Personal Responsibility
- Respect for Others and the Community
- All Stakeholders are Critical in the Education Process

# Green Dot's Theory of Change

- Firm Commitment to Serve All Students
- Highly Effective Teachers
- Strong School Leaders
- Culture of Transparency, Performance & Accountability

#### Green Dot's Academic Model

- Ensuring Quality Teaching and Instruction
- Cultivating a College-going Culture
- Eliminating Barriers to Learning
- Promoting Leadership and Life Skills.

## Benefits of a Span (6-12) School

Not only will operating a secondary school spanning grades 6-12 provide a familiar support system that helps students develop social and life skills, it will also ensure a seamless academic and social transition between grade levels. Our decision to open a 6-12 school is grounded in evidence. In addition to supporting curriculum articulation between grades levels, a 2004 RAND brief suggests that the separation of middle schools and high schools has, on some occasions, adversely affected students: "The history of reform indicates that a separate middle school has become the norm because of societal and demographic pressures rather than because of scientific evidence supporting the need for a separate school for young teens. In fact, there is evidence suggesting that separate schools and the transitions they require can cause problems that negatively affect students' development and academic progress." In addition, families benefit from securing placement in a college-preparatory program for the entirety of secondary education.

<sup>&</sup>lt;sup>1</sup> RAND Education, 2004 https://www.rand.org/content/dam/rand/pubs/research\_briefs/2005/RB8025.pdf

# **Results of Existing Schools**

Green Dot has a proven track record of successfully serving the highest-need students in Los Angeles. All of our schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in academic growth, standardized test scores, graduation rates, and college matriculation.

# **Graduation and College Acceptance**

Green Dot schools have produced outstanding results: 88% of our graduating seniors were accepted into two-or four-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have previously attended.

# **Working with Unions to Drive Change**

As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot's schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Green Dot management and the Asociación signed a two-year contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations, professional work days (no defined minutes) and just cause for discipline. Green Dot management has reached an agreement with the Ánimo Classified Employees Association (ACEA), a CTA affiliate that is the collective bargaining unit of classified school staff.

# **Success of the Innovative Features of the Educational Program**

ÁCSS 2 will provide students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. The school's focus on quality teaching and curriculum will be demonstrated by the staff's implementation of the College-Ready Teaching Framework, intensive professional development on Green Dot's academic model and Signature Strategies, and adoption of the Green Dot Common Assessment Program in all core subjects (i.e., Common Core-aligned assessments) to measure student mastery and drive instructional decisions. In addition, there will be a college-going culture on the campus that permeates all aspects of the charter school.

# Meeting the Specific Needs of its Target Student Population through the School's Educational Program

ÁCSS 2's educational program will successfully meet the needs of its diverse student population. ÁCSS 2 will provide an alternative education model for the Santa Ana community. The span school model will allow families to have a have a stable, continuous educational experience. While the school will have approximately 650 students at scale, the establishment of upper and lower academies will allow for a small school environment that will offer additional support and attention for students who would otherwise attend high schools with upwards of 1000 students. ÁCSS 2's target community is predominantly comprised of low-income, academically disadvantaged students who will benefit from the supports that will be available at ÁCSS 2. Reflective of the city of Santa Ana, ÁCSS 2 will serve a diverse student population that may include advanced students, students below grade level, English Language Learners, and Special Education students. The schools will aim to create a culturally responsive school that is rigorous and supportive.

## Examples of theses supports include:

- For all students, implementation of all three tiers of the Multi-Tier System of Supports with Social Emotional, Behavioral, and Academic Interventions.
- For English Learners and Special Education students, Academic Interventions include programs in Literacy, Math, English Language Development and Special Education

- For students below grade level and Special Education students, programs for students requiring additional enrichment and intervention support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- For all students, an Advisory program to prepare them with the tools and behaviors to succeed in college, leadership and life covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance. Advisory programs also allow the school to meet the needs of specific student groups. Schools may develop Advisory programs in partnership with community groups such as See a Man, Be a Man, which runs an Advisory program in partnership with Green Dot California for African American male students. Additionally, Green Dot partners with the Male Success Alliance to support male students of color in their journey to college.
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- For all students, proactive and positive student behavior management, including various alternatives to suspension
- For advanced students, enrichment opportunities including Honors, Advanced Placement classes and additional elective courses
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- In collaboration with El Dorado Charter Special Education Local Plan Agency ("SELPA"), ÁCSS 2 will offer special education services for students who are identified as having a disability and who meet eligibility to receive education services. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

Surrounding Schools Demographic Data for 2017-18

	# of Students 2017-18	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	Latino	African American	Two or More Races
Green Dot Independent Middle School Average*	469	93%	11%	25%	85%	10%	0%
McFadden Intermediate	1205	89%	14%	33%	95%	1%	0%
Gerald P. Carr Intermediate	1455	93%	14%	37%	98%	0%	0%
Green Dot Independent High School Average	616	93%	10%	14%	92%	5%	0%
Saddleback High	1626	87%	13%	21%	94%	0%	1%
Century High	1782	95%	15%	30%	98%	0%	0%
Santa Ana High	2963	93%	13%	25%	99%	0%	0%

<sup>&</sup>lt;sup>2</sup> See a Man, Be a Man: http://www.famlisoul.org/about-us.html

<sup>&</sup>lt;sup>3</sup> Males Success Alliance: https://www.csudh.edu/msa/

Surrounding Schools Recent Performance Data

	2016-17 SBAC ELA	2016-17 SBAC Math
	(% Met/Exceeded)	(% Met/Exceeded)
Green Dot Independent Middle School Average*	29%	14%
McFadden Intermediate	19%	20%
Gerald P. Carr Intermediate	15%	11%
Green Dot Independent High School Average	66%	28%
Saddleback High	38%	16%
Century High	26%	9%
Santa Ana High	29%	9%

Data Sources: CDE DataQuest reports including SY 17-18 School Enrollment (# of students, % Free/Reduced Lunch, % English Learners % Major Ethnicity), CDE SY 16-17 SBAC Reports (SBAC ELA/Math), CDE SARC Reports SY16-17 (% Special Ed).

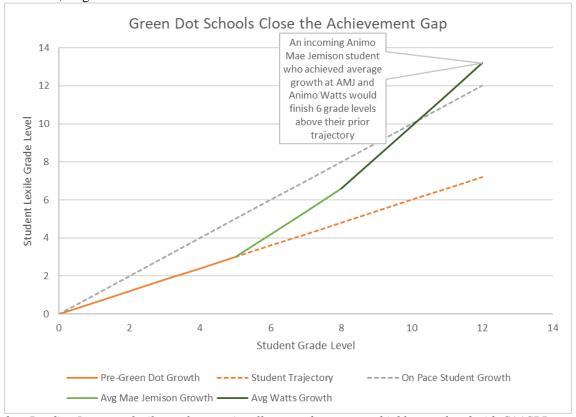
### **Student Population to be Served**

ÁCSS 2 shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1). While open to all students, ÁCSS 2 will make a substantial effort to recruit underserved, low-income students in Santa Ana, in particular, those that would typically attend McFadden Intermediate and Carr Intermediate for middle school and Saddleback High Century High and Santa Ana High for high school. Please see Element 7 for more information on how ÁCSS 2 will attract underserved, low-income students from the Santa Ana area. The table above shows the demographic and achievement data of the target student population that ÁCSS 2 hopes to serve.

Green Dot has a longstanding, successful history of serving students in Southern California and ÁCSS 2 would greatly benefit the community. As seen in the table above, ÁCSS 2 would like to enroll students who would otherwise attend schools with far lower student performance per the California Assessment of Student Performance and Progress ("CAASPP"). ÁCSS 2 will also offer the Santa Ana community an opportunity to have a stable, uninterrupted secondary school experience by attending a 6-12 span school.

Green Dot is committed to serving a high need population. Students attending Green Dot's existing middle and high schools arrive multiple years behind in literacy and math proficiency. Green Dot is able to quickly grow students and close the achievement gap. Despite serving a student population entering high school at a fifth grade literacy level, Green Dot's independent high schools have surpassed the California average on the CAASPP. 65.8% of Green Dot students met or exceeded the standard in literacy on the 2016-17 CAASPP compared to the state's average of 59.7% for all students and 48.9% for socioeconomically disadvantaged students. Additionally, Green Dot seniors are graduating and prepared for college at higher rates than the state average – Green Dot's independent high schools boast a 90% cohort graduation rate compared to the state's average of 87% and a 77% A-G graduation rate, as compared to the state's average or 47%. Students who attend a Green Dot middle school and Green Dot high school have added opportunities to accelerate their growth and ensure they graduate college ready.

As depicted in the table below, the average student entering a Green Dot middle school, such as Ánimo Mae Jemison Charter Middle School, had grown an average of 0.6 grade levels per year until arriving at Ánimo Mae Jemison Charter Middle School. At Ánimo Mae Jemison Charter Middle School, the student's growth quickly accelerates so that he or she finishes middle school at or above grade level. Were that student to attend nearby Ánimo Watts College Preparatory Academy, an independent Green Dot high school, he or she would finish high school above grade level. This success is shared across significant subgroups at Ánimo Mae Jemison Charter Middle School and Ánimo Watts College Preparatory Academy, including African American students, Latino students, students eligible for free or reduced lunch, English Learners and students with disabilities.



Based on Reading Inventory lexile results, a nationally normed assessment highly correlated with CAASPP results.<sup>4</sup>

#### Enrollment

ÁCSS 2 will serve students in grades six through twelve. In the 2019-2020 school year, ÁCSS 2 will serve approximately 110  $6^{th}$  grade students. In the 2020-2021 school year, ÁCSS 2 will serve 105  $6^{th}$  grade students and 105  $7^{th}$  grade students, adding a grade level until it reaches full scale. At full enrollment, ÁCSS 2 will serve 650 students in grades 6-12. The table below shows ÁCSS 2's projected five-year roll-out plan as well as the projected enrollment plan to get to full scale.

Projected Five-Year Student Enrollment (Charter Term)

Grade	Year 1: 2019-2020	Year 2: 2020-2021	Year 3: 2021-2022	Year 4: 2022-2023	Year 5: 2023-2024
6	110	105	100	100	100
7	-	105	95	95	95

<sup>&</sup>lt;sup>4</sup> Reading Inventory: http://www.hmhco.com/products/assessment-solutions/literacy/sri-index.htm

8	-	-	90	85	90
9	-	-	100	100	100
10	-	-	-	90	90
11	-	-	-	-	85
12	-	-	-	-	-
Total	110	210	385	470	560

Projected Student Enrollment at Scale

Grade	Year 1: 2019-2020	Year 2: 2020-2021	Year 3: 2021-2022	Year 4: 2022-2023	Year 5: 2023-2024	Year 6: 2024-2025
6	110	105	100	100	100	100
7	-	105	95	95	95	95
8	-	-	90	85	90	95
9	-	-	100	100	100	100
10	-	-	-	90	90	95
11	-	-	-	-	85	85
12	-	-	-	-	-	80
Total	110	210	385	470	560	650

### **Goals & Philosophy**

#### Mission Statement

The mission of ÁCSS 2 is to prepare students in the Santa Ana area for success in college, leadership and life. The school will achieve this mission by providing a small, college preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school.

We achieve our mission through a thoroughly student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. We align the efforts of family, community, and school to foster these values. Parent education supports parents and families to support student learning and the issues they and their children face outside of the classroom that can affect their learning and lives as whole. Parent engagement includes, but is not limited to the following activities: Ánimo Parent Academy, Community Organizing Institute, Adult Education Classes and Road to College Workshops.

### **Vision Statement**

The school will create "agents of change" who will positively impact our communities. Our vision is that the majority of ÁCSS 2 graduates will be successful in college, and return to their home communities, with college degrees, to be the teachers, entrepreneurs, doctors, and lawyers that will revitalize Santa Ana. Graduates will be self-confident, self-disciplined, successful, proactive leaders who will excel in college and beyond.

Our mission and vision statements are in line with current research and education practices. The school's underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Ánimo Student: Description of What it Means to be an "Educated Person" in the 21st Century

ÁCSS 2 students will be "agents of change," individuals who will positively impact our communities. ÁCSS 2 students will be confident, disciplined, successful, proactive leaders who will excel in college and beyond. Green Dot has identified four goals that describe what it means to be an "agent of change" and an educated person in the 21st century.

### Goal #1: ÁCSS 2 Students will be College-Directed Learners

- Able to think critically and analytically to understand complex concepts across the curriculum
- Prepared for high school curriculum meeting A-G requirements
- Knowledgeable of college requirements and the application process
- Knowledgeable of career field choices and educational pathways

### Goal #3: ÁCSS 2 Students will be Innovative Leaders

- Able to model ethical behavior through involvement in school functions, clubs and
- Able to contribute to the success of individuals and their community through voluntary service
- Effective oral communicators in distinct situations
- Informed participants in the democratic process

# Goal #2: ÁCSS 2 Students will be Cultural Learners

- Aware of cultural differences, unique group histories and diverse perspectives
- Exposed to world languages and able to understand the dynamics of language and culture
- Able to communicate with sensitivity within and across diverse communities

#### Goal #4: ÁCSS 2 Students will be Life-Long Learners

- Responsible, mature decision-makers
- Goal-oriented in their personal pursuits
- Able to integrate multiple uses of technology
- Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

#### Means to Achieve Mission and Vision: How Learning Best Occurs

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school. To ensure that students will receive the personalized attention they need, ÁCSS 2 and all schools that Green Dot opens/operates will be based on the core values, theory of change and academic model that Green Dot has developed over the past seventeen years.

### **Green Dot's Core Values**

The following core values guide the philosophical core of each and every Green Dot school:

- An Unwavering Belief in all Students' Potential: All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
  - o Key practices:
    - Provide special intervention courses based on specific needs of student population
    - Provide tiered support for all students through our Multi-Tiered System of Supports
    - Invest in Clinical Services to support retention and success of students facing challenges
    - Provide enrichment courses for high achieving and gifted students
- **Passion for Excellence**: Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
  - Key practices:
    - Use technology and assessment platforms to give teachers and principals realtime access to data

- Focus on Key Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
- Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility**: Take responsibility and initiative in our lives and encourage accountability for our actions.
  - o Key practices:
    - Demonstrate personal integrity and high individual accountability
- **Respect for Others and the Community**: Respect others in our daily interactions and be positive impacts on our communities.
  - Key practices:
    - Foster collaboration with others
    - Promote a positive school culture
    - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
    - Cultivate the school's mission, vision and core values
    - Build effective community partnerships and external relations
- All Stakeholders are Critical in the Education Process: Young adults will receive the best educations when all stakeholders participate in the education process.
  - o Key practices:
    - Provide opportunities for stakeholders to participate in the School Advisory Council
    - Host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
    - Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

# **Green Dot's Theory of Change:**

- **Firm Commitment to Serve All Students**: Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Approximately 99% of current Green Dot students are African-American or Latino and more than 95% qualify for free or reduced price lunch. Green Dot is also committed to serving high-needs students with 20% English Learner and 13% special education student populations at our schools. Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers**: Green Dot has collaborated with The College-Ready Promise ("TCRP"), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher).
- Strong School Leaders: In addition to the individual coaching and professional development that Green Dot principals and assistant principals receive, the organization has also made a large investment to develop an Administrator-in-Residence ("AIR") program in which candidates are selected to participate in an intensive 12-month, multiple school-site administrator training program. The AIR program trains Residents on Green Dot's transformation model and builds a pipeline of school leaders with the skills and experience to

- turnaround chronically failing schools. These Residents will then be placed as school leaders in future Green Dot schools.
- Culture of Transparency, Performance & Accountability: Green Dot values results and has built systems and processes to enable accountability and earned autonomy.

  Administrators and school staff members are able to view assessment results in Green Dot's data systems and generate customizable reports with school-level, department-level, and teacher-level data. Staff also use Green Dot's knowledge-sharing platform (Connect) to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on Ed Reflect. Students and parents will have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.

### **Green Dot's Academic Model**

Green Dot's academic model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills. Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

- 1. **Ensuring Quality Teaching & Instruction**: Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
- 2. Cultivating a College-going Culture: Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisors and offer college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.
- 3. Eliminating Barriers to Learning: Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Multi-Tiered System of Supports by appropriately providing intervention in literacy, math, English Language Development and Special Education for academic intervention. Green Dot schools offer an Advisory program that provides academic guidance, builds school culture & safety; and promotes college, career and personal development. Additionally, each school provides a menu of wraparound services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.

4. **Promoting Leadership & Life Skills**: Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

# Schoolwide Learner Outcomes for Enabling Students to Become and Remain Self-Motivated, Competent and Lifelong Learners

Schoolwide Learner Outcomes (SLO) designed in accordance with the Western Association of Schools and Colleges' (WASC) Focus on Learning Guide, embody the goals and high expectations that are maintained for Green Dot students. SLOs for ÁCSS 2 include:

# ÁCSS 2 graduates are *Critical Thinkers* who:

- Know how to access information and integrate knowledge.
- Questions the purpose and the motive of texts and ideas.
- Use Reasoning, connections and applications to use appropriate evidence to apply their knowledge to solve problems.
- Are persistent and resilient in their pursuit of knowledge.

# ÁCSS 2 graduates are *Life-long Learners* who:

- Are self-motivated to develop an enthusiasm and interest for learning.
- Make connections between their knowledge and different professional and cultural settings.
- Love to learn and instill that feeling in others.

#### ÁCSS 2 graduates are *Effective Communicators* who:

- Self-advocate by expressing one's self thoughtfully and respectfully; communicate to create change and with purposeful language
- Communicate through different mediums while working with others: technology, writing, reading, speaking, and listening.
- Use communication skills in a variety of situations, which include code-switching and academic discourse.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

## ÁCSS 2 graduates are <u>Academic Achievers</u> who:

- Actively establish short and long term academic goals.
- Self-monitor their progress towards educational pathways and career choices.
- Works relentlessly to improve in their coursework and skills necessary to pursue and succeed in higher education.

### ÁCSS 2 graduates are Socially Responsible Citizens who:

- Respect themselves and others by being considerate and empathetic.
- Are aware of their responsibilities as leaders.
- Contribute to their diverse cultural community and to the improvement of life in their school and local communities through leadership.
- Demonstrate personal responsibility and integrity.

### School's Annual Goals and Description of Specific Actions to Achieve Each Goal

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Orange County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

Refer to "Element 2, Measurable Pupil Outcomes and Element 3, Method by Which Pupil Progress Toward Outcomes will be Measured" for annual goals related to the Eight State Priorities as identified in Education Code Section 52060(d) and the actions ÁCSS 2 will take to achieve these goals, schoolwide and for numerically significant pupil subgroups. ÁCSS 2 shall utilize any templates required by the State Board of Education in developing its LCAP.

# Curriculum and Instruction: How the Objective of Enabling Pupils to Become Self Motivated, Competent, Lifelong Learners is Met by the School

Green Dot has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The model is derived from the following continuum of research-based practices:

- **Planning and Preparation**: Based on <u>Essential Elements of Effective Instruction</u> by Madeline Hunter.
  - Madeline Hunter developed the teacher "decision-making model" for planning instruction known as Instructional Theory in Practice ("ITIP"). This approach to teaching uses Direct Instruction ("DI") as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning**: Based on <u>Understanding by Design</u>: <u>Backwards Design</u> by Jay McTighe and Grant Wiggins.
  - O The emphasis of Understanding by Design ("UbD") is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- Instructional Techniques: Based on <u>Teach Like a Champion</u> by Doug Lemov.
  - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled "Instructional Design, Methods and Strategies."
- Classroom Environment: Based on "Safe and Civil Schools" by Randy Sprick.

O Green Dot developed a School Culture Team based on the Safe & Civil program, which provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Green Dot School Culture specialists to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.

# Culturally Responsive Pedagogy

O Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Green Dot's Education team is currently analyzing the works of experts in the education field to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices. School leaders and teacher leaders have read Zaretta Hammond's <u>Culturally Responsive Teaching and the Brain</u> and use her Ready for Rigor framework to work towards a culturally responsive classroom experience for all students.

It is required that all ÁCSS 2 students take courses that are high school-preparatory and are aligned with the Common Core standards in grades six through eight. ÁCSS 2 students will take courses that are college-preparatory, aligned with the Common Core State Standards ("CCSS"), and meet UC/CSU A-G requirements in grades nine through twelve. All students are required to earn 240 credits to graduate. ÁCSS 2's graduation requirements comply with applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English Language Arts, Social Sciences and Foreign Language as well as a variety of electives to provide opportunities for students to receive enrichment. These subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition to core subjects, ÁCSS 2 also offers a variety of elective and enrichment courses to provide opportunities for students to meet the A-G requirements, including Visual and performing Arts and Foreign Language. Electives in the school may include Drama, Composition and Investigations for English Language Arts. These courses will offer students achieving at or above grade level in reading the opportunity for additional development in reading, writing and speaking skills.

Because Green Dot's educational program emphasizes regular assessments and the use of data to increase student achievement, our pacing plans, which prepare for our internal assessments, guide and define the scope and sequence of the curriculum taught in our schools with regard to the four core subject areas identified by California's State Board of Education. Beginning in 2014-2015, Green Dot schools implemented the Green Dot Common Assessment Program, which includes common assessments in ELA, Math, Science and History. These assessments are Common Core-aligned and are designed by Green Dot curriculum specialists. Teachers provide feedback on the assessments and input towards recommended changes in collaboration with the Curriculum team.

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student Policy Manual and meetings with counselors. Every transfer student participates in an intake meeting which includes a review of his or her transcript and tracking towards graduation. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule is informed by student needs to ensure sufficient intervention opportunities are available for the student population.

Below is an outline of Green Dot's recommended middle and high school curriculums. The curriculum places an emphasis on ensuring that all students are at or above grade level by their eighth grade year in order to be prepared for the high school curriculum. Administrators and teachers may make adjustments to the school's master schedule and add additional Green Dot-approved courses in order to meet the

specific needs of their students. Teachers are provided with professional development prior to the school year and on an on-going basis to support their implementation of the curriculum and the use of data to inform instruction. The recommended curriculum is based upon the Common Core for ELA and Math, and CA State content standards for History and Science. Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also integrated in the curriculum. State-adopted texts are used in all core subjects.

# Outline of ÁCSS 2 Curriculum – Grades 6 through 85

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8th Grade
<b>Core Courses</b>	• English 6	• English 7	• English 8
	Literacy Enrichment or Intervention*	Literacy Enrichment or Intervention*	Literacy Enrichment or Intervention*
	<ul><li>Math 6</li><li>Math Foundations or Intervention**</li></ul>	<ul> <li>Math 7 (Pre-Algebra, Pre-Algebra Honors)</li> <li>Math Foundations or Intervention**</li> </ul>	<ul> <li>Math 8 (Essentials for Algebra or Algebra 1)</li> <li>Math Foundations or Intervention**</li> </ul>
	Life Science	Physical Science	Earth Science
	World History &     Geography: Ancient     Civilizations	World History &     Geography: Medieval     and Early Modern Times	United States History and Geography
Advisory	Advisory 6	Advisory 7	Advisory 8
Sample Electives	Technology     Drama***	<ul><li>Technology</li><li>Composition</li></ul>	<ul><li>Technology</li><li>Investigations</li><li>Journalism</li></ul>

<sup>\*</sup>Students identified as needing additional support in English language arts would follow the Intervention Pathway by taking Literacy Enrichment or Literacy Intervention as their elective. English Learners would benefit from Green Dot's English Language Development ("ELD") courses as applicable. Special Needs students would benefit from Green Dot's Special Needs/Academic Success courses as applicable.

# Outline of ÁCSS 2 Curriculum – Grades 9 through 126

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul> <li>English*</li> <li>Algebra I*</li> <li>Physics*</li> <li>Math Support / Geometry*</li> <li>Physical Education†</li> <li>Composition / Read 180†</li> <li>Curriculum Skills†</li> </ul>	<ul> <li>English*</li> <li>Geometry* / Integrated Math</li> <li>Biology*</li> <li>World History* / AP World History*</li> <li>Spanish I* or Native Speakers I*</li> <li>Art*</li> </ul>	<ul> <li>American Literature*         <ul> <li>/ AP Literature*</li> </ul> </li> <li>Algebra II* /</li></ul>	<ul> <li>World Literature* / AP Language*</li> <li>Trigonometry* / Pre- calculus* / Calculus*</li> <li>Anatomy and Physiology* / AP Chemistry*</li> <li>Government* / Economics*</li> <li>Drama*</li> </ul>

<sup>&</sup>lt;sup>5</sup> Curriculum is subject to change as it is adapted to meet the needs of the student body on an annual basis.

<sup>\*\*</sup>Students identified as needing additional support in Math would follow the Intervention Pathway of Math Foundations as their elective. Special Needs students would benefit from Green Dot's Special Needs/Academic Success courses as applicable.

<sup>\*\*\*</sup> Drama is the only Visual and Performing Arts currently offered. Other VAPA opportunities may be available to students through clubs and/or the After School Program.

<sup>&</sup>lt;sup>6</sup> Curriculum is subject to change as it is adapted to meet the needs of the student body on an annual basis.

	•	Geometry* / Algebra II* / Trigonometry* / Pre-calculus* SAT Prep†	•	English Reading and Writing Course (ERWC)*/ Journalism† Career and College
				Readiness†

<sup>\*</sup> indicates core/college preparatory classes. † indicates non-core/non-college preparatory classes.

Summary descriptions of grade level curriculum that will be offered at ÁCSS 2 can be found below.

### Green Dot Middle School Curriculum – Lower Academy

### **History/Social Science**

The History-Social Science curriculum is a well-balanced rigorous program based the California History-Social Studies Framework and the Common Core Standards for Literacy in History-Social Studies. This program provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical reading skills.

Course Title	Core/College Prep	Grade	<b>Course Length</b>
Ancient Civilizations A/B	Core, Non-College	6	YEAR
	Prep		
World History MS A/B	Core, Non-College	7	YEAR
	Prep		
US History MS A/B	Core, Non-College	8	YEAR
	Prep		

# **Ancient Civilizations A Ancient Civilizations B**

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

# World History MS A World History MS B

This Grade seven course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

# US History MS A US History MS B

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

#### **English**

The English curriculum is a well-balanced rigorous program based the California English/Language Arts Content Standards and the Common Core State Standards. Courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors level courses.

Course Title	Core/College Prep	Grade	Course Length
English 6 A/B	Core, Non-College Prep	6	YEAR
English 7 A/B	Core, Non-College Prep	7	YEAR
English 8 A/B	Core, Non-College Prep	8	YEAR

## ENGLISH 6 A ENGLISH 6 B

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 6th grade students will determine the central idea of each text and learn how to write a summary of the text that is distinct from personal opinions and judgments. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

# ENGLISH 7 A ENGLISH 7 B

This course focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. Seventh grade students will determine two or more central ideas in texts, analyze their development over the course of the text and write objective summaries. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

## ENGLISH 8 A ENGLISH 8 B

The main objective of this course is to prepare students for success in high school and build student readiness for college. This course focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 8th grade students will analyze a theme or central idea in a text and its development over the course of the text, including its relationship to supporting ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

### **Sheltered English**

The Sheltered English curriculum is a well-balanced rigorous program driven by the 2012 California ELD Standards and based the California English/Language Arts Content Standards and the Common Core State Standards. The Features of Designated ELD are incorporated into each lesson to ensure that English learners receive core English instruction using grade level curriculum with appropriate English language supports. Courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style.

Course Title	Core/College Prep	Grade	Course Length
Sh English 6 A/B	Core, Non-College	6	YEAR
	Prep		
Sh English 7 A/B	Core, Non-College	7	YEAR
	Prep		
Sh English 8 A/B	Core, Non-College	8	YEAR
	Prep		

# SH ENGLISH 6 A SH ENGLISH 6 B

This course focuses on teaching EL students how the English language works as well as skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 6th grade students will determine the central idea of each text and learn how to write a summary of the text that is distinct from personal opinions and judgments. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences in English. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the California ELD Standards and with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

### SH ENGLISH 7 A SH ENGLISH 7 B

This course focuses on teaching EL students how the English language works as well as skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing Common Core standards, each core novel

unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. Seventh grade students will determine two or more central ideas in texts, analyze their development over the course of the text and write objective summaries. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences in English. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the California ELD Standards and with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

# SH ENGLISH 8 A SH ENGLISH 8 B

The main objective of this course is to teach EL students how the English language works and to prepare students for success in high school and build student readiness for college while focusing on skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 8th grade EL students will analyze a theme or central idea in a text and its development over the course of the text, including its relationship to supporting ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and various audiences in English. EL students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the California ELD Standards and the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

## **Newcomer English Language Development (ELD)**

The purpose of Newcomer ELD courses at Green Dot is to prepare English Learners recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing--are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout.

Newcomer ELD courses are not recommended for students who have been in the U.S. longer the five years (Long-Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of English with a focus on

comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

Course Title	Core/College Prep	Grade	Course Length
ELD 1	Non-Core, Non-College Prep	6-8	Year
ELD 2	Non-Core, Non-College Prep	6-8	Year
ELD 3	Non-Core, Non-College Prep	6-8	Year

# ELD 1 A ELD 1 B

Prerequisites: None. Overall score on ELPAC is Level 1.

Designed as a class for students new to the country and who score at Level 1 on the ELPAC. Typical ELD 1 students have had little to no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown *InsideThe USA* is used to teach Beginner A focus of this course is conversational language, simple texts, narrative writing and includes phonics instruction. Goal of the course is to lift students' listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked year-long class replaces ELA and an elective..

## ELD 2 A ELD 2 B

Prerequisites: Overall score on ELPAC is Level 2 or Level 3.

Designed as a follow-on to the ELD 1 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level A* materials are used to teach Level 2-level ELD standards in all four domains of language. A focus of this course is an introduction to academic discourse, complex texts and expository writing. Goal of the course is to lift students' listening, speaking, reading and writing skills to an Intermediate level. This double-blocked year-long class replaces ELA and an elective.

# ELD 3 A ELC 3 B

Prerequisites: Overall score on ELPAC is Level 2 or Level 3.

Designed as a follow-on to the ELD 2 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level B* materials are used to teach Level 2-level ELD standards in all four domains of language. A focus of this course is academic vocabulary, continued exposure to complex texts, and persuasive writing. Goal of the course is to lift students' listening, speaking, reading and writing skills to Level 3 level. This double-blocked year-long class replaces ELA and an elective.

**ELD Literacy Enrichment 6 A** 

**ELD Literacy Enrichment 6 B** 

**ELD Literacy Enrichment 7A** 

**ELD Literacy Enrichment 7B** 

This program is a reading intervention program for middle school students reading below grade level. All students at Animo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 900 are considered below proficiency in reading and are put

into the program. This section clusters English learners together so the teacher can regularly utilize the L-book to support ELs continued growth in developing and utilizing academic language. Long-term ELs could be included in this class if needed.

#### **Mathematics**

The General Mathematics curriculum is aligned to the National Math Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards.

Course Title	Core/College Prep	Grade	Course Length
Math 6 A/B	Core, Non-College Prep	6	YEAR
Math 7 A/B	Core, Non-College Prep	7	YEAR
Math 8 A/B	Core, Non-College Prep	8	YEAR
Algebra 1 MS A/B	Core, Non-College Prep	8	YEAR

### Math 6 A Math 6 B

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 6 focuses on developing number sense by building on students' understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; comparing quantities using ratios, rates, and percents; algebraic thinking by writing, interpreting, and using expressions and equations; geometry; and statistical thinking.

## Math 7 A Math 7 B

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## MATH 8 A MATH 8 B

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 8 focuses on algebraic thinking by having students formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; geometry by having students analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; statistical thinking and probability, revisits algebraic thinking by having students grasp the concept of a function and using functions to describe quantitative relationships; and revisiting geometry.

# ALGEBRA 1 MS A ALGEBRA 1 MS B

Algebra I is a first-year algebra course for students at a variety of ability and grade levels. For the Algebra I course, instructional time should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. With this course, students generalize, formalize, and extend the mathematics they learned in the earlier middle grades.

### **Science**

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. While our 7th and 8th grade courses are focused on a more traditional course model of life and physical science, our 6th grade course has transitioned to an Integrated model focused on the interplay between multiple branches of science. The 7th and 8th grade courses will transition to Integrated over the next 2 years.

The science curriculum offers a balanced and academically rigorous program based on the California Science content standards while integrating the Next Generation Science Standards and the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

Course Title	Core/College Prep	Grade	Course Length
Integrated Science 6 A/B	Core, Non-College Prep	6	YEAR
Life Science 7 A/B	Core, Non-College Prep	7	YEAR
Physical Science 8 A/B	Core, Non-College Prep	8	YEAR

# INTEGRATED SCIENCE 6 A INTEGRATED SCIENCE 6 B

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. In this NGSS-aligned 6th grade science course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the unique features of the Earth system that make it a habitable planet. As they investigate the requirements for a life system that is adapted to Earth's climate system, students will also derive an understanding of why it is important to maintain these systems. Through an integrated study of concepts from life, earth and physical science, students will develop an understanding of Earth's systems, how energy is transferred throughout this system and the impact these interactions have on weather, as well as how this system supports life on Earth. As students progress through the four units, they will ultimately construct an explanation and design a solution to reduce human impact on global climate change. Global climate change provides a real world context where some of the criteria and constraints can involve social motivations and patterns of behavior that must be considered as part of the design.

# LIFE SCIENCE 7 A LIFE SCIENCE 7 B

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge.

Seventh grade life science begins with dive into the microscopic world of life through a study of cellular structure and function. Students then proceed into a study of growth and reproduction, including a sexual education module. During semester 2, students shift to macroscopic topics focusing on the study of evolution and ecology. Ecology, the final topic of study, is separated into an investigation of the way matter and energy cycle through an ecosystem and finally the relationships that exist within an ecosystem. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

## PHYSICAL SCIENCE 8 A PHYSICAL SCIENCE 8 B

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge.

Eighth grade physical science begins with a study of matter and proceeds into a study on heat and the states of matter. An investigation into the forms of energy closes out the first semester. During semester 2, students continue to integrate biochemistry and physical science with a study of chemical reactions and forces. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

#### **Electives**

Elective courses are offered as part of Green Dot's pyramid of intervention. Some courses provide additional support to students that are underperforming in Mathematics and Literacy, whereas other courses provide enrichment to students that are testing at or above grade levels in those subjects.

Course Title	Core/College Prep	Grade	Course Length
Physical Education	Non-Core, Non-College Prep	6-8	YEAR
Investigations	Non-Core, Non-College Prep	8	YEAR
Spanish 8 MS	Core, Non-College Prep	8	SEMESTER
Drama	Core, Non-College Prep	6	SEMESTER
Advisory	Non-Core, Non-College Prep	6-8	YEAR
Technology	Non-Core, Non-College Prep	6-8	YEAR
Student Council	Non-Core, Non-College Prep	6-8	YEAR
Graphic Design	Non-Core, Non-College Prep	6-8	YEAR
Composition	Non-Core, Non-College Prep	7	YEAR
Academic English Essentials	Core, Non-College Prep	8	YEAR
Intro to Ethnic Studies	Core, Non-College Prep	8	YEAR

# PE MS A PE MS B

The program concentrates on sportsmanship, teamwork, fundamental skills and fitness. Team sport concepts are introduced and developed. As students advance their skills, they will continue to be challenged by strategies and complex play. Students will understand individual fitness levels and will obtain the skills to self-analyze through practi-cal applications as well as fitness testing and written assessments

# INVESTIGATIONS MS 8 A INVESTIGATIONS MS 8 B

Designed as a class for 8<sup>th</sup> graders with a lexile score of 900 or above, the Investigation course introduces students to elements of research and research—based writing necessary for success in high school and college. Students will be guided through the research process in semester one as the class gathers information and explores various pre-selected topics through Internet and print resources. This class takes an inter-disciplinary approach to research as students consider primary and secondary sources, determine their reliability and importance, and then use this information to formulate an argument and support. Students will work independently and collaboratively to explore research strategies in topic groups. Students are expected to share their research findings throughout the process, in both class discussion and written assignments. Each student will learn how to organize and maintain a research notebook to record his findings and analysis of the information. Students will apply their skills and knowledge in a fourth quarter investigation that culminates in a portfolio presentation and defense. This course also incorporates Literacy CCSS.

## SPANISH MS 8 A SPANISH MS 8 B

Beginning students study language that can be used in everyday conversation. The course is taught using a communicative approach whereby listening, speaking and culture are emphasized while reading and writing skills are being developed. This class is conducted in English and Spanish. Students communicate about such topics as greetings, telling time, school subjects, foods, family and friends, and leisure activities. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.

## DRAMA MS A DRAMA MS B

This is a beginning course in which students engage in creative theatre exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

ADVISORY 6 A ADVISORY 6 B ELD ADVISORY 6 A ELD ADVISORY 6 B ADVISORY 7 A ADVISORY 7 B ELD ADVISORY 7 A ELD ADVISORY 7B ADVISORY 8 A ADVISORY 8 B ELD ADVISORY 8 A ELD ADVISORY 8 B

Advisory is a school wide structure used to further enable, develop and foster the desired school culture as well as student character and academic traits as defined by the school's mission and vision. Advisory offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor.

Advisory programs at Green Dot middle schools prepare students with the tools and behaviors to succeed in high school, college, leadership and life. During Advisory, students also participate in the Typing Club, which provides students with exposure to technology and technology-related skills that will prepare them to take computer-based state standardized assessments.

## TECHNOLOGY 6 A TECHNOLOGY 6 B

Students taking this elective will be introduced to various basic computer skills. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices, i.e. keyboard, mouse, printer, CD-ROM. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will be introduced to spreadsheet skills and will create simple multimedia presentations. Correct terminology related to hardware, software and applications will be introduced and reinforced throughout the semester. This course will prepare students for Intermediate level technology courses in middle school. They will understand the legal, social and ethical issues related to the use of computers in our daily life. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS

# TECHNOLOGY 7 A TECHNOLOGY 7 B

This elective will build on previously learned computer skills. Skills learned in Introduction to Computers will be reinforced and the next level of skills will be introduced including database skills and the development of spreadsheets. Students will continue to practice word-processing skills through the semester and will improve their speed and accuracy. Students will use appropriate terminology related to hardware and software throughout the semester. Students will apply technology skills to conduct research and complete core curriculum projects. They will continue to deal with legal, social and ethical issues related to the use of computers in our daily life. This course will prepare students for the advanced level of technology in middle school. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

# TECHNOLOGY MS 8 A TECHNOLOGY MS 8 B

This elective will build on proficiencies acquired in the Intermediate Computer course. Students will integrate previously learned tools, i.e. word processing, multi-media, spreadsheet and database, into a cumulative Web design project. Students will create their own web page, which will showcase their proficiencies. Students will use appropriate technology skills to conduct research and complete core curriculum projects, e.g. historical research, scientific and math investigations, and language arts writing projects. Emphasis on desktop publishing will provide additional opportunities for students to

demonstrate application of skills previously learned. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

# GRAPHIC DESIGN MS A GRAPHIC DESIGN MS B

Introductory course that focuses on skills needed to structure and organize complex visual communications in both traditional and digital environments. Emphasis on conceptual development, structural organization of information, and interplay of form and verbal content to effectively communicate ideas. Students will learn to think critically, make aesthetic judgments, and become familiar with a variety of tools and techniques used to produce professional work in the fields of graphic design, advertising, and illustration. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

# COMPOSITION MS 7 A COMPOSITION MS 7 B

Designed as a class for 7th graders with a lexile score of 850 or above, the Composition course introduces students to the competencies necessary for success in high school writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write coherent expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation, and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Students will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect their growth throughout the course. This course also incorporates Literacy CCSS.

# STUDENT COUNCIL A STUDENT COUNCIL B

Student Council, a prominent student government organization, gives students a voice in determining school activities and environment. It helps promote activities for the entire student body and fosters a positive climate throughout the school

# ACADEMIC ENGLISH ESSENTIALS 8 A ACADEMIC ENGLISH ESSENTIALS 8 B

AEE is designed as a year-long intervention for 8th grade students who score in the 300-600 range of the SRI after finishing the 7th grade Read 180 class. It may also be used as an intervention class for English Learners needing additional literacy support. AEE 8 will address reading and writing strategies necessary to pass the SBAC assessments CST with proficiency and will also be aligned to the CCSS. Reading instruction will focus on annotation and note taking strategies. Writing instruction will be non-fiction-argument and expository paragraphs. Listening and speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Unit assessments will include questions similar to those on the SBAC, process paragraph writing, and on-demand timed writing assignments. This course also incorporates Literacy CCSS.

# INTRO TO ETHNIC STUDIES MS A INTRO TO ETHNIC STUDIES MS B

Intro to Ethnic Studies will be offered as a year-long elective to 8th Grade students who qualify. The course will cover a range of issues of social justice in the context of US historical events. The course will focus on developing common core reading and writing skills with a variety of primary source and textbook readings and extended writing assignments, specifically essays and research reports. Students will address issues of race, culture, disenfranchisement, and empowerment as they analyze the literature and non-fiction texts of the diverse set of American ethnic groups dating back to American Colonialism.

#### **Green Dot Middle School Intervention Courses**

Course Title	Core/College Prep	Grade	Course Length
Literacy Enrichment A/B	Core, Non-College Prep	6-8	YEAR
Math Foundations MS 6 A/B	Core, Non-College Prep	6	YEAR
Math Foundations MS 7 A/B	Core, Non-College Prep	7	YEAR
Math Foundations MS 8 A/B	Core, Non-College Prep	8	YEAR

LITERACY ENRICHMENT MS 6 A LITERACY ENRICHMENT MS 6 B LITERACY ENRICHMENT MS 7 A LITERACY ENRICHMENT MS 7 B LITERACY ENRICHMENT MS 8 A LITERACY ENRICHMENT MS 8 B

This program is a reading intervention program for middle school students reading below grade level. All students at Ànimo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 1000 are considered below proficiency in reading and are put into the program.

# MATH FOUNDATIONS MS 6 A MATH FOUNDATIONS MS 6 B

Math Foundations 6 is a one-year course designed to adequately prepare students for grade-level math and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing.

# MATH FOUNDATIONS MS 7 A MATH FOUNDATIONS MS 7 B

Math Foundations 7 is a one-year course designed to adequately prepare students for grade-level content and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing and state-required test scores from the previous year.

# MATH FOUNDATIONS 8 A MATH FOUNDATIONS 8 B

Mathematic Foundations 8 is an elective mathematics course provided to students as a second course to support the core Mathematics class (General Math 8). The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.

**Special Education** 

Grade	English	Math	History	Science

Grade 6	English-Alt Cur 6A	Math- Alt Cur 6A	History- Alt Cur 6A	Sci/Health- Alt Cur 6A
	English-Alt Cur 6B	Math- Alt Cur 6B	History- Alt Cur 6B	Sci/Health- Alt Cur 6B
Grade 7	English-Alt Cur 7A	Math- Alt Cur 7A	History- Alt Cur 7A	Science- Alt Cur 7A
	English-Alt Cur 7B	Math- Alt Cur 7B	History- Alt Cur 7B	Health- Alt Cur 7B
Grade 8	English-Alt Cur 8A	Math- Alt Cur 8A	History- Alt Cur 8A	Science- Alt Cur 8A
	English-Alt Cur 8B	Math- Alt Cur 8B	History- Alt Cur 8B	Science- Alt Cur 8B

Course Title	Grade	Units	Designation
Practical English A	6-8	5	Pract Eng A
Practical English B	68	5	Pract Eng B
Practical Math A	6-8	5	Pract Math A
Practical Math B	6-8	5	Pract Math B
Practical Social Studies A	6-8	5	Pract Social Sci A
Practical Social Studies B	6-8	5	Pract Social Sci B
Social Studies/History A	6-8	5	Social Sci Com A
Social Studies/History - A	6-8	5	Social Sci Com B
Social Studies/ History Consumer A	6-8	5	Social Sci Con A
Social Studies/ History Consumer B	6-8	5	Social Sci Con B
Practical Science A	6-8	5	Pract Sci A
Practical Science B	6-8	5	Pract Sci B

# PRACTICAL ENGLISH A PRACTICAL ENGLISH B

This course emphasizes the development of survival reading and writing skills as they are applied to daily living. The course focuses on the interpretation of a variety of printed materials commonly found in the home and the community.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace as these courses are based on the CAPA standards to provide students with an alternative and functional curriculum.

# APPLIED ENGLISH A APPLIED ENGLISH B

This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day-to-day basis in the community in which the student lives.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

### COMMUNITY ENGLISH A

#### COMMUNITY ENGLISH B

This course emphasizes awareness and recognition of basic functional and safety words in the student's environment. Focus is on the individual's need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# PRACTICAL MATH A PRACTICAL MATH B

This course promotes the continued development and practical application of basic mathematic skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

# PRACTICAL SOCIAL STUDIES A PRACTICAL SOCIAL STUDIES B

This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone number and nature of basic governmental services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

# SOCIAL STUDIES/HISTORY COMMUNITY A SOCIAL STUDIES/HISTORY COMMUNITY B

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

# SOCIAL STUDIES/HISTORY CONSUMER A SOCIAL STUDIES/HISTORY CONSUMER B

This course emphasizes the student's awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student's needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with *Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# PRACTIAL SCIENCE A PRACTIAL SCIENCE B

This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation

skills and understanding similarities and differences.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

# COMMUNITY SCIENCE A - 8195 COMMUNITY SCIENCE B - 8916

This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students* with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace

### Green Dot High School Curriculum

## **History/Social Science**

The History-Social Science curriculum is a well-balanced rigorous program based the California History-Social Studies Content Standards. This program provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Factors considered for UC-Approved courses that satisfy the "a" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type		
History/Social Science, History/Social Science Honors, and Advanced Placement Courses					
AP World History A/B	10	YEAR	uca, a, cg <sup>7</sup>		
AP US History A/B	11	YEAR	uca, a, cg		
AP US Government A/B	12	YEAR	uca, a, cg		
AP European History	12	YEAR	uca, a, cg		
US Government A/B	12	SEMESTER	uca, a, cg		
<b>US Government Honors</b>	12	YEAR	uca, a, cg		
US History A/B	11	YEAR	uca, a, cg		
US History Honors	11	YEAR	uca, a, cg		
World History A/B	10	YEAR	uca, a, cg		
World History Honors A/B	10	YEAR	uca, a, cg		

# AP WORLD HISTORY A AP WORLD HISTORY B

### UC APPROVED (uca, a, cg)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course

 $<sup>^{7}</sup>$  "Uca, a, cg" refers to the following: uca = UC Approved, a = History requirement, cg = CAL grant

highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches.

# AP US HISTORY A AP US HISTORY B

### UC APPROVED (uca, a, cg)

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US HISTORY.8

# AP US GOVERNMENT A AP US GOVERNMENT B

# UC APPROVED (uca, a, cg)

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US GOVERNMENT.

# AP EUROPEAN HISTORY A AP EUROPEAN HISTORY B

### UC APPROVED (uca,a,cg)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions,

<sup>&</sup>lt;sup>8</sup> Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. The AP European History course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP EUROPEAN HISTORY*.

# US GOVERNMENT A US GOVERNMENT B

## UC APPROVED (uca, a, cg)

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. By examining the legislative, executive, and judicial branches they will gain an insight at how government affects their own life. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students.

#### **US GOVERNMENT HONORS**

### UC APPROVED (uca, a, cg)

During this class, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the *Declaration of Independence, Preamble to the Constitution, Bill of Rights*, and *Federalist Papers*. Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

## US HISTORY A US HISTORY B

# UC APPROVED (uca, a, cg)

This class will establish a fundamental comprehension of United States History. Each student will be able to develop individual and social intelligence, prepare for responsible citizenship, increase comprehension of global interrelationships, and foster an understanding of the vital connections among the past, present, and future. The purpose of U.S. History and Geography: Continuity and Change in the 20th Century is three fold: Students will comprehend, analyze and evaluate the major themes, conflicts, and changes in American history with an emphasis on the 20th century. The content is derived from the California State Standards; Students will further develop their historical skills including geography, chronology analysis of primary sources, historiography, perspective and bias; Students will also be given the opportunity to improve writing, presentation (both oral and visual), and critical thinking skills through the assignments of the course.

# US HISTORY HONORS A US HISTORY HONORS B

#### UC APPROVED (uca, a, cg)

Students will gain the thinking, reading, writing, listening and speaking skills to process and use the course information critically in their daily actions as future voters and civic participants in the United States. They will interact with information from class lectures, primary sources, secondary sources, song lyrics, movies, photographs and political cartoons and develop their own opinions about the merit of each author's conclusions. Looking at each phase of American history, they will explore the ways in which Americans have attempted to push our government and society closer to realizing the ideal that all people are created equal, and have equal rights to life, liberty, and the pursuit of happiness. This is a college preparatory course which asks students to think critically about the intellectual, economic, and political foundations of the United States, and the degree to which, at different historical turning points, the nation has and has not realized its ideals. The content for the course is determined by the California content standards for 11th grade History-Social Sciences, Continuity and Change in the Twentieth Century, 11.1 through 11.11.

# WORLD HISTORY A WORLD HISTORY B

#### UC APPROVED (uca, a, cg)

Modern World History highlights the major events in world history beginning with the French and American Revolutions. Students analyze the philosophical roots of today's political systems, the causes and effects of major political revolutions, the Industrial Revolution, both waves of Imperialism, the historical pretext to both World Wars, the aftermath of both World Wars, and major developments in the post-WWII era. Students analyze historical events through multiple perspectives with emphasis on interpreting primary documents.

# WORLD HISTORY HONORS A WORLD HISTORY HONORS B

## UC APPROVED (uca, a, cg)

Honors World History covers world history from 8000 B.C.E. to the 20<sup>th</sup> century. The course emphasis major themes that include patterns of impact and interaction, relationship of change and continuity, impact of technology, systems of social structure, cultural and intellectual interactions, and changes in the structure and purpose of the state. The course is designed with the ideas of the seven habits of mind, assessed in the AP World History exam in the hope of preparing students for the workload and skills necessary for the AP US History class in the subsequent year. Students learn to construct and evaluate arguments, use and analyzed primary documents, assess issues of change and continuity over time, handle diversity of interpretations, see global patterns over time, develop the ability to compare within and among societies, and assess the claims of universal standards yet remain aware of human commonalities and differences.

### **English**

The English curriculum is a well-balanced rigorous program based the California English/Language Arts Content Standards and Common Core State Standards. UC-Approved courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles.

The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of all level courses. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type		
English, English Honors, and Advanced Placement Courses					
AP English Language and Composition A/B	11-12	YEAR	ucb, b, cg		
AP English Literature and Composition A/B	11-12	YEAR	ucb, b, cg		
CSU Expository Reading and Writing Course A/B	12	YEAR	ucb, b, cg		
English 9 A/B	9	YEAR	ucb, b, cg		
English 9 Honors A/B *	9	YEAR	b,cg		
SH English 9 A/B					
English 10 A/B	10	YEAR	ucb, b, cg		
English 10 A/B Honors	10	YEAR	ucb, b, cg		
SH English 10 A/B					
English 11 A/B	11	YEAR	ucb, b, cg		
English 11 A/B Honors	11	YEAR	ucb, b, cg		
SH English 11 A/B					
English 12 A/B	12	YEAR	ucb, b, cg		
SH English 12 A/B					
World Literature A/B	11-12	YEAR	ucb, b, cg		
World Literature Honors A/B	12	YEAR	ucb, b, cg		

# AP ENGLISH LANGUAGE AND COMPOSITION A AP ENGLISH LANGUAGE AND COMPOSITION B

# UC APPROVED (ucb, b, cg)

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using

conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENGLISH LANGUAGE AND COMPOSITION. 9

# AP ENGLISH LITERATURE AND COMPOSITION A AP ENGLISH LITERATURE AND COMPOSITION B

### UC APPROVED (ucb, b, cg)

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENGLISH LITERATURE AND COMPOSITION.* <sup>10</sup>

# CSU EXPOSITORY READING AND WRITING COURSE A CSU EXPOSITORY READING AND WRITING COURSE B

### UC APPROVED (ucb, b, cg)

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles,

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

<sup>&</sup>lt;sup>9</sup> Refers to College Board Course Descriptions:

<sup>&</sup>lt;sup>10</sup> Refers to College Board Course Descriptions:

editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. This course will count as meeting the English requirement for students who received conditional EAP status for English.

ENGLISH 9 A SH ENGLISH 9A ENGLISH 9 B SH ENGLISH 9 B

### UC APPROVED (ucb, b, cg)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9<sup>th</sup>-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher- level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

## ENGLISH 9 HONORS A ENGLISH 9 HONORS B

### UC APPROVED (ucb, b, cg) \*No UC Honors Designation

English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the California State Standards. (\*Course does not have an honors distinction approval)

ENGLISH 10 A SH ENGLISH 10 A ENGLISH 10 B SH ENGLISH 10 B

#### UC APPROVED (ucb, b, cg)

The English 10 course is a continuation of the literary analysis that is developed in the ninth grade. Students read a variety of texts including novels, short stories, poetry, plays and informational documents. It also introduces World Literature with an emphasis on Greek myths. Instruction focuses on reading strategies which enable students to read for understanding of subtlety, ambiguity, and inference, as well as

basic grade level comprehension. Students will be able to construct essential meaning from 10th grade level text. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10<sup>th</sup> grade writing application standards and which are necessary to post-secondary college and career requirements. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

## ENGLISH 10 HONORS A ENGLISH 10 HONORS B

# UCAPPROVED(ucb, b, cg)

This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other 'real-world' writing.

ENGLISH 11 A SH ENGLISH 11 A ENGLISH 11 B SH ENGLISH 11 B

#### UC APPROVED (ucb, b, cg)

The English 11 American Literature course is a novel-based course that, with the adoption of the common core, also has a wide selection of non-fiction texts that enrich the units and provide lenses for the novels to be viewed through. The course provides a wide range of literary texts from Puritan sermons to transcendentalist essays to landmark American novels and plays. Organized predominantly in a chronological order, the course begins with an introduction to rhetoric and then progresses through the major literary periods of American Literature.

# ENGLISH 11 HONORS A ENGLISH 11 HONORS B

### UC APPROVED (ucb, b, cg)

The English 11/American Literature Honors course is intended to equip students with the necessary skills to meet the demands of a university. Students will explore the writings of American authors by an intense study of various genres of literature. The class will analyze selected works, identifying universal themes, with emphasis on the American Dream, and examine the relationship between and among elements in literature. The honors course is more extensive in writing. Students will create essays more frequently and longer in length. An independent reading study is also required of the honors course in the second semester. Students will develop their communication skills via a variety of discussions, peer teaching, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussions. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

ENGLISH 12 A SH ENGLISH 12 A ENGLISH 12 B SH ENGLISH 12 B

### UCAPPROVED(ucb, b, cg)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein*, *Hamlet*, and *A Brave New World*. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

# WORLD LITERATURE A WORLD LITERATURE B

### UCAPPROVED(ucb, b, cg)

This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course includes an exploration of the Ancient Middle East, moves through Ancient Greek and Roman literature, then to the literature of India, China, and Japan. The students shift forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will improve various literary, vocabulary, reading, and writing skills as they complete activities within the course.

# WORLD LITERATURE HONORS A WORLD LITERATURE HONORS B

### UC APPROVED (ucb, b, cg)

This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course includes an exploration of the Ancient Middle East, moves through Ancient Greek and Roman literature, then to the literature of India, China, and Japan. The students shift forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will improve various literary, vocabulary, reading, and writing skills as they complete activities within the course.

The World Literature Honors course is designed to teach students chronological, geographical, and cultural distinctions of world literature. A significant emphasis will be placed on in-depth reading and analytical writing. Research is an essential component of World Lit Honors. The diverse reading and writing assignments will serve to prepare students for college level courses. Summer course work will be assigned and required.

## Designated and Integrated ELD for All English Learners

Designated ELD courses prepare all English Learners for success in English instruction, including English Language Arts. Designated ELD courses offer protected time during the school day to focus on

skills in all four strands of language—listening, speaking, reading and writing – which are systematically developed through intentional teacher planning and instruction using the CA ELD Standards and Features of Designated ELD to drive instruction. At ÁCSS 2, English Learners are enrolled in Sheltered Core ELA classes so that they practice English language skills while accessing core ELA curriculum with appropriate supports.

All ÁCSS 2 English learners receive Integrated ELD support in all content areas – math, science, social studies and electives - throughout the school day so that ELs learn content while also practicing English language skills needed to be successful. All Integrated ELD instruction follows the CA ELD Framework and Essential Features of Integrated ELD to provide rigorous content and language instruction for all ELs. ÁCSS 2 uses the EL Master Plan and consult with the Director of Literacy Programs and EL Coordinator on final course offerings and placement of students.

All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type	Double Blocked
ESL Courses				
ELD 1 A	9 – 12	SEMESTER	g,cg	YES
ELD 1 B	9 - 12	SEMESTER	g,cg	YES
ELD 2 A	9 - 12	SEMESTER	g,cg	YES
ELD 2 B	9 - 12	SEMESTER	g,cg	YES
ELD 3	9 - 12	SEMESTER	ucb, b, cg	YES
Language Arts in Primary Language (LAPL)	9 – 12	1-4 SEMESTERS	g,cg	NO

#### ELD 1 A

### NOT UC APPROVED (g)

Designed as a class for students new to the country and who score at level 1 on the oral portion of the ELPAC. Typical ESL 1A students have had little to no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown *Into USA* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 1A, is to lift students' listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semesterlong class replaces ELA and an elective.

#### ELD 1 B

### NOT UC APPROVED (g,cg)

Prerequisites: Passage of ESL 1A end-of-course exam with 75% or better success, or a score of 100-360 lexiles on the Edge Placement Test.

Designed as a follow-on to the ESL 1A class for students new to the country and who score at beginning level on the oral portion of the ELPAC. Hampton Brown *Edge-Fundamentals* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers, AP Spanish Language or

Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 1A, is to lift students' listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

#### ELD 2 A

### NOT UC APPROVED (g,cg)

Prerequisites: Passage of ESL 1B end-of-course exam with 75% or better success, or a score of 360-520 lexiles on the Edge Placement Test. Overall score on ELAPC is Level 2.

Designed as a follow-on to the ESL 1B class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Fundamentals* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 2B, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

#### ELD 2 B

### NOT UC APPROVED (g,cg)

Prerequisites: Passage of ESL 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on ELPAC is Level 2.

Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 1-3)* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, LAPL or AP Spanish class. Goal of the course, in combination with ESL 2A, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

### ELD 3

### UC APPROVED (ucb, b, cg)

Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on ELPAC is Level 3..

Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 4-6)* materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes, as well as Spanish for Spanish-. Goal of the course is to lift students' listening, speaking, reading and writing skills to Early Advanced level. This double-blocked semesterlong class, in combination with ESL 4, counts as a (b) ELA class.

#### **Mathematics**

The General Mathematics curriculum is aligned to the National Math Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards. All courses

that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title		Course Length	Credit Type
Mathematics, Mathematics Honors, and Advanced			
Placement Courses			
AP Calculus AB A/B	12	YEAR	ucc, c, cg
AP Statistics A/B	11-12	YEAR	ucc, c, cg
Algebra 1 A/B	9	YEAR	ucc, c, cg
Algebra 1 Honors A/B*	9	YEAR	c, cg
Algebra 2 A/B	10-12	YEAR	ucc, c, cg
Algebra 2 Honors A/B	10-12	YEAR	ucc, c, cg
Calculus A/B	12	YEAR	ucc, c, cg
Geometry A/B	9-11	YEAR	ucc, c, cg
Geometry Honors A/B	9-11	YEAR	ucc,c,cg
Integrated Math A/B	10	YEAR	ucc, c, cg
Pre-Calculus A/B	11-12	YEAR	ucc, c, cg
Pre-Calculus Honors A/B	11 12	YEAR	ucc, c, cg
Statistics A/B	12	YEAR	ucc, c, cg
Trigonometry A/B	10-12	YEAR	ucc, c, cg

# AP CALCULUS AB A AP CALCULUS AB B

#### UC APPROVED (ucc, c, cg)

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts. This course prepares students for the AP Calculus AB Exam.

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CALCULUS

## AP STATISTICS A AP STATISTICS B

## UC APPROVED (ucc, c, cg)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns;

- 2. Sampling and Experimentation: Planning and conducting a study;
- 3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
- 4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school will need to determine the length of time for its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two-semester course.

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP STATISTICS

### ALGEBRA 1 A ALGEBRA 1 B

#### UC APPROVED (ucc, c, cg)

Algebra I is a first-year algebra course for students at a variety of ability and grade levels. For the Algebra I course, instructional time should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades.

## ALGEBRA 1 HONORS A ALGEBRA 1 HONORS B

#### UC APPROVED (c, cg)

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework. (\*Course does not have an honors distinction approval.)

## ALGEBRA 2 A ALGEBRA 2 B

### UCAPPROVED(ucc, c, cg)

Our Algebra II course continues to develop an understanding of function as an object and will use functions to model phenomena verbally, numerically, graphically, and symbolically while understanding

the relationship between the representations and the limitations of each representation. Students will develop fluency in writing, interpreting, and translating between various forms of functions; they will use multiple strategies to solve real-world problems. For the Algebra II course, instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods

## ALGEBRA 2 HONORS A ALGEBRA 2 HONORS B

### UCAPPROVED(ucc, c, cg)

This is an algebra II course in which students will further develop and expand the concepts they learned in algebra I and in geometry. Students will gain knowledge in solving algebraic problems in more complex ways. They will solve problems involving systems of linear equations and linear inequalities, imaginary and complex numbers, logarithmic and exponential functions, systems of quadratic equations, and probability. This course focuses on abstract thinking skills, function concepts, and algebraic problem solving. These are valuable tools in the real world. Students will be presented with real life scenarios and be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students are expected to be self-motivated learners. They will also participate in several group projects throughout the year. This course corresponds to the California State Math Standards

# CALCULUS A CALCULUS B

#### UC APPROVED (ucc, c, cg)

Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts.

# GEOMETRY A GEOMETRY B

#### UC APPROVED (ucc, c, cg)

The Geometry course promotes the Standards of Mathematical Practice throughout the lessons and incorporates the van Hiele model of geometric thought, a theory that describes how students learn geometry. The course builds student knowledge on pre-existing number fluency and basic algebra skills such as equation solving. For the Geometry course, instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of

circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

### GEOMETRY HONORS A GEOMETRY HONORS B

#### UC APPROVED (ucc, c, cg)

The Honors course is very rigorous and designed for students who excel in mathematics. In this course students will engage in activities that allow them to create geometric understanding. Students use the tools of geometry to develop, verify, and prove geometric principles and relationships. Through this process, students make conjectures and conclusions. Students will utilize algebra and probability skills to solve geometric problems. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates or other diagrams. The scope, depth, and pace of this course is much more extensive than in Geometry.

## INTEGRATED MATH A INTEGRATED MATH B

#### UC APPROVED (ucc, c, cg)

This course combines algebraic, geometric, and statistical techniques necessary to strengthen students' conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on the CA Common Core Standards for Mathematics in the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing a student worktext, personalized online support, and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

# PRE-CALCULUS A PRE-CALCULUS B

#### UCAPPROVED(ucc, c, cg)

This course is a preparatory course for calculus. The discipline will include the following topics: vectors, matrices, relations, functions graphs, trigonometric and parametric functions, polar coordinates and complex numbers, conics, exponential and logarithmic functions, discrete mathematics and limits. The curriculum is based on the Common Core State Standards in Mathematics. The pedagogical approach will incorporate lecture, discovery, and investigation exercises, along with mathematical readings to supplement the textbook.

# PRE-CALCULUS HONORS A PRE-CALCULUS HONORS B

#### UCAPPROVAL(ucc, c, cg)

Pre-Calculus Honors is approved under the transcript abbreviation for Trigonometry & Math Analysis. Pre-Calculus Honors blends together the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Topics include: trigonometry, the relationship of equations and graphs of

linear, quadratic, parametric, polynomial, rational and piecewise equations, vectors, exponential and logarithmic functions, and matrices. The course has an emphasis on the theory as well as the practice of Pre-calculus concepts.

# STATISTICS A STATISTICS B

#### UC APPROVED (ucc, c, cg)

Statistics covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course. The curriculum is based on the Common Core State Standards in Mathematics.

# TRIGONOMETRY A TRIGONOMETRY B

### UC APPROVED (ucc, c, cg)

The curriculum for Trigonometry is based on the Common Core State Standards in Mathematics. This course incorporates trigonometry concepts as well as algebraic concepts. The discipline will include the following topics: trigonometric functions and their graphs, trigonometric identities, trigonometric equations, conics, exponential and logarithmic functions, sequences and series, combinatorics and probability, and statistics and data analysis. The pedagogical approach will incorporate direct instruction, discovery, and investigation exercises.

### **Laboratory Science**

These high school science courses are designed to prepare students for the college-level courses in laboratory science and have been UC-approved. The course pathway begins with 9<sup>th</sup> grade Physics, then students transition to 10<sup>th</sup> grade Biology and 11<sup>th</sup> grade Chemistry. Students finish their high school science experience with 12<sup>th</sup> grade Anatomy/Physiology, AP Biology, or Robotics. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge. Earth Science standards are also embedded in the Physics, Biology and Chemistry courses. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards and the Common Core Literacy Standards for Science and Technical Subjects.

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics at ÁCSS 2. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as pre-requisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and pre-requisites. At ÁCSS 2, all UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as pre-requisites. Topics covered and laboratory exercises must be in depth and involve analysis and research. Each UC-Approved honors level course must have a comprehensive written final examination including laboratory concepts.

There should be a section of the regular college preparatory course offered for each UC-Approved honors level laboratory science course at ÁCSS 2. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
Science, Science Honors, and Advance	d Placement Courses		
AP Biology A/B	11-12	YEAR	ucd, d, cg
AP Chemistry A/B	11-12	YEAR	ucd, d, cg
AP Environmental Science	11-12	YEAR	ucd,d,cg
AP Physics A/B	9-12	YEAR	ucd,d,cg
Anatomy and Physiology A/B	9-12	YEAR	ucd, d, cg
Biology of the Living Earth A/B	9-10	YEAR	ucd, d, cg
Biology Honors A/B	9-10	YEAR	ucd, d, cg
Chemistry in the Earth System A/B	10-11	YEAR	ucd, d, cg
Chemistry Honors A/B	10-11	YEAR	ucd, d, cg
Integrated-Coordinated Science 1	9-10	YEAR	ucd, d, cg
Marine Biology A/B Honors	10-12	YEAR	ucd, d, cg
Physics in the Universe A/B	9-12	YEAR	ucd, d, cg
Physiology A/B*	11-12	YEAR	d,cg

## AP BIOLOGY A AP BIOLOGY B

#### UC APPROVED (ucd, d, cg,bs)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices.

The AP Biology course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The Big Ideas are as follows:

- The process of evolution explains the diversity and unity of life
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students.

# AP CHEMISTRY A AP CHEMISTRY B

#### UCAPPROVED (ucd, d, cg)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second- year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP CHEMISTRY. II

# AP ENVIRONMENTAL SCIENCE A AP ENVIRONMENTAL SCIENCE B

#### UC APPROVED (ucd, d, cg,bs)

The Advanced Placement Environmental Science (APES) course is designed to be the equivalent of an introductory college course in environmental science. APES is considered an interdisciplinary course; topics from many different sciences such as geology, biology, chemistry, and geography are investigated to gain an understanding of the system we call Earth. This course focuses on science as a process in which scientific principles; concepts and methodologies provide a framework to understand the everchanging complex relationships on our planet.

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connection between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP ENVIRONMENTAL SCIENCE.* <sup>12</sup>

## AP PHYSICS A AP PHYSICS B

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

<sup>&</sup>lt;sup>11</sup> Refers to College Board Course Descriptions:

<sup>&</sup>lt;sup>12</sup> Refers to College Board Course Descriptions:

### UC APPROVED (ucd, d, cg)

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a

broad way of thinking about the physical world. The following are Big Ideas:

Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be

described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP PHYSICS. <sup>13</sup>

## ANATOMY AND PHYSIOLOGY A ANATOMY AND PHYSIOLOGY B

#### UC APPROVED (ucd, d, cg,bs)

The Human Anatomy and Physiology course is designed as an upper-level science course to provide an introduction to the inner workings of the human body. The course sequence aims to explore all eleven systems that comprise the human body by emphasizing physiological mechanisms and a thorough understanding of how anatomical structure fits function to provide an integrated view of the human body and how these systems work together to promote homeostasis. Through classroom discussions, text readings, case study analysis, laboratory exercises, student research of health issues, students will gain an understanding and appreciation of the inner workings of the human body.

The Human Anatomy and Physiology course begins with an introduction to the course with a study of the organization of the body, body tissues, and levels of organization. The course continues with an exploration of the eleven body systems beginning with integumentary. Students then learn about the skeletal, muscular and reproductive systems to finish the first semester. Second semester begins with an investigation of the workings of the nervous system. The circulatory and respiratory systems follow. The course ends with a study of the immune, digestive, and excretory systems.

# BIOLOGY OF THE LIVING EARTH A BIOLOGY OF THE LIVING EARTH B

### UC APPROVED (ucd, d, cg,bs)

In this Biology course, students will utilize various Crosscutting Concepts and Science and Engineering Practices to explore biological concepts that build comprehension around two driving questions: What connections exist between Earth's changing environment and the coevolution of life? and How and in what ways do organisms, including humans, depend on and impact the environment? Earth and Space Science concepts are integrated in a strategic way, designed to deepen student understanding of life on Earth and the interactions between the biotic and abiotic systems. This course engages students in building an understanding of life and how life changes over time in response to a changing environment. Central to this understanding is the study of interactions of living organisms and their environments on both macroscopic and microscopic scales. This includes an exploration of matter and energy transfer,

<sup>&</sup>lt;sup>13</sup> Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

ecological relationships, molecular biology, genetics, and evolution. It also includes an analysis of the impacts of these systems. The course begins and ends with systems interaction in ecosystems.

## BIOLOGY HONORS A BIOLOGY HONORS B

#### UC APPROVED (ucd, d, cg,bs)

Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Ecology, Physiology and Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course follows the content covered in a regular biology class, but the depth of content covered is expanded. Students in this course have greater exposure to the non-tested standards that are outlined in the California State Standards. Every lab report has an added component that requires students to apply knowledge learned from the lab to other fields of science. Each unit also includes short response questions to the essential questions of the unit. Students must write one or two concise paragraphs that answer the essential questions and provide supporting data. Students are also taught the process of editing their own work using a teacher-generated rubric. Students also use the rubric on peer's lab reports to aid the revision process and allow students the opportunity to improve their written work. In this course students design and execute their own experiment using the scientific method. Students are required to cite various sources, both on-line and college level texts. Students prepare presentations and paper explaining their experiment and results. The findings will be reported to their peers at the end of the year at the science fair. This science fair is conducted following state testing. Students enrolled in this biology course will acquire skills for life long application, analysis, synthesis and evaluation. By utilizing the California State Standards, students will generate a curiosity to understand and relate to the living world. Exposure to scientific methods, technology, and lab equipment and procedures will lead to an organized level of achievement and appreciation for science. Ultimately, this course will unveil the uncertainties of new technological advancements in science and the future of our environment. Students will become sensitive to the ethical implications of technology and the global concerns of our planet. Students will improve their scientific, qualitative writing skills that are required to succeed in college level science course.

## CHEMISTRY IN THE EARTH SYSTEM A CHEMISTRY IN THE EARTH SYSTEM B

### UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Chemistry in the Earth System course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore how chemical processes of matter and energy help drive the Earth system within the universe. The integration of Earth and Space Sciences (ESS) into Chemistry allow for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of matter and chemistry in order to interpret processes that shape the Earth system as a whole. Earth and space science applications, such as cosmology, material science, environmental chemistry and climate change, are excellent motivations to the study of physical laws and are used as a through-line in this chemistry course.

## CHEMISTRY HONORS A CHEMISTRY HONORS B

#### UC APPROVED (ucd, d, cg,cp)

The 11th grade course in Chemistry will prepare students for college level science courses. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions, reaction rates, equilibrium, and thermodynamics. Students will be introduced to organic chemistry, biochemistry and nuclear processes.

# INTEGRATED\_COORDINDATED SCIENCE 1 A INTEGRATED COORDINDATED SCIENCE 1 B

## UC APPROVED (ucd, d, cg,cp)

This academic course provides students with an introduction to the earth sciences, physics, chemistry, and biology. This comprehensive view gives the students an understanding of the concepts and principles of science and provides opportunities to develop problem solving, and technological skills necessary to compete successfully in the 21st century. This course devotes at least 60 percent of the class time to student-centered laboratory activities and small group activities related to team projects and research.

## MARINE BIOLOGY A HONORS MARINE BIOLOGY B HONORS

#### UC APPROVED (ucd, d, cg)

This Marine biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Also included are several field trips to: Cabrillo Marine Aquarium, Sea-Lab, Malibu lagoon and one-half day research trip on UCLA research vessel. This is the more rigorous course offered.

## PHYSICS IN THE UNIVERSE A PHYSICS IN THE UNIVERSE B

#### UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Physics in the Universe course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the forces and energy in the Earth System and the universe beyond. The integration of Earth and Space Sciences (ESS) into Physics allow for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of ENERGY and FORCES and Physics in order to learn about the origins of the Earth and the Universe, and to learn about how the Earth as well as the Universe have been and continue to change. Multiple times each semester, students are given opportunities to engage in Engineering Design Challenges (HS-ETS1), in which they are able to apply original thought about physics content to solve a relevant global issue. The opportunities to engage in these Engineering Design Challenges should be prioritized, as should the Science and Engineering Practices needed to make sense of the science in order for students to be successful on the Engineering

Design Challenge, specifically SEP 2: Modeling, SEP 4: Analyzing and Interpreting Data, and SEP 6: Constructing Explanations and Designing Solutions.

### PHYSIOLOGY A PHYSIOLOGY B

#### NOT UC APPROVED (d. cg)

Physiology is a science course that allows students to look deeper into aspects of the human body, expanding on the concepts studied in biology. Students in this course will explore how the different body systems function, why they function, and how they work together to keep the body in tact; students will also explore diseases and disorders that arise when these systems do not work properly. It is a laboratory course designed for students to build knowledge and interest in the health careers.

### Language other than English

At ÁCSS 2, UC-Approved modern language courses should focus on the use of the language for active communication and provide advanced training in oral/aural proficiency and literacy skills. Courses should include instruction in grammar, culture, reading comprehension, composition, and conversation and should be conducted exclusively in the target language. ÁCSS 2 language courses emphasize coursework developed around authentic texts from diverse genres, including literary works of art, recordings, films, newspapers, and magazines. There should be a comprehensive final examination that evaluates levels of performance in the use of both written and spoken forms of the language. Classical language courses should include as many of these elements as appropriate.

The World Languages courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of other cultures, connect with other disciplines, acquire information through a language other than English, compare differences between the languages and cultures of the students' native language and the target language, and participate in multilingual communities at home and around the world. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Course Title	Grade	Course Length	Credit Type
Spanish 1 A/B Non-Native	9-11	YEAR	uce, e, cg
Spanish 2 A/B Non-Native	10-12	YEAR	uce, e, cg
Spanish 3 A/B Non-Native	11-12	YEAR	uce, e, cg
Spanish 1 A/B Native	9-11	YEAR	uce, e, cg
Spanish 2 A/B Native	10-12	YEAR	uce, e, cg
Spanish 3 A/B Native	11-12	YEAR	uce, e, cg
AP Spanish Language A/B	11-12	YEAR	uce, e, cg
AP Spanish Literature A/B	12	YEAR	uce, e, cg

#### **SPANISH 1 A NON-NATIVE**

#### **SPANISH 1 B NON-NATIVE**

#### UC APPROVED (uce, e, cg)

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be placed on four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. First is to give the students the ability to carry on a simple conversation, and secondly to introduce the students to the cultural richness and diversity of the Spanish-speaking world.

# SPANISH 2 A NON-NATIVE SPANISH 2 B NON-NATIVE

### UC APPROVED (uce, e, cg)

The Spanish 2 course is an intermediate Spanish course with an aim to develop students skills in all aspects of the

Spanish language. Students will improve intermediate skills in reading, writing, listening, and speaking the Spanish language. Important emphasis is placed on communicative skills and oral communication via the development of vocabulary and expressions. These communicative lessons also provide a context from which the students continue a cultural study of the Spanish-speaking world.

## SPANISH 3 A NON-NATIVE SPANISH 3 B NON-NATIVE

## UC APPROVED (uce, e, cg)

Spanish 3 is an integrated approach to language learning. From the introduction of new material, through reinforcement, evaluation, and review, the presentations, exercises and activities are designed to span all four language skills. Another characteristic of Spanish 3 is that students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture.

## SPANISH 1 A NATIVE SPANISH 1 B NATIVE

#### UC APPROVED (uce, e, cg)

Native speakers of Spanish will develop and improve reading, writing and grammar skills in their native language while learning to appreciate the depth and diversity of the Spanish culture both in the United States and in Latin America. Special attention will be given to spelling accents, grammar and vocabulary of standard Spanish.

## SPANISH 2 A NATIVE SPANISH 2 B NATIVE

#### UC APPROVED (uce, e, cg)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism's and improper Spanish. Special attention will also be given the reading

advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

## SPANISH 3 A NATIVE SPANISH 3 B NATIVE

#### UC APPROVED (uce, e, cg)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism and improper Spanish. Special attention will also be given the reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

## AP SPANISH LANGUAGE A AP SPANISH LANGUAGE B

#### UC APPROVED (uce, e, cg)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*(Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. The demanding AP Spanish Language course is equivalent to a college course by providing opportunities for students to demonstrate their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century which are foundational to the AP Spanish Language and Culture course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students will be exposed to authentic cultural resources with the goal of providing a comprehensive learning experience covering the cultures that comprise the Spanish-speaking world.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP SPANISH LANGUAGE.* <sup>14</sup>

## AP SPANISH LITERATURE A AP SPANISH LITERATURE B

## UC APPROVED (uce, e, cg)

The AP® Spanish Literature and Culture course is designed to provide students with a learning

Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. *THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP SPANISH LITERATURE*. <sup>15</sup>

### **Visual and Performing Arts**

The curriculum requires in-depth written assignments that demonstrate student knowledge across the component strands. Each student must complete a variety of individual assessments with a comprehensive final examination that includes a written component as well as other assessment tools appropriate to the five strands of the art form and are representative of high levels of analysis and self-evaluation. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

The visual and performing arts curriculum a balanced and rigorous program based on California Visual and Performing Arts Content Standards. Ten credits of music fulfill the Green Dot's Visual and Performing Arts graduation requirement.

Course Title	Grade	Course Length	Credit Type
AP Studio Art 2-D Design A/B	11-12	YEAR	ucf,f,cg
AP Studio Art Drawing A/B	11-12	YEAR	ucf,f,cg
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Advanced Drama*	9-12	YEAR	f,cg
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
Beginning Instrumental A/B	9-12	YEAR	ucf, f, cg
Beginning Guitar A/B	9-12	YEAR	ucf, f, cg
Chorus Performance A/B	10-12	YEAR	ucf, f, cg
Digital Arts and Design A/B	9-12	YEAR	ucf, f, cg
Drama A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Exploring Music A/B	11-12	YEAR	ucf, f, cg
Film and Composition A/B	10-12	YEAR	ucf, f, cg
Film A/B	9-12	YEAR	ucf, f, cg

Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Intro to Art A/B	9-12	YEAR	ucf, f, cg
Latino Film A/B	10-12	YEAR	ucf.f.cg
Music	10-12	YEAR	ucf, f, cg
Music Industry Studies A/B	10-12	YEAR	ucf, f, cg
Theatre A/B	10-12	YEAR	ucf,f,cg
Visual Art A/B	9-12	YEAR	ucf, f, cg

### AP STUDIO ART 2D DESIGN A AP STUDIO ART 2D DESIGN B

#### UC APPROVED (ucf, f, cg)

This AP Studio Art class is a rigorous college level course focused on 2D-Design. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

## AP STUDIO ART: DRAWING A AP STUDIO ART: DRAWING B

#### UC APPROVED (ucf, f, cg)

This AP Studio Art class is a rigorous college level course focused on drawing. At our school it is the capstone event for students who have fulfilled the requirements of and were successful in the recommended University of California approved Drawing and Painting class or completed portfolio work demonstrating a similar level of exploration for entrance. Students enrolled have already demonstrated and must continue to demonstrate a high level of motivation, independence, and interest in growing and expanding their visual voice through 2D works in the mediums related to drawing. All students in this class are required to engage in creative and systematic investigation of formal and conceptual issues in drawing throughout the duration of the course. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The course will be taught to challenge the student to develop their cohesive concentration through a systematic exploration demonstrated through sketchbook, research, journaling, and the exploration of historical art styles, cultural and personal imagery. Students will provide evidence of their in-depth exploration of a specific visual idea or artistic concern through a plan of action outline, initial sketches, and annotations.

AP Studio: Drawing students will begin their study in the summer with assignments in their sketchbooks and completion of one drawing for the Breadth portfolio. Students are also strongly encouraged to visit at least one area museum in order to expand their exploration of their own and historical drawing processes. This summer work will enable the students to build off their Drawing and Painting work by developing the quality of their skills, to deepen their concentration on their evolving visual ideas, and learn to organize their emerging discoveries into cohesive ideation in problem-solving in drawing. Students will understand that art-making is an ongoing process that utilizes informed critical decision making to determine positive outcomes to the problems set for them.

## ADVANCED BAND A ADVANCED BAND B

### UC APPROVED (ucf, f, cg)

The major emphasis of this course is to develop student achievement through the study of band music and other forms including chamber music. The course develops the ability to perform on an instrument with considerable skill, accuracy, and aesthetic sensitivity, develops skills in score reading, and develops understanding and appreciation of artistic expression. The course provides opportunities for increasing skill in ensemble playing, and provides acquaintance with and study of the standard repertory of band that is technically and qualitatively advanced. The student is provided with opportunities to examine and study the fundamental arts components including, where applicable, the perceptual, creative, historical, and critical.

# ADVANCED DRAMA A ADVANCED DRAMA B

## NOT UC APPROVED (f, cg)

Advanced Drama is a class for senior students who have completed Introductory Drama 1A and 1B with a "B" or better or received approval by instructor. In Advanced Drama, students will build upon past theater experiences and continue to hone and develop their acting, voice, and movement skills in practical classes and performance projects and extend their theoretical knowledge. The class will cover ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance, monologues, audition skills, dramaturgy, and career paths. Additionally, whereas Introductory Drama covered theater history from the Greeks, Romans, Middle Ages thru Elizabethan theater and Shakespeare, theatre history in Advanced Drama will focus on more modern theater history in the 20<sup>th</sup> and 21<sup>st</sup> century including the study of Constantin Stanislavsky, Sanford Meisner, Roy London, and Augusta Boal and the development of the Method, Group Theater, and Actors Studio. During the first semester, students in Advanced Drama will write original monologues based on their study of Anna Deveare Smith's performance work of Twilight, Los Angeles 1992, and perform an ensemble showcase as well as produce a fall play production. Second semester will focus on film acting and production as the students each select a specialization in acting, directing, cinematography, technical (lighting and sound), editing, or producing to work in teams to write, direct, and produce a 10-minute short film for entry into a Los Angeles short film festival. Second semester will conclude in the history and analysis of Augusta Boal's Theater of the Oppressed and culminate in a final showcase production of street theater.

# ADVANCED VISUAL ART A ADVANCED VISUAL ART B

## UC APPROVED (ucf, f, cg)

Throughout the year, students will be guided through a number of art problems for which their solutions will be in the form of drawings, paintings, sculptures (including "craft" objects), prints and collages. To inspire and direct the students through the process of making these artworks, they will look at examples from the fine and applied arts, from both past and present. As well, as discovering and experiencing the methods that artists use to create art: the initial research, the sketches, the preliminary studies, the experimentation with media, the final, refined work and the critique or reflection of that work. In this course students will be able to identify and apply the elements of art and principles of design in reference to their own work as well as work done by others. They will also be able to use Feldman's four-step

process for making critical judgments about a work of art. Students will develop creative problem solving skills as well as design and technical skills in drawing, painting, printmaking, collage, sculpture and crafts.

# BEGINNING INSTRUMENTAL A BEGINNING INSTRUMENTAL B

### UC APPROVED (ucf, f, cg)

The major emphasis of this course is to develop student achievement through beginning level techniques in playing orchestral or band instruments. The course develops the physical skills necessary to play beginning level music accurately and with good tone quality, and develops skills in reading music notation. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played

## BEGINNING GUITAR A BEGINNING GUITAR B

#### UC APPROVED (ucf, f, cg)

Guitar class is a comprehensive music course that teaches students to successfully play and preform any music that interests them. Students learn basic music theory including reading staff music, guitar tablature and chord charts. Students learn scales, notes, chords, and basic musical intervals and learn how to improvise over chord progressions and play duets and ensemble pieces. Students also develop their voice through learning proper singing technique and performing daily warm-ups by singing scales and musical intervals (melodic and harmonic). Students study music history and the artists who were instrumental in developing the guitar's role in popular music are studied. Students will complete research projects and listening assignments to support this study. Students keep a reflection journal and daily reflect upon a variety of topics including: how specific exercises affected them as a musician; concert reviews; and listening to specific songs/recordings and reflecting upon how it makes them feel.

# CHORUS PERFORMANCE A CHORUS PERFORMANCE B

#### UC APPROVED (ucf, f, cg)

Beginning choir class is for students who have an interest in singing and may or may not have prior experience in a choral setting. The purpose of the beginning choir class is to positively engage in the joy of singing while developing students' conceptual understanding of vocal technique and music theory knowledge through practice, performance, and critical analysis. During the exploration of the historical and cultural context of choral music, students will develop their choral music vocabulary and deepen their connection between the written and performance forms of the language of music. Students will continue to explore and develop elements of self-expression through collaborative rehearsal showcased during class and in front of a live audience. The course also gives students the opportunity to listen to and evaluate recorded/live performances as a practice of self-assessment and reflection.

# DIGITAL ARTS AND DESIGN A DIGITAL ARTS AND DESIGN B

### UC APPROVED (ucf, f, cg)

Digital Design is a standards-based, project-driven course that focuses on utilizing computer applications to execute performance-based and design-oriented assessments. Each unit will include aspects of other disciplines in order to utilize a student's prior knowledge and understanding of multiple subjects. The course will be student-centered with students working as groups in order to collaborate, problem-solve and assess each other's work. Students will learn a variety of advanced computer applications including photo editing and manipulation, vector-based drawing, page layout, website design, and video editing programs. This course will primarily assess student's mastery of the selected software, project planning abilities, and understanding of selected visual arts standards

### DRAMA A DRAMA B

#### UC APPROVED (ucf, f, cg)

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their timemanagement skills, meet deadlines, and learn the professional standards required in the world of theatre. Taken from the Visual and Performing Arts Standards and Frameworks Guide.

# DRAWING AND PAINTING A DRAWING AND PAINTING B

## UC APPROVED (ucf, f, cg)

Students will further their ability and understanding of 2-D art. The first quarter is dedicated to the principles of design by completing a variety of drawing projects. Students will develop a strong sense of design through decision-making and problem-solving projects that may include media such as, graphite, oil pastel, colored pencil, chalk pastel, and charcoal. The second quarter is devoted to developing painting skills and techniques using acrylic paints. Students will explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied are, landscapes, still-life, the figure and abstraction.

# EXPLORING MUSIC A EXPLORING MUSIC B

#### UC APPROVED (ucf, f, cg)

Beginning choir class is for students who have an interest in singing and may or may not have prior experience in a choral setting. The purpose of the beginning choir class is to positively engage in the joy of singing while developing students' conceptual understanding of vocal technique and music theory knowledge through practice, performance, and critical analysis. During the exploration of the historical and cultural context of choral music, students will develop their choral music vocabulary and deepen their connection between the written and performance forms of the language of music. Students will continue to explore and develop elements of self-expression through collaborative rehearsal showcased during

class and in front of a live audience. The course also gives students the opportunity to listen to and evaluate recorded/live performances as a practice of self-assessment and reflection.

### FILM A FILM B

#### UC APPROVED (ucf, f, cg)

Students in this course will examine film as both an art form and as a means of communication. They are taught to examine film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose (the emphasis is on the various techniques used by filmmakers to convey meaning.) The course also introduces traditions of film making as well as the history of the cinema. In addition, students will examine how films often reflect the times and conditions in which they are made and how motion pictures sometimes help shape attitudes and values in society. Along with film criticisms, short essays, verbal analysis and written analysis, students will create short film related projects.

# FILM AND COMPOSITION A FILM AND COMPOSITION B

#### UC APPROVED (ucf, f, cg)

Film and Composition studies American cinematic techniques and themes, as well as a few international films. There is an emphasis on creative writing and developing analytical and critical thinking skills, specifically in relation to the material and the artist's objective. Class units are project-based, centered on a thematic idea uniting the films presented; each unit consists of two films, a Socratic seminar discussion centered on an essential question, a written piece, a visual representation, and a presentation. The course places emphasis on the California ELA State Standards in writing (WOC), listening and speaking skills, as well as the California Visual and Performing Arts Standards. Students explore vocabulary and cinematic devices in the context of thematic, film units. Students compose screenplays, scripts, treatments, and storyboards centered on film themes, essential questions, and interdisciplinary topics. For all writing, students use 'process' methods and receive feedback from peers, self, and instructor. Students listen to lecture, individual, and group presentations and write and speak in response

# INTRO TO ART A INTRO TO ART B

## UC APPROVED (ucf, f, cg)

The purpose of this course is to introduce students to the world of visual arts. The course will be with an initial foundation and introduction to art vocabulary including the elements of art and principles of design and the steps of the critique process (description, analysis, interpretation, judgment). From there, students will be taken on a journey through the different perspectives in art which begins on the personal level and extends to the community level, societal level and finally the global level Through these sequential themes students will be learn various mediums in art, more in-depth vocabulary, the lives of different artists, historical and cultural connections, as well as a myriad of other topics. Students will create theme specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Writing assignments, discussions, graphic organizers, group-work, and other activities will be the outlet for students to express their understanding of art and the creative process

## LATINO FILM A LATINO FILM B

### UC APPROVED (ucf, f, cg)

This course is a first year art course in the fundamentals of Latino Art. This course emphasizes the necessary skills that will provide the students with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural contexts and aesthetic valuing in the Latino Arts. Also, students will examine tools, techniques, materials, technology and application of what is learned in various art forms and careers in the Latino Arts. The art elements and principles of design serve as a foundation for each unit covered. Selected Latino historical and cultural contexts will be applied with attention to analysis, interpretation and judgment of student work. In addition, students will create individual as well as group drawings, paintings, photo montages and mixed media work putting to use the elements and principles of design. Finally, in order for students to experience Latino Art outside of the classroom environment, students will participate in field trips to local galleries, museums, studios, and organize and implement their own exhibits.

# MUSIC INDUSTRY STUDIES A MUSIC INDUSTRY STUDIES B

### UC APPROVED (ucf, f, cg)

The purpose of this course is to provide students a framework in understanding the complexities of the music industry and its components of music production, music promotion, management, and music technology/audio engineering. Through this framework, students will gain core knowledge which will allow them to think critically and reflectively about the roles within the music industry and their possible place within it.

After providing foundational information on each component within the course, students will be engaged in project based assessment that provides accurate and realistic simulations of the roles music industry professionals deal with on a daily basis. Students will work through these simulations and will note their growth and ability to problem solve and reflect through the use of unit portfolios. Students will be responsible for the creation of cumulative artifacts that represent their total learning within each component.

# THEATRE A THEATRE B

### UC APPROVED (ucf, f, cg)

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts. The course will emphasize artistic perception and creative expression. It will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature from various periods and cultures; using written critiques to evaluate one's own work and that of others; writing dramatic scenes; character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively. It is important for students to keep a daily journal recording responses to acting techniques and character development. They need to read and discuss plays from different periods noting similarities and differences in writing styles and participate in theatre activities as an actor, using appropriate theatre terms. In order to be successful in this course and develop as theatrical artists, students

are required to complete research and discuss periods in theatre history focusing on the social, political, economic, and religious influences that shaped them. Prepare and present a report on one aspect of theatre history. As a result of their analytical research, students will be writing their own play scripts and producing plays in relation to issues in their community.

# VISUAL ART A VISUAL ART B 0

#### UC APPROVED (ucf, f, cg)

The purpose of this course is to introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.

## **UC Approved G Electives**

Course Title	Grade	Course Length	Credit Type
<b>Academic English Essentials</b>	10	YEAR	ucg, g, cg
<b>Advanced Composition</b>	10	YEAR	ucg, g, cg
Advanced Digital Art and Photography	11-12	YEAR	ucg, g, cg
Advanced Drawing and Painting	11-12	YEAR	ucg,g,cg
AP Psychology A/B	9-12	YEAR	ucg, g, cg
Chicano/African American Literature A/B	9-12	YEAR	ucg, g, cg
Chicano Studies A/B	10-12	YEAR	ucg, g, cg
Cultural Relations A/B	9-12	YEAR	ucg, g, cg
Economics	11-12	SEMESTER	ucg, g, cg
<b>Economics Honors</b>	11-12	SEMESTER	ucg, g, cg
Engineering and Robotics A/B	11-12	YEAR	ucg, g, cg
<b>Environmental Science</b>	10-12	YEAR	ucg, g, cg
<b>Ethnic Studies</b>	9,12	YEAR	ucg, g, cg
Introduction to Engineering A/B	9-12	YEAR	ucg, g, cg
Introduction to Journalism A/B	9-12	YEAR	ucg, g, cg
Introduction to Sociology A/B	9-12	YEAR	ucg, g, cg

#### ACADEMIC ENGLISH ESSENTIALS A

#### ACADEMIC ENGLISH ESSENTIALS B

#### UC APPROVED (ucg,g,cg)

Academic English Essentials is designed to provide students with the opportunity to master skills needed for college and career success. Course activities and assessments are aligned to the Common Core State Standards and designed to strengthen general study skills, particularly analytical reading, expository writing, and oral communications. Students will focus on developing the skills to read and analyze literary and informational texts and have ample opportunity to explore their personal interests. The development of a literacy portfolio where students will curate and revise examples of their work will be threaded throughout the course and technology skills will be integrated across all units to promote student technology proficiency. Students will engage in guided reflection throughout the course to stimulate critical thinking skills while simultaneously providing self-evaluation of their preparedness for college and career success.

# ADVANCED COMPOSITION A ADVANCED COMPOSITION B

#### UC APPROVED (ucg,g,cg)

The Advanced Composition course is designed to further help students gain the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills to write clear expository and persuasive essays with well-supported arguments and point of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will maintain a Writer's Notebook and compile all selections into a Writing Portfolio that will reflect their growth through the course.

# ADVANCED DIGITAL ART AND PHOTOGRAPHY A ADVANCED DIGITAL ART AND PHOTOGRAPHY B

#### UC APPROVED (ucg,g,cg)

Advanced Digital Art and Photography will continue where Digital Art leaves off, by using similar but advanced software and photo skills for graphic and image manipulation to create commercial graphic products and aesthetic fine art images while promoting technological and visual literacy. Students will begin by creating advanced projects geared towards non-profit clients, using image and text strategies for projects such as graphic and poster design, manipulating found and created imagery, and to work with visual narrative strategies using photojournalist techniques that address both personal as well as public themes of identity, place and community.

Advanced Digital Art and Photography will be the culminating class for the Digital Arts pathway. It teaches specific advanced digital imaging and photographic content and skills. The goals of this specific course are to develop advanced digital artists and photographers by teaching a variety of skills and outcomes that will include not only traditional imaging projects but advanced photojournalism and photo manipulation techniques. Students will produce a quality portfolio of work by the end of the school year. These portfolios will be evaluated by a panel of photographers, college representatives and graphic artists as their culminating presentation.

# ADVANCED DRAWING AND PAINTING A ADVANCED DRAWING AND PAINTING B

#### UC APPROVED (ucg,g,cg)

The purpose of Advanced Drawing and Painting is to enable students to develop an independent artistic voice and strong ability to engage in ideation in the visual arts. The class provides opportunity for developing individual artistic voice while engaging in advanced exploration of the art mediums of drawing and painting. Students develop a strong personal aesthetic as they create works employing a variety of materials historically implemented in drawing and painting. Students base their choices on the elements of art and principles of design and their aesthetic judgments of historically relevant art and art movements. Using these explorations, students achieve deeper cognitive meaning in their artwork. Since knowledge empowers the artist, students will learn the historical and psychological significance of art and the development of different materials that aide in these revelations. Students learn to analyze mediums in drawing and painting that best suit their artistic vision and enhance their visual communication. They will use this exploration to connect media to meaning as they develop their artistic voice. To assist this understanding of artistic intentions and voice, students will engage in research and writing on historical art and meaning. This course will also assist the students in their self-discipline and time-management as they learn the professional standards of production and presentation required in the art world. Students will be instructed in the development of portfolios and their purpose.

### AP PSYCHOLOGY A AP PSYCHOLOGY B

### UC APPROVED (ucg, g, cg)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP PSYCHOLOGY. 16

## CHICANO/AFRICAN AMERICAN LITERATURE A CHICANO/AFRICAN AMERICAN LITERATURE B

### UC APPROVED (ucg, g, cg)

This introductory course to Chicano and African American literature will examine a variety of literary genres - poetry, short fiction, essays, historical documents, and novels - to explore the historical development of Chicano and African American social and literary identity. Units will be divided by time period, beginning with the sixteenth century and concluding with contemporary works. We will examine the historical, political, intellectual, and aesthetic motifs of each era. In each era, we will focus on how authors address important issues such as race, class, nationality, and appellation, and how authors represent the complexities of being caught between multiple cultures that may be defined by those concepts. In each unit of the course, students will read various genres of Chicano/African American Literature, respond to the text in various modalities, and synthesize their own understanding of each time period with the ideas presented in the texts to derive a new understanding of the individual and collective identities as they evolved over time and space. The course will also consider key literary concepts that shape and define Chicano/African American literary production. By the end of the class, students will have a comprehensive understanding of the literary and historical formation of Chicano/African American identity and the complex, even contradictory, experiences that characterize Chicano/African American

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<sup>&</sup>lt;sup>16</sup> Refers to <a href="http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html">http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html</a>

culture.

# CHICANO STUDIES A CHICANOSTUDIES B

### UC APPROVED (ucg, g, cg)

The major purpose of this course is to provide an overview of significant periods in the history of Mexico as a basis for establishing a greater understanding of the Mexican people and Americans of Mexican descent. The course includes Mexican and Mexican-American contributions to the development of the United States, with special reference to the present. The course also covers the political, economic, social, and cultural history of Mexico and includes related current affairs.

Representative Objectives Students will be able to: Examine the culture, history, language, and traditions of Mexican Americans. Explain the geography of Mexico and the southwestern United States and understand the relationship between the land and the people. Examine the Mexican influence in California and the Southwest. Examine the conflict between the Conquistadors and various Indian Civilizations. Interpret the goals and accomplishments of the missionaries. Review the reasons for the military conflict between the Mexican and the Anglos in the 19th century. Describe 20th-Century Mexican American economic and political movements. Investigate today's problems in the Chicano community, such as those of the young, the old, new immigrants, the church, various political groups, and relationships with others in the community.

# CULTURAL RELATIONS A CULTURAL RELATIONS B

### UC APPROVED (ucg, g, cg)

This course examines racial and ethnic relations in the U.S. from a socio-historical perspective. It integrates the three main theoretical perspectives found in sociology and applies them to the experiences of more than 50 racial, ethnic, religious, and other minority groups in American society. Specific groups that will be studied in this class include Muslims and other religious minorities, the disabled, Middle Eastern, non-native born blacks, homosexuals, and the elderly. Students will also analyze the cultural history of each minority group in relation to their current place in society, thus allowing students to gain a holistic view of each groups experience in America. Once students study the cultural history of a minority group they will examine and analyze deeper using the three sociological perspectives. Overall this class explores the dominant/minority relationship that inevitably exists in America's diverse and ever changing society and how it affects each group. Throughout the year as new sociological concepts are learned students will self-reflect on their own experience in America and apply these concepts to their own reality and culture.

#### **ECONOMICS**

#### UC APPROVED (ucg, g, cg)

The primary goal of this course is to give students a fundamental knowledge of our domestic and global economic systems. Students will understand the basic concepts of microeconomics as they relate to supply and demand, pricing structures and market structures. Students will learn the basic concepts of macroeconomics as they relate to employment, taxation and government regulation. Using real world examples, students will be able to critically evaluate how economic factors influence their daily lives and the economy as a whole. The main focus is to provide the students a base level of economic understanding and the ability to integrate their knowledge into their other courses. Students will develop

and understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables.

#### **ECONOMICS HONORS**

#### UC APPROVED (ucg, g, cg)

During the second semester students will familiarize themselves with basic economic terms, concepts, and reasoning. They will examine the principles and characteristics of U.S. capitalism and analyze its market economy in a global setting. Students will analyze and debate the extent of government involvement in the U.S. economy. Special attention will be paid to an analysis of the U.S. labor market in a global setting, aggregate behavior of the U.S. economy, and how the U.S. affects, and is affected by, the global economy. Throughout the semester students will utilize the tools from other subject areas to interpret and analyze data.

The honors section will study the same content, but will be required to read additional texts. For example, students in the honors section will read excerpts from *Freakanomics, The Communist Manifesto, Black Awakening in Capitalist America*, and *Confessions of An Economic Hitman*, among others. Furthermore, their unit and final exams will be more rigorous, inclusive of an additional writing prompt, data analysis, and more multiple-choice and identification questions. The honors section will also write weekly timed essays in response to a text.

## ENGINEERING AND ROBOTICS A ENGINEERING AND ROBOTICS B

#### UC APPROVED (ucg, g, cg)

Engineering and Robotics is an advanced science course that integrates concepts from physics, algebra, geometry, and technology while introducing students to the fundamentals of computer programming and electrical engineering. Students design and build autonomous robots with different modalities of sensory imputes. The course is designed to give the students more advanced and real-life experiences of scientific investigation. Students are not simply learning about physics and robots, but rather they become the primary investigator working to solve complex problems on the border between electronics and mechanics.

# ENVIRONMENTAL SCIENCE A ENVIRONMENTAL SCIENCE B

### UC APPROVED (ucg, g, cg)

Environmental Science integrates the biological sciences with chemistry, economics, geology, hydrology, politics, and other disciplines to provide students with a frame for investigating the natural world and our current environmental conditions. The format of this rigorous course challenges students to learn information through the processes of lecture, textbook readings, supplemental readings, and video clips; analyze the information in relation to extensive lab and field experiences; and synthesize the findings through work on a series of papers and projects. This course requires students to use what they are learning to create and test their own questions using the scientific method, design comprehensive conservation plans and create useable projects in addition to traditional unit test assessments.

#### ETHNIC STUDIES A

#### ETHNIC STUDIES B

#### UC APPROVED (uca, a, cg)

This is a year-long course that is designed to teach students about different ethnic and cultural groups in the United States. Students will learn about the history, culture, contributions of some of the major ethnic groups in the United States. They will study in depth the national origins of the various ethnic groups, the reasons these groups immigrated to the United States, and the barriers they have had to overcome. They will also examine the opportunities and contributions these groups have made, as well as the current status of these groups in American society. The goal of this class is to provide students with a better understanding of diversity in American culture and society, and to prepare them to contribute in a culturally diverse world. Ethnic Studies is designed to give students an introduction to various cultural issues. Students will learn about the history of US communities, social theory about social environments, policy analysis, and social inequality. Ethnic Studies is a combination of literature, art, history, economics, government, sociology, and philosophy and the course is designed to explain how societies work. The students will look at cultural issues that negatively impact communities: violence, gangs, the drug trade, poverty. Students will understand how the design and history of a community shapes its future. Students will learn how immigration can transform a community and make it a more diverse and colorful place to live. Students will analyze environmental issues, such as pollution, recycling and conservation and also explore diverse cultures, fashion, art, poetry, music, and film.

# INTRODUCTION TO ENGINEERING A INTRODUCTION TO ENGINEERING B

### UC APPROVED (ucg, g, cg)

The Introduction to Engineering course introduces students to different engineering disciplines and careers through research and project-based learning. In each unit, students will research a branch of engineering, focusing on the key content principles and career options. Students will then identify a real-life problem, design a solution using the engineering process, construct a prototype, and test it. Students will document their project and research in a portfolio. The portfolio will grow throughout the course of the year. At the end of the course, a culminating project and completed portfolio will be presented to a panel of judges for feedback and assessment.

The course will first introduce students to mechanical, industrial, and civil engineering. Next, students will study architecture and electrical engineering. The course then covers environmental and biomedical engineering, before ending with a culminating project.

# INTRODUCTION TO JOURNALISM A INTRODUCTION TO JOURNALISM B

#### UC APPROVED (ucg, g, cg)

Journalism is an elective course in newspaper writing and media literacy. This course introduces students to the real-world skills needed to produce journalistic reports. This course also provides an overview of the ethics and the responsibilities of the news media in a democracy. Students will ultimately report, write, edit, take photographs, and design pages for the *Gryphon Gazette*, the student newspaper. Students will strive to publish four newspapers each semester, or two each quarter. By the end of this course, students will be well prepared to work for a college newspaper and have the basic skills and knowledge to enter a college journalism program and excel.

### INTRODUCTION TO SOCIOLOGY A

#### INTRODUCTION TO SOCIOLOGY B

#### UC APPROVED (ucg, g, cg)

Introduction to Sociology is designed to provide students with the tools they need to develop their ability to think, speak, and write critically, to consider many points of view, and to move beyond established ways of thinking to gain a greater understanding of themselves, the culture, community, and society they are a part of, and the larger world around them. Moreover, being able to recognize and understand diversity in its many forms -- including gender, socioeconomic status, education, race, ethnicity, culture, marital status, sexual orientation, religion, and age, a key theme in sociology, has become increasingly important and valuable to one's ability to study and work effectively in our increasingly diverse nation and globalized world. Ultimately, the key purpose of the course is to empower students to apply their sociological tools, skills, and knowledge to better understand themselves and the world and to make informed decisions that can improve their lives and their communities by enabling them to evaluate social and public policies, to interpret and analyze research findings, to gather data and conduct their own studies, and to make strong, evidence-based arguments for programs and actions that can better the world.

Introduction to Sociology is a college preparatory course designed to introduce students to the sociological study of society and to thinking critically and reflectively about the social world. Sociology is the systematic and scientific study of social behavior and interaction in a variety of areas. Topics we will focus on will include culture, socialization, social organization, social inequalities, deviance and conformity, social institutions, and social change. In this course, students will not only gain an understanding of some of the major theories, approaches, historical and contemporary studies and applications of sociology, but they will be invited and trained to think actively like sociologists and to apply their knowledge of it to design and conduct their own studies and to reach their own conclusions.

#### **Green Dot Electives**

Course Title	Grade	Course Length	Credit Type
Baseball	9-12	SEMESTER	pe
Basketball	9-12	SEMESTER	pe
Cheer	9-12	SEMESTER	pe
Cross Country	9-12	SEMESTER	pe
Football	9-12	SEMESTER	pe
Leadership	9-12	YEAR	g, cg
PE	9-10	YEAR	Pe
Pop Culture	11-12	YEAR	g, cg
ROTC	11-12	YEAR	pe
Soccer	9-12	SEMESTER	pe
Softball	9-12	SEMESTER	pe
Student Council	9-12	YEAR	g,cg
<b>Student Government</b>	9-12	YEAR	g,cg
Technology	9-12	YEAR	g,cg
Track and Field	9-12	SEMESTER	pe
Volleyball	9-12	SEMESTER	pe

### Athletics BASEBALL

BASKETBALL CROSS COUNTRY FOOTBALL SOCCER SOFTBALL TRACK AND FIELD VOLLEYBALL

#### NOT UC APPROVED (pe)

The classes are designed to prepare students for varsity-level interscholastic competition. Athletes must maintain a 2.0 GPA. These classes shall develop basic skills, teach advanced skills, and promote strategies along with analytical and theoretical thinking. The curriculum classes include: baseball, basketball, track and field, volleyball, football, soccer, softball, and cross country. All sports are under California Interscholastic Federation rules and regulations.

#### **CHEER**

### NOT UC APPROVED (pe)

This class is offered to members of the cheer squad, where they will prepare and practice routines to promote school spirit during pep rallies, games, competitions, and other special performances. Selection is through the tryout procedure.

LEADERSHIP A
LEADERSHIP B
STUDENT GOVERNMENT A
STUDENT GOVERNMENT B
STUDENT COUNCIL A
STUDENT COUNCIL B

### NOT UC APPROVED (g, cg)

Leadership, Student Government and Student Council is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best erect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently write – critically, reflectively, persuasively – and speak about the real world issues that arise from the planning of events.

PE A PE B

#### NOT UC APPROVED (pe)

In PE we will focus on techniques and strategies as well as review rules, history, and the athletic structure of common sports. There will also be a health and skill related fitness component to the class. Students will also be responsible for creating their own individual, dual, or team sport.

POP CULTURE A POP CULTURE B

## NOT UC APPROVED (g, cg)

The course will consider the apparently inescapable force of American popular culture. They will begin by considering the terms "culture" and "popular," and developing working definitions for the purpose of the class. Readings will help question the role of popular culture in student lives, inform general conversation, and provide students with a theoretical framework on which to develop their own ideas. As

students turn to the second half of the year, they will consider the possibility of resistance and dissent, as exemplified in sub-cultures and counter-cultures, both historically and today. What is popular culture doing to us, what are we doing to it, and how (or why) might we change our relationship with this product of our society that seems to penetrate every aspect of our lives?

## JROTC A JROTC B

#### NOT UC APPROVED (pe)

The Army Junior Reserve Officer Training Corps (**JROTC**) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

## TECHNOLOGY A TECHNOLOGY B

#### NOT UC APPROVED (g, cg)

The course is intended to strengthen the basic academic and technology skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of high school/college preparatory education by cultivating essential academic skills such as critical inquiry, research deliberation, argument, reading, writing, listening, and speaking. Completion of this entry-level course provides the base for subsequent courses in general and specialized curricula which continue building technology, rhetoric and composition skills.

### **Green Dot Intervention Courses**

Course Title	Grade	Course Length	Credit Type
<b>English Language Arts</b>			
Literacy Enrichment A/B	9-12	YEAR	g,
ELD Literacy Enrichment	9-12	YEAR	
Literacy Intervention 1A/B	9	YEAR	g
ELD Literacy Intervention 1 A/B	9	YEAR	
Literacy Intervention 2A/B & 10A/B	10	YEAR	g
Literacy Intervention 2 A/B	10	YEAR	
Composition A/B	9 -12	YEAR	g
Mathematics		YEAR	
Math Support A/B	9	YEAR	g
Study Skills/ Organization			
Curriculum Skills A/B	9-12	YEAR	g
ELD Curriculum Skills A/B	9-12	YEAR	g
Academic Success A/B	9-12	YEAR	g
College and Career Readiness			
Senior Seminar A/B	12	YEAR	g
College Readiness A/B	9-12	YEAR	g
ELD College Readiness A/B	9-12	YEAR	g

Advisory			
Team Advisory A/B	9-12	YEAR	g
ELD Team Advisory A/B	9-12	YEAR	g

### READING

### LITERACY ENRICHMENT A LITERACY ENRICHMENT B

\* Note: other course numbers are available for other credit numbers

This program published by Scholastic is a reading intervention program for high school students reading below grade level. All students at Ánimo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 1000 are considered below high school proficiency in reading and are put into the program.

At the ninth grade level, students reading below a 7th grade level do not take science. Instead, they take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-led mini lessons on reading strategies, and interactive computer CD-ROMs. Students reading between a 7th and 9th grade level receive support from the Read 180 program during their English class.

At the tenth grade level, students still reading below grade level receive Read 180 support during their English class. Students had the option of taking Read 180 during the summer before their 10th grade year. If they tested above 1000, they were transitioned out of the program.

LITERACY INTERVENTION 1A
LITERACY INTERVENTION 1B
ELD LITERACY INTERVENTION 1A
ELD LITERACY INTERVENTION 2A
LITERACY INTERVENTION 2B
ELD LITERACY INTERVENTION 2A
ELD LITERACY INTERVENTION 2B
LITERACY INTERVENTION 2B
LITERACY INTERVENTION 10A
LITERACY INTERVENTION 10A

This course uses the S44 and R180 curriculum and is designed for students who need intensive literacy intervention and basic phonics and decoding instruction. (Criteria- 700 L and below)

# COMPOSITION A COMPOSITION B

The Composition Course is designed to introduce students who do not require R180 Literacy Enrichment to the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write clear expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical

<sup>\*</sup> Note: other course numbers are available for other credit numbers

modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect growth throughout the course. May also be used at 10th grade for proficient or advanced students as an elective course.

#### **MATH**

## MATH SUPPORT 1 A MATH SUPPORT 1 B

Mathematics Support is an elective mathematics course provided to students as a second course to support the core Mathematics class, Algebra 1. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.

#### STUDY SKILLS / ORGANIZATION

CURRICULUM SKILLS A
CURRICULUM SKILLS B
ELD CURRICULUM SKILLS A
ELD CURRICULUM SKILLS B

\* Note: other course numbers are available for other credit numbers

The purpose of curriculum skills is to provide students with a built-in, structured part of their day to do homework. Curriculum skills provide students with a structured, quiet work environment and adult supervision with knowledge and resources to help answer homework questions. A curriculum skills classroom is an environment that is conducive to learning and increases the success level of our students.

9th Grade: Every ninth grade student is required to take curriculum skills as a part of their academic schedule.

10th Grade: Students in the tenth grade that receive under a 2.0 GPA in the second semester of their 9th grade year are required to take Curriculum Skills for the first semester of the 10th grade. All other tenth graders are enrolled in an elective course, which includes, Speech, Drama, and Journalism. If a student raises their GPA at the end of the first quarter, they are transitioned out of Curriculum Skills and into an elective class. Likewise, if a student's GPA falls under a 2.0 in the first quarter of the 10th grade, they will be taken out of the elective rotation and moved into a Curriculum Skills class.

ACADEMIC SUCCESS A

ACADEMIC SUCCESS B

**ACADEMIC SUPPORT 9A** 

**ACADEMIC SUPPORT 9B** 

ACADEMIC SUPPORT 10A

**ACADEMIC SUPPORT 10B** 

**ACADEMIC SUPPORT 11A** 

**ACADEMIC SUPPORT 11B** 

ACADEMIC SUPPORT 12A

**ACADEMIC SUPPORT 12B** 

Academic Success/Academic Support is an intervention class intended to provide support for students in their learning through academic coaching by a teacher in the areas of: Organization, Reading, Writing, Math, and Transition. The class intends to provide students with supports to meet grade level standards thought the use of strategic and targeted interventions so that the student can develop skills and progress in the general education curriculum and meet Individual Education Program Goals. The class will also support students with meeting the requirements of other courses they are enrolled in by providing time and individual and small group re-teaching.

#### **COLLEGE AND CAREER READINESS**

### SENIOR SEMINAR A SENIOR SEMINAR B

The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of writing, inquiry, collaboration and reading strategies. These higher levels thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. These elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

COLLEGE READINESS 10A
COLLEGE READINESS 10B
COLLEGE READINESS 11A
COLLEGE READINESS 11B
ELD COLLEGE READINESS 11A
ELD COLLEGE READINESS 12A
COLLEGE READINESS 12B
ELD COLLEGE READINESS 12A
ELD COLLEGE READINESS 12A

The course focuses on preparing students on the process and completion of college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal statement, EOP application, SAT/ACT registration, and FAFSA Forecaster. As stated in the school's Student Policy Manual, students are not required to submit an application as a condition to participate in graduation.

#### **ADVISORY**

TEAM ADVISORY A
TEAM ADVISORY B
ELD TEAM ADVISORY A

**ELD TEAM ADVISORY B** 

**ELD ADVISORY A (2.5)** 

**ELD ADVISORY B (2.5)** 

**ADVISORY** 

ELD ADVISORY 9A (2.5)

ELD ADVISORY 9B (2.5)

**ADVISORY 10A (2.5)** 

**ADVISORY 10B (2.5)** 

ELD ADVISORY 10A (2.5)

ELD ADVISORY 10B (2.5)

**ADVISORY 11A (2.5)** 

**ADVISORY 11B (2.5)** 

ELD ADVISORY 11A (2.5)

ELD ADVISORY 11B (2.5)

**ADVISORY 12A (2.5)** 

**ADVISORY 12B (2.5)** 

ELD ADVISORY 12A (2.5)

ELD ADVISORY 12B (2.5)

Advisory is a school-wide structure that provides an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory programs aim to promote the desired school culture as defined by the school's mission and vision. We aim to do it through the integration of the College, Leadership, & Life framework.

### **Special Education**

Scope and Sequence of High School Core Courses for Students on Alternative Curriculum						
Grade	English	Math	Social Studies	Science	Health/Life Skills	Physical Education
Grade 9	Pract Eng A	Pract Math A	Pract Soc St A	Pract Sci A		PE or APE
	Pract Eng B	Pract Math B	Pract Soc St B	Pract Sci B	Life Skills	PE or APE
Grade 10	Applied Eng A	Cons Math A	SS Hist- Comm A	Comm Sci A	Personal Health	PE or APE
Grade 10	Applied Eng B	Cons Math B	SS Hist- Comm B	Comm Sci B		PE or APE
Grada 11	Comm Eng A		SS Hist-Cons A			
Grade 11	Comm Eng B		SS Hist-Cons B			
Consider 12	Comm Res A					
Grade 12	Comm Res B				Transition	
Total Credits	40 Credits	20 Credits	30 Credits	20 Credits	15 Credits	20 Credits (more if IEP determines need)

st Note: other course numbers are available for other credit numbers.

Course Title	Grade	Units	Designation
Practical English A	9-10	5	Pract Eng A
Practical English B	9-10	5	Pract Eng B
Applied English A	9-10	5	App Eng A
Applied English B	9-10	5	App Eng B
Community English A	11-12	5	Com Eng A
Community English B	11-12	5	Com Eng B
<b>Community Resources A</b>	11-12	5	Com Res A
Community Resources B	11-12	5	Com Res B
Practical Math A	9-10	5	Pract Math A
Practical Math B	9-10	5	Pract Math B
Consumer Math A	9-10	5	Cons Math A
Consumer Math B	9-10	5	Cons Math B
Practical Social Science A	9-10	5	Pract Social Sci A
Practical Social Science B	9-10	5	Pract Social Sci B
Social Science/History Community A	11-12	5	Social Sci Com A
Social Science/History Community A	11-12	5	Social Sci Com B
Social Science/ History Consumer A	11-12	5	Social Sci Con A
Social Science/ History Consumer B	11-12	5	Social Sci Con B
Practical Science A	9-10	5	Pract Sci A
Practical Science B	9-10	5	Pract Sci B
Community Science A	9-10	5	Comm Sci A
Community Science B	9-10	5	Comm Sci B

The total credits are determined by the possible number of courses that are offer thorough the alternative curriculum program. However, each student's plan of study is discussed through the Individual Education Program ("IEP") process for those students who receive special education services and who are working towards a certificate of completion.

# PRACTICAL ENGLISH A PRACTICAL ENGLISH B

This course emphasizes the development of survival reading and writing skills as they are applied to daily living. The course focuses on the interpretation of a variety of printed materials commonly found in the home and the community.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# APPLIED ENGLISH A APPLIED ENGLISH B

This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day-to-day basis in the community in which the student lives.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

## COMMUNITY ENGLISH A COMMUNITY ENGLISH B

This course emphasizes awareness and recognition of basic functional and safety words in the student's environment. Focus is on the individual's need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

## COMMUNITY RESOURCES A COMMUNITY RESOURCES B

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# PRACTICAL MATH A PRACTICAL MATH B

This course promotes the continued development and practical application of basic mathematic skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

## CONSUMER MATH A CONSUMER MATH B

This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# PRACTICAL SOCIAL SCIENCE A PRACTICAL SOCIAL SCIENCE B

This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone number and nature of basic governmental services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

## SOCIAL SCIENCE/HISTORY COMMUNITY A SOCIAL SCIENCE/HISTORY COMMUNITY B

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# SOCIAL SCIENCE/HISTORY CONSUMER A SOCIAL SCIENCE/HISTORY CONSUMER B

This course emphasizes the student's awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student's needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# PRACTIAL SCIENCE A PRACTIAL SCIENCE B

This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation skills and understanding similarities and differences.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

# COMMUNITY SCIENCE A COMMUNITY SCIENCE B

This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace

## Course Alignment with the A-G Requirements for Admission into the UC/CSU System

exce requi	cts to meet and ed admission rements for the /CSU system	Required number of years	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
A	History / Social Science	2 Required 3 Recommended		World History (AP)	US History (AP)	Government (AP) / Economics
В	English	4 Required	English 9	English 10 (H)	English 11 (AP)	English 12 (AP) and/or Expository Reading and Writing Course
С	Mathematics	3 Required 4 Recommended	Algebra I	Geometry or Integrated Math	Algebra II or Pre-Calculus	(AP) Calculus AP Statistics
D	Laboratory Science	3 Required 4 Recommended	Physics in the Universe	Biology of the Living Earth	Chemistry in the Earth System	Anatomy and Physiology/AP Biology
Е	Language other than English	2 Required 3 Recommended	Span I for non-Native Speakers or Span II for Native Speakers	Span I for non- Native Speakers or Span II for Native Speakers	AP Language	AP Language or AP Literature
F	Visual and Performing Arts	1 Required				Drama
G	College Preparatory Electives	1 Required		Chicano/African American Literature or Academic English Essentials		Engineering & Robotics

### **Textbooks**

Choosing a textbook should be a collective process where the various members of the community that are to be engaged with the text should be part of the selection process. Each school is invited to send representatives in a given content area to provide input to recommended textbook selections. This Textbook Adoption Committee (TAC) is convened when the adoption of a text is needed in a selected content area and is comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, instructional coaches, instructional leadership team members, administrators, etc.).

As an initial task, the TAC should review the Green Dot rubric/checklist by which to judge the various textbooks. This rubric includes consideration of a) clear alignment with state standards and Common Core standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

If a textbook is selected to be used at a school site that does not appear on the Green Dot Recommended Book List, the book must be presented to the Area Superintendent for final approval.

Green Dot's approved middle and high school textbook list is included below. The needs of the school are evaluated each year and textbooks, curriculum and other instructional materials are adjusted accordingly.

SY201	9-20: Green Dot Middle School Textbooks and Instructional Materials
ELA	Approved Grade-level Novels (e.g., Tuck Everlasting, The Giver, The Watsons Go To Birmingham, The Outsiders, Tom Sawyer, To Kill a Mockingbird)
ELD	<ul> <li>Inside Fundamentals 1 and 2</li> <li>Inside Level A</li> </ul>
Math	<ul> <li>Illustrative Mathematics 6</li> <li>Illustrative Mathematics 7</li> <li>Illustrative Mathematics 8</li> </ul>
Science	<ul> <li>Glencoe: Focus on Earth</li> <li>Glencoe: Focus on Life</li> <li>Glencoe: Focus on Physical Science</li> </ul>
History	<ul> <li>CA Grade 6 World History and Geography, Ancient Civilizations</li> <li>CA Grade 7 World History and Geography, Medieval and Early Modern Times</li> <li>CA Grade 8 United States History and Geography, Growth and Conflict</li> </ul>
Drama	The Odyssey
Instructional Materials	Instructional materials for the courses above includes, but are not limited to:  Novels Articles Primary source documents Textbooks Student Workbooks Manipulatives Video and audio recordings relevant to the curriculum
SY20	• Technology software  19-20: Green Dot High School Textbooks and Instructional Materials

ELA	Pearson Literature
	Recommended Grade-level Novels (e.g., House on Mango Street, Romeo &
	Juliet, Macbeth, Night, A Raisin in the Sun, The Great Gatsby, Brave New
	World, Hamlet)
	Literature & Composition (Bedford/St. Martins)
ELD	Edge: Inside the USA Fundamentals
	• Edge: Level 2
	Core ELA Curriculum with Sheltered Adaptations
	• LAS Links
	Imagine Learning
	Read 180/ System 44 Materials: L Book
	Kate Kinsella Academic Vocabulary Toolkit
	• English 3D
Math	Algebra 1 Carnegie
	Algebra 2 Carnegie
	Geometry Carnegie
	Glencoe Pre-Calculus: Graphs and Models
	Algebra and Trigonometry (Coburn)
	<ul> <li>Calculus: Early Transcendental Functions – AP (Glencoe)</li> </ul>
	• Calculus: Late Transcendental Functions (Glencoe)
	Calculus, AP Edition, 9th Edition, Larson/Edwards
Science	Glencoe Science: Biology, CA Edition
	Glencoe Science: Chemistry Matter and Change, CA Edition
	Glencoe Science: Principles and Problems, CA Edition
	CPO Physics
	<ul> <li>Biology with Mastering Biology (Pearson)</li> </ul>
	Chemistry the Central Science (Prentice Hall)
History	World Civilizations: Sources Images, and Interpretations (McGraw-Hill)
	World History (Glencoe McGraw-Hill)
	US Government: Democracy in Action
	• Government in America, 15 <sup>th</sup> Edition (AP Edition)
	American Government: Readings and Cases. 18th Edition
	• Economics: Principles and Practices (Glencoe)
	The American Pageant: A History of the Republic (Houghton Mifflin)
Spanish	Sendas 1 (Prentice Hall)
	Sendas 2 (Prentice Hall)
	• Realidades 1 (Prentice Hall)
	• Realidades 2 (Prentice Hall)
	• Realidades 3 (Prentice Hall)
	Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish:
	Preparing for the Language Examination (Prentice Hall)
	AP Spanish: Preparing for the Language Examination (Prentice Hall)
	Temas AP Spanish Language and Culture
Instructional	Instructional materials for the courses above includes, but are not limited to:
Materials	• Novels
	• Articles
	Primary source documents

- T
<ul> <li>Textbooks</li> </ul>
Student Workbooks
<ul> <li>Manipulatives</li> </ul>
<ul> <li>Video and audio recordings relevant to the curriculum</li> </ul>
<ul> <li>Technology software</li> </ul>

# Study Skills / College Courses

High school students may also take one course specifically designed to help them prepare for college. Supporting materials for this course include: CSU/UC requirements, Habits of Heart and Habits of Work & Mind. This class is particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

## **Academic Support and Intervention**

Based on incoming student need, a schedule of intervention and acceleration courses will be available to ÁCSS 2 students so that all students can complete the required courses:

- <u>Summer Bridge</u>: Summer Bridge is a recommended multi-week summer program for incoming 6<sup>th</sup> grade students that acclimates students to the ÁCSS 2 culture of middle school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- <u>Literacy Intervention/Enrichment (Read 180)</u>: Literacy Intervention/Enrichment is a standardsaligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class.
- <u>Math Foundations</u>: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- <u>Credit Recovery</u>: There is a framework for students who need more time to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered.
- <u>English Language Development ("ELD"):</u> ELD classes are provided for students entering school as beginning ELLs. Based on CA ELD standards, these classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.
- <u>Special Needs/Academic Success:</u> Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan ("IEP") and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- <u>Office Hours:</u> Teachers hold office hours twice a week after school to provide additional support and tutoring for students who may want additional support in a subject area.
- <u>Afterschool Program:</u> Afterschool programming is available for all students who wish to participate in academic support or other enrichment activities. Students who are not achieving a satisfactory grade within a particular class may be recommended to afterschool programs for additional support.

# Social and Life Skills Development

## **Advisory Course**

ÁCSS 2 students will participate in an Advisory class with the same group of students and teachers for the entirety of their secondary school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in secondary school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

Working with the same teacher and student peers for the duration of high school, students benefit from a familiar support system built into the school day. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our School Stakeholder Surveys in which more than 75% of students across all Green Dot schools agreed or strongly agreed with the statement they would recommend Green Dot to others.

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Multi-Tiered System of Supports model ("MTSS"). Using the MTSS model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

## Clinical Services

Our Clinical Services team provides individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the MTSS model. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided Child Development Inventory assessments along with other researched-based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

## **Instructional Design, Methods and Strategies**

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. The span model will allow teachers to collaborate to ensure appropriate scaffolding at the middle school level and a seamless transition to more rigorous content at the high school level. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. ÁCSS 2 and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 2016), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow ÁCSS 2 teachers to learn from successful models and begin implementing strategies in their classroom.

Serving a diverse student population that will need remediation, acceleration and language development, students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Instruction will be differentiated based on student data and formative assessments to create a culturally responsive classroom for students to learn. Based on Doug Lemov's <u>Teach Like a Champion</u>, Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **No Opt Out**: A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- **Right Is Right**: Set and defend a high standard of correctness in your classroom.
- **Stretch It**: The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
- **Format Matters**: It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
- Cold Call: In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
- Wait Time: Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes**: Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- **Do Now**: Students are both productive during every minute and ready for instruction as soon as you start.
- SLANT: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning, inquiry based learning and individual student practice for all lessons. Direct instruction or inquiry based learning can be used to introduce a new concept to students through note-taking and lecture, delivery via text or exploratory activities. Direct instruction may be followed by cooperative learning groups allowing students to process and make meaning of new information. Cooperative learning groups promotes student to student interaction and the academic discourse necessary for the rigor of the Common Core. Finally, students will be provided sufficient time to practice concepts before assessment as an opportunity for individual assessment and re-teaching before demonstrating mastery. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum

with Common Core standards, and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed Common Core standards and CA State standards.

## **Technology Integration in Academic Program**

Technology is widely used at all Green Dot schools to drive higher levels of achievement and prepare students for the information driven economy of the 21<sup>st</sup> century. It is also used as a critical tool for gathering data for school management. At each of its schools, Green Dot invests in technology in the following areas:

- All Green Dots schools have computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use:
- Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
- Courses often include web-based research projects and assignments;
- Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
- A web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools.

To prepare students for the computer-based state standardized assessments and 21<sup>st</sup> century learning, Green Dot teachers are integrating key technology skills into their curriculum. Student access to computer based lessons and activities have increased with the transition to the Common Core State Standards.

Meeting the Needs of All Students: Students Achieving Below Grade Level, Socioeconomically Disadvantaged Students, English Learners, Gifted & Talented Students/Students Achieving Above Grade Level, and Students with Disabilities

## Specific Goals for Providing and Ensuring Equal Access to Students Achieving Below Grade Level

ÁCSS 2 is committed to serving academically low achieving students. As with other Green Dot schools, ÁCSS 2 expects that many (if not the majority) of its students may be classified as low-achieving. As such, ÁCSS 2's curriculum and program is adapted to improve performance for traditionally low-achieving students. ÁCSS 2 has a simple, but specific goal to ensure that all students are prepared for success in high school, college, leadership and life. In fact, ÁCSS 2's goals for academically low achieving students are the same as its goals for its entire student body. For more information on these goals, please see the section titled "Measurable Student Outcomes" and the SLOs listed in this charter petition. ÁCSS 2 ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for "Academic Support and Intervention"):

- ÁCSS 2 will assess all students after enrollment in the Summer Bridge Program to determine learning strengths and weakness, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and Green Dot math diagnostics.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and System 44, which are standards-aligned computer-based programs for reading and math respectively.
- Low-achieving students are also provided remediation during the Summer Bridge program, Advisory, Literacy Enrichment/Intervention, Math Foundations, Special Needs/Academic

Success and/or Guided Study (an after-school program for students who do not complete their homework or struggle with it).

Communication with parents is an integral part of supporting students that are low-achieving. Parent contact may be made via phone or email by individual teachers, a grade level conference may be called by a team of teachers and systems of communication school-wide include 6 week deficiency notices and 9 week progress reports prior to the end of each semester.

## Socio-Economically Disadvantaged Students

The majority of students in the target population are socio-economically disadvantaged. The school's academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- Summer Bridge: Summer Bridge is a recommended multi-week summer program that acclimates students to the ÁCSS 2 culture of secondary school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- Literacy Intervention/Enrichment (Read 180): Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- Math Foundations: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- Habits of Work and Mind in Advisory: All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.
- Character Development in Advisory: Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

## **English Learners**

The Charter School shall timely identify potential English Learners and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners shall be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

ÁCSS 2 will meet all applicable legal requirements for English Learners ("EL") as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. The home language survey will be given upon a student's initial enrollment into ÁCSS 2 (on enrollment forms). Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. ÁCSS 2 will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

### EL Master Plan

Green Dot will be implementing its own EL Master Plan. The plan includes a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.

EL students are served through a variety of programs designed to meet their needs. These include ELD Programs (Levels 1-4), Structured English Immersion and English Language Mainstream. These programs are built into the individual school's master schedule and take place within the school day. Green Dot schools work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.

EL programs are monitored on an annual basis. Schools administer and review the data from the CMO adopted and state mandated assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed at a particular school site, and reclassification. The data is reviewed by the EL teachers, English Department and school administration which makes recommendations to the District English Language Advisory Committee (DELAC) and School Advisory Council (SAC). The DELAC and SAC review data to inform programmatic and budgetary decisions each spring for the upcoming school year.

# **ELPAC Testing**

All students who indicate that their home language is other than English shall be ELPAC tested within thirty days of initial enrollment and annually thereafter between July 1 and October 31st until redesignated as fluent English proficient.

ÁCSS 2 shall notify all parents of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill requirements under the Every Student Succeeds Act for annual English proficiency testing, as applicable. A form letter will be mailed to all students and per request a parent conference will be held to explain and/or clarify any pending questions about testing, coursed offered or reclassification. The ELPAC shall be used to fulfill requirements under the Every Student Succeeds Act for annual English proficiency testing, as applicable.

Strategies for English Learner Instruction and Intervention

Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development.

EL students will be placed in one of the following classes to support their education: an ESL Level 1, 2, 3 or 4 class; Read 180 with the Lbook; Academic English Essentials; Sheltered English; or a regular English class with Specially Designed Academic Instruction in English (SDAIE) support. In addition, all teachers will be trained in SDAIE techniques. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include Precision and Productive Partnering, Kate Kinsella's Sentence Frames, and direct academic vocabulary instruction. Materials may include the use of the Academic Vocabulary Toolkit, Kate Kinsella's Scholastic Lbook and Making Content Comprehensible for English Learners: the SIOP Model. All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that **build into and from content instruction** in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.<sup>17</sup>

## **Sample Designated Course Options:**

- ELD R180
- ELD AEE
- ELD English 3D
- ELD Advisory
- Sheltered ELA
- Newcomer ELD

Adaptations to the original course curriculum (R180, AEE, Advisory, ELA, etc) integrate language instruction and practice and should <u>not</u> rely only on slowing down the pace of instruction, eliminating texts, or translating material for English learners.

Schools who have too few ELs to comprise a full designated ELD course section may cluster ELs in a literacy enrichment ELD course. Adaptations to the original literacy enrichment course curriculum will be made to integrate language instruction and practice so that a portion of the class period is driven by the ELD standards and the course meets the essential features of a designated program.

Reclassification Procedures: Criteria for Student Reclassification From English Learner to Fluent English Proficient (RFEP):

## Guidelines for Reclassification

The ELPAC assesses student performance in the following areas: Listening, Speaking, Reading and Writing. In order to be reclassified as RFEP, students must meet the following criteria:

1) Earn an overall score on the ELPAC of Early Advanced (EA) with no scores less than Intermediate (I).

<sup>&</sup>lt;sup>17</sup> California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- 2) Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the California state-standardized test or the California Modified Assessment (CMA).
- 3) Approval from current ELA teacher based on SOLOM and consideration of academic performance. (English teachers will be trained on how to use the SOLOM for reclassification.)
- 4) Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.
- 5) Reclassify Student as Fluent English Proficient.
  - o Place dated reclassification form signed by the English teacher in the student's file.
  - o Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
  - o August, after California state-required test data is published.
  - o January, after ELPAC data is published.
- 7) Monitor the academic progress of RFEP students for four years.
  - o If a student scores Below Basic or Far Below Basic on CMA-ELA or CA state-required test (ELA), a Tier 1, 2, or 3 intervention is initiated as appropriate.
  - Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
  - o If a student is failing core academic classes, MTSS monitoring will be triggered.

## Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

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

# Gifted and Talented Students and Students Achieving Above Grade Level

The curriculum at ÁCSS 2 will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and assessment data and through the Summer Bridge program. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level. <sup>18</sup> Differentiated learning classrooms where gifted students reside will be given additional or complementary

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<sup>&</sup>lt;sup>18</sup> "Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools," National Association for Gifted Children, 30 July 2009 < <a href="http://www.nagc.org/index.aspx?id=1027">http://www.nagc.org/index.aspx?id=1027</a>>

assignments that challenge their thinking, while adding greater depth and complexity to the curriculum. <sup>19</sup> Differentiated learning classrooms, may include AP, Honors or select elective courses, professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of professional development may take place during Department meetings.

Throughout their school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Honors classes
- Enrichment electives (e.g., technology, drama, student leadership)
- Honors classes

Communication with parents is an integral part of supporting students that are excelling. Parents may be informed of student options through grade level parent meetings, individual meetings with school counselors and/ or teachers and through regular progress reports and semester grades. Course selection each Spring will allow parents and students the opportunity to pursue honors, enrichment and Advanced Placement classes as available.

# **Students with Disabilities**

### Overview

Students in special education programs will complete the curriculum to the maximum extent possible. In promoting and graduating these students, the school shall use the objectives and expectations that have been modified according to the students' Individualized Education Program (IEP).

ÁCSS 2 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 Education Improvement Act ("IDEA").

ÁCSS 2 shall be an independent local educational agency ("LEA") member of El Dorado Charter SELPA in accordance with Education Code Section 47641(b).

ÁCSS 2 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.

ÁCSS 2 shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ÁCSS 2 shall be accessible for all students with disabilities.

# Services for Students Under the "IDEA"

ÁCSS 2 provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado Charter SELPA.

ÁCSS 2 will provide services for special education students enrolled in ÁCSS 2. ÁCSS 2 will follow El Dorado Charter SELPA policies and procedures, and shall utilize SELPA forms in seeking out and

<sup>&</sup>lt;sup>19</sup> Colangelo, N., S.G. Assouline, M. U. M. Gross, "A Nation Deceived: How Schools Hold back American's Brightest Students," (Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004).

identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

ÁCSS 2 agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to ÁCSS 2 students, staff, facilities, equipment and records as required to fulfill all obligations imposed by law.

The Charter School is committed to creating a robust service delivery model to serve all students with disabilities. In collaboration with Green Dot's Education Management Team, the Charter School will implement a special education service delivery model that embraces the inclusion of all students regardless of their disability, and the implementation of special education services through a blended model. The Charter School will ensure the program integrates the needs of all student with disabilities by working with a variety of staff members, including but not limited to: resource teachers, special education teachers, office staff, school psychologists, counselors, special education aides, nurses, speech pathologists, and occupational therapists.

The Charter School's master schedule reflects the needs of all students with disabilities. All class offerings are carefully reviewed to ensure the charter school is able to meet the needs of our students who require specialized support. Sample program models include collaborative practices, small group pull-outs, pull-out specialized academic instruction class, pull-out transition class, and direct one-to-one instruction. Additionally, the Charter School will ensure students with disabilities have access to reading and math intervention programs, which will be offered with the support of a resource teacher.

The Charter School will have a service delivery model that is aligned with federal and state law that embraces collaboration, best practices, and integration of all students. The special education program delivery model will provide a combination of consultative support, push-in in the general education classroom, and direct instruction outside the general education classroom for intensive specialized instruction. All three levels of support are available at the school site in order to meet all students' needs. Services are provided on a continuum basis, and can be combined. This allows the Charter School to provide a plan that is specifically designed to meet the students' individualized needs. The model is purposefully flexible so that it can be adapted to meet students' individual needs, including the type and severity of their disability.

Essential Practices of our Service Delivery Model: The Special Education Program Administrator ("SEPA") will support the Charter School in developing a master schedule that pairs general education teachers with a special education teacher and/or resource specialist teacher to adequately support students with disabilities. The Charter School will ensure general education teachers and special education and/or resources specialist teachers collaborate to ensure the general education curriculum is accessible to special education students. For example, resource specialist teachers will provide professional development to general education teachers on a quarterly basis to ensure all teachers are able to accommodate and modify the curriculum for students with disabilities. General education teachers and resource specialists will regularly collaborate to plan accommodations to curriculum and assessments.

Furthermore, the resource specialist teacher will monitor student progress and communicate findings with the general education teacher to adjust instruction and supports for students within general education classroom. If a student's needs can only be met in a direct support setting, the Charter School has the ability to provide the student with an intensive support class taught by a resource teacher. The class is designed to provide students with the direct support necessary to work on IEP goals, pre-teach and reteach content learned in core ELA and Math classes. Additionally, this allows the student to receive

intensive support for executive functioning skills, and additional modifications to ensure access to the curriculum, when necessary. All students are exposed to the general education curriculum and grade level standards. If a student's IEP calls for an alternate curriculum or modifications, our general education and special education team will ensure the student receives the appropriate support. Green Dot adopted the Unique Learning System and Attainment curriculums as foundational tools for supporting students who require an alternate curriculum.

Lastly, the Charter School is committed to ensuring all stakeholders understand the needs of students with disabilities inside and outside of the classroom. The Charter School's office staff, campus aides, service providers, special education aides, and after-school support teams receive training to understand and support the needs students with disabilities. The staff receives training twice a year on the range of disabilities we serve and supports available to our students and families. The Charter School will have a school psychologist who establishes outside partnerships to increase access to mental health services, such as psychiatry, individual counseling, parent and family counseling, and other community resources. Finally, in order to ensure all Charter School students have access to the general education curriculum and resources, the Charter School will integrate our special educators and service providers into the Charter School's professional development. Special education and resource specialist teachers are trained, evaluated, and supported alongside the general education teaching staff.

# Staffing

All special education services at ÁCSS 2 will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. ÁCSS 2 staff shall participate in SELPA in- service training relating to special education.

ÁCSS 2 will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. ÁCSS 2 shall ensure that all special education staff hired or contracted by ÁCSS 2 is qualified pursuant to SELPA policies, as well as meet all legal requirements. ÁCSS 2 shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ÁCSS 2 students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

## Notification and Coordination

ÁCSS 2 shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. ÁCSS 2 will adopt and implement polices relating to all special education issues and referrals.

Using the MTSS model, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes for academic support. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required. Students in the Tiers of support will be provided on-going support and their data will be monitored to assess the impact on achievement. Only if the MTSS model is not sufficient to meet a students' needs will a recommendation for a formal special education assessment be made.

## Identification and Referral

ÁCSS 2 shall have the responsibility to identify, refer, and work cooperatively in locating ÁCSS 2 students who have or may have exceptional needs that qualify them to receive special education services. ÁCSS 2 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.

ACSS 2 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.

ÁCSS 2 will utilize the Student Study Team ("SST") process which improves academic and behavior success through data analysis, targeted interventions and progress monitoring. SSTs shall occur during regularly calendared times and the teams are composed of school psychologists, teachers, parent, administrators, counselors, and any other relevant staff providing support for the student. After conclusion of the implementation of interventions designed by the SST, the team's responsibility is to determine progress and determine recommendation for special education evaluation if the student has not demonstrated adequate progress through the prescribed interventions.

### 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. ÁCSS 2 will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. ÁCSS 2 shall obtain parent/guardian consent to assess ÁCSS 2 students.

# **IEP Meetings**

ÁCSS 2 shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ÁCSS 2 shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the ÁCSS 2 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 ÁCSS 2 representatives who are knowledgeable about the regular education program at ÁCSS 2 and/or about the student. ÁCSS 2 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.

Additionally, if a student has Limited English Proficiency, the IEP team will include a teacher or specialist who has the expertise in the student's language needs. This individual will have the expertise necessary to interpret data and collaborate with the team regarding goals and metrics appropriate to support the student's language development. The Charter School will also all have an English Language Development Lead that consults with the IEP team on designated supports and best practices that should be considered for inclusion in the IEP development.

## IEP Development

IEP goals and services at ÁCSS 2 will be linguistically appropriate, as per Ed Code Section 56345(b). ÁCSS 2 understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible ÁCSS 2 students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

# IEP Implementation

ÁCSS 2 shall be responsible for all school site implementation of the IEP. As part of this responsibility, ÁCSS 2 shall provide parents 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 ÁCSS 2's non-special education

students, whichever is more. ÁCSS 2 shall also provide all home-school coordination and information exchange. ÁCSS 2 shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

## Interim and Initial Placements of New Charter School Students

ÁCSS 2 shall comply with Education Code Section 56325 with regard to students transferring into ÁCSS 2 within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ÁCSS 2 from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ÁCSS 2 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 ÁCSS 2 shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ÁCSS 2 from a district operated program under the same special education local plan area of ÁCSS 2 within the same academic year, ÁCSS 2 shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ÁCSS 2 agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ÁCSS 2 with an IEP from outside of California during the same academic year, ÁCSS 2 shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ÁCSS 2 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 ÁCCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

# Non-Public Placements/Non-Public Agencies

ÁCSS 2 shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

## Non-discrimination

It is understood and agreed that all children will have access to ÁCSS 2 and no student shall be denied admission nor counseled out of ÁCSS 2 due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

## Parent/Guardian Concerns and Complaints

ÁCSS 2 shall adopt policies for responding to parental concerns or complaints related to special education services. ÁCSS 2 shall receive any concerns raised by parents/guardians regarding related services and rights.

ÁCSS 2's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

## Due Process Hearings

ÁCSS 2 may initiate a due process hearing or request for mediation with respect to a student enrolled in ÁCSS 2 if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, ÁCSS 2 shall defend the case.

# **SELPA Representation**

ÁCSS 2 understands that it shall represent itself at all SELPA meetings.

# **Funding**

ÁCSS 2 understands that it will be subject to the allocation plan of the SELPA.

# Section 504 of the Rehabilitation Act

ÁCSS 2 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 ÁCSS 2. 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 ÁCSS 2.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file.

Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

# **WASC ACCREDITATION**

The Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

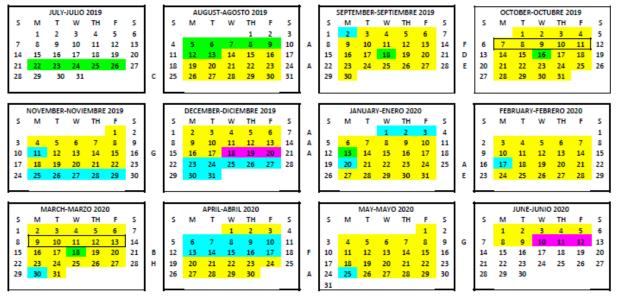
# **Academic Calendar and School Time**

A school site committee determines the daily bell schedule that meets the needs of its students. ÁCSS 2 will have at least 175 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes for middle schools is 54,000 minutes and for high schools is 64,800 minutes. ÁCSS 2 will surpass the required number of minutes of instruction as set forth in Education Code Section 47612.5. ÁCSS 2 will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to Education Code Sections 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART). (More information on SART can be found in the school Parent-Student Handbook).

We use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. We plan to tailor the school schedule as much as possible to the calendar in Santa Ana Unified School District without compromising our academic program. We want to be respectful of those families who will have children in Santa Ana Unified School District and at ÁCSS 2.

# Sample Academic Calendar

## 2019-2020 School Year



School Holidays and Important Dates--Feriados Escolares y Fechas Importantes

Staff Professional D	evelopment/Preparación para Maestros
	ree Day/Dia Sin Estudiantes
New Teacher Meeting/Preparación para maestros	Jul 22 , Jul 23 , Jul 24 , Jul 25 , Jul 26
Green Dot Days/Día de Green Dot	Aug 12 , Sep 18 , Oct 16 , Jan 13 , Mar 18
Staff Development Days/Días de desarrollo para maestros	Aug 5 , Aug 6 , Aug 7 , Aug 8 , Aug 9
	Holidays/Vacaciones
Labor Day/Día de trabajo	Sep 2
Veteran's Day Holiday/Día de los veteranos	Nov 11
Fall Break	Nov 25 , Nov 26 , Nov 27
Thanksgiving Holiday/Día de acción de gracias	Nov 28 , Nov 29
Winter Break/Vacaciones de invierno	Dec 23 , Dec 24 , Dec 25 , Dec 26 , Dec 27 , Dec 30 , Dec 31 , Jan 1 , Jan 2 , Jan 3
Dr. King's Birthday/Día del Dr. King	Jan 20
Presidents' Day/ Día de los presidentes	Feb 17
Spring Vacation/Vacaciones de primavera	Apr 6 , Apr 7 , Apr 8 , Apr 9 , Apr 10 , Apr 13 , Apr 14 , Apr 15 , Apr 16 , Apr 17
Memorial Day/Dìa de Conmemoración	May 25
M	inimum Days/Dia Corto
Finals	Dec 18 , Dec 19 , Dec 20 , Jun 10 , Jun 11 , Jun 12
Importa	nt Dates/Fechas Importantes
Quarter 1 Midterms	0ct 7 - 11
Quarter 3 Midterms	Mar 16 - 20
MS Collaboration Dates	

# Sample Bell Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

8:00 AM- 9:25 AM	Period 1	8:00 AM- 9:10 AM	Professio nal Develop ment	8:00 AM- 9:25 AM	Period 2	8:00 AM- 9:25 AM	Period 6	8:00 AM- 9:25 AM	Period 4
9:25 AM- 9:30 AM	Passing	9:10 AM- 9:30 AM	Teacher Prep	9:25 AM- 9:30 AM	passing	9:25 AM- 9:30 AM	passing	9:25 AM- 9:30 AM	passing
9:30 AM- 10:55 AM	Period 2	9:30 AM- 10:55 AM	Period 5	9:30 AM- 10:55 AM	Period 3	9:30 AM- 10:55 AM	Period 1	9:30 AM- 10:55 AM	Period 5
10:55 AM- 11:25 AM	Lunch	10:55 AM- 11:25 AM	Lunch	10:55 AM- 11:25 AM	Lunch	10:55 AM- 11:25 AM	Lunch	10:55 AM- 11:25 AM	Lunch
11:25 AM- 11:30 AM	Passing	11:25 AM- 11:30 AM	Passing	11:25 AM- 11:30 AM	passing	11:25 AM- 11:30 AM	Passing	11:25 AM- 11:30 AM	passing
11:30 AM- 12:55 PM	Period 3	11:30 AM- 12:55 PM	Period 6	11:30 AM- 12:55 PM	Period 4	11:30 AM- 12:55 PM	Period 2	11:30 AM- 12:55 PM	Period 6
12:55 PM-1:00 PM	Passing	12:55 PM-1:00 PM	passing	12:55 PM-1:00 PM	passing	12:55 PM-1:00 PM	passing	12:55 PM-1:15 PM	Teacher Prep
1:00 PM- 2:25 PM	Period 4	1:00 PM- 2:25 PM	Period 1	1:00 PM- 2:25 PM	Period 5	1:00 PM- 2:25 PM	Period 3	1:15 PM- 3:10 PM	Professio nal Develop ment
2:25 PM- 2:30 PM	Passing	2:25 PM- 2:30 PM	passing	2:25 PM- 2:30 PM	passing	2:25 PM- 2:30 PM	passing		
2:30 PM- 3:10 PM	Advisory	2:30 PM- 3:10 PM	Advisory	2:30 PM- 3:10 PM	Advisory	2:30 PM- 3:10 PM	Advisory		

# Sample Master Schedule

The following master schedule shows how courses and teachers align with the daily schedule. Administrators and teachers may make adjustments to the school's master schedule and add additional Green Dot-approved courses in order to meet the specific needs of their students.

# 6<sup>th</sup> Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 6	ENG 6	CONFERENCE	ENG 6	LIT INTERV/ ELECTIVE 6	LIT INTERV/ ELECTIVE 6
LIT INTERV/ ELECTIVE 6	LIT INTERV/ ELECTIVE 6	ENG 6	LIT INTERV/ ELECTIVE 6	CONFERENCE	ENG 6
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	TECHNOLOGY	GEN MATH
MATH FOUND	MATH FOUND	MATH FOUND	GEN MATH	GEN MATH	CONFERENCE
ANC CIV	ANC CIV	ANC CIV	CONFERENCE	ANC CIV	ANC CIV
CONFERENCE	EARTH SCI	EARTH SCI	EARTH SCI	EARTH SCI	EARTH SCI
ENG 6	ENG 6	CONFERENCE	READING HYBRID	DRAMA	READING HYBRID

# 7<sup>th</sup> Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 7	ENG 7	CONFERENCE	ENG 7	LIT INTERV/ ELECTIVE 7	LIT INTERV/ ELECTIVE 7
LIT INTERV/ ELECTIVE 7	LIT INTERV/ ELECTIVE 7	ENG 7	LIT INTERV/ ELECTIVE 7	CONFERENCE	ENG 7
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	MATH FOUND	GEN MATH
MATH FOUND	TECHNOLOGY/PE	TECNOLOGY/PE	GEN MATH	GEN MATH	CONFERENCE
WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	CONFERENCE	WORLD HISTORY	WORLD HISTORY
CONFERENCE	LIFE SCI	LIFE SCI	LIFE SCI	LIFE SCI	LIFE SCI
ENG 7	ENG 7	CONFERENCE	READING HYBRID	COMPOSITION	COMPOSITION

# 8<sup>th</sup> Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 8	ENG 8	CONFERENCE	ENG 8	LIT INTERV/ELECTIVE 8	LIT INTERV/ELECTIVE 8
LIT INTERV/ELECTIVE 8	LIT INTERV/ELECTIVE 8	ENG 8	LIT INTERV/ELECTIVE 8	CONFERENCE	ENG 8
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	MATH FOUND	GEN MATH
TECHNOLOGY/PE	TECHNOLOGY/PE	TECHNOLOGY/PE	GEN MATH	GEN MATH	CONFERENCE
US HISTORY	US HISTORY	US HISTORY	CONFERENCE	US HISTORY	US HISTORY
CONFERENCE	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI
ENG 8	ENG 8	CONFERENCE	LIT INVESTIGATIONS	LIT INVESTIGATIONS	LIT INVESTIGATIONS

# 9<sup>th</sup> Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 9	ENG 9	CONFERENCE	ENG 9	ENG 9	COMPOSITION
ELA	LIT INTERVENTION	LIT INTERVENTION	ENG 9	LIT INTERVENTION	CONFERENCE	ENG 9
MATH	ALGEBRA 1	CONFERENCE	ALGEBRA 1	MATH SUPPORT	MATH SUPPORT	ALGEBRA 1
MATH	MATH SUPPORT	MATH SUPPORT	MATH SUPPORT	ALGEBRA 1	ALGEBRA 1	CONFERENCE
SCIENCE	CONFERENCE	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS
PE	PE	PE	CONFERENCE	PE	PE	PE
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

# 10<sup>th</sup> Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 10	ENG 10	CONFERENCE	ENG 10	ENG 10	ENG 10
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	SPANISH N/NN
MATH	ALGEBRA 2	CONFERENCE	ALGEBRA 2	ALGEBRA 2	ALGEBRA 2	ALGEBRA 2
HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	AP WORLD HISTORY	CONFERENCE
SCIENCE	CONFERENCE	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY
Elective	ART	ART	CONFERENCE	ART	ART	ART
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

# 11th Grade Master Schedule

<b>TEACHER</b>	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 11	ENG 11	CONFERENCE	ENG 11	ENG 11	AP ENG
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	AP SPANISH
MATH	GEOMETRY	CONFERENCE	GEOMETRY	GEOMETRY	GEOMETRY	GEOMETRY
HISTORY	US HISTORY	US HISTORY	US HISTORY	US HISTORY	US HISTORY	CONFERENCE
SCIENCE	CONFERENCE	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY
Elective	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM	CONFERENCE	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM	COMPOSITION/ JOURNALISM
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

## 12th Grade Master Schedule

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	ENG 12	ENG 12	CONFERENCE	ENG 12	ENG 12	AP ENG
FOREIGN LANG	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	SPANISH N/NN	CONFERENCE	AP SPANISH
MATH	TRIG/ PRE- CAL/ CALCULUS	CONFERENCE	TRIG/ PRE- CAL/ CALCULUS			
HISTORY	AP GOVT/ ECON	GOVT/ECON	GOVT/ECON	GOVT/ECON	GOVT/ECON	CONFERENCE
SCIENCE	CONFERENCE	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	ANAT/PHYSIOLOGY	AP BIOLOGY
Elective	DRAMA	DRAMA	CONFERENCE	DRAMA	DRAMA	DRAMA
RSP	ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
SDP						

# **Professional Development**

# Teacher Recruitment Strategy

Green Dot does an extensive candidate search to find high quality teachers that share the same core values of meeting students' needs with a balance for high expectations. Green Dot does an extensive candidate search to find quality applicants from diverse populations to teach within our schools. Green Dot schools hire a diverse faculty comprised of the best teachers available. We achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students, are passionate about improving public education and have a growth and development mindset.

Green Dot has a multifaceted recruitment strategy that focuses on sourcing high quality new and experienced teachers. We attend job fairs and conferences, advertise nationally and locally and post open positions online. We focus recruiting efforts on collaboration with local universities and colleges, as well as like-minded organizations including, Loyola Marymount, California State University, Dominguez Hills, Pepperdine, and Teach for America. We contact top graduate and education programs in the country and publicize our California schools to experienced teachers via multiple social media platforms. We recently launched our own intern program in partnership with Loyola Marymount called Adelante. Adelante is an alternate path to a single subject credential; our recruitment efforts for Adelante target Green Dot alumni and current employees working in other roles, and its coursework is largely directed by members of the Green Dot Educational Team. Additionally, we have an incentivized referral program through which internal employees recommend individuals for consideration.

All teachers pass though Green Dot's rigorous and multi-step hiring and selection process. The process includes: 1) online application, 2) video screen, 3) lesson plan submission, 4) interview day with Green Dot Human Capital, 5) demo lesson and interview day at school and 6) reference and background checks.

## Ongoing Professional Development

Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily

routine at ÁCCS, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Our professional development is also standards based and incorporates CCSS in core subject areas.

# **Teacher Professional Development**

Throughout the school year, teacher professional development activities at ÁCSS 2 will be based on the recommended practices of Green Dot, which may include:

- **Annual Training/Retreat**: An annual three to five-day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat**: A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- Weekly Staff Development: A late start or early dismissal is provided each week so that a 90-minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school's annual strategic plan.
- Weekly Staff Collaboration: A late start or early dismissal is provided each week so that a 60-minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil. Collaboration time will also include articulation and vertical alignment between the lower and upper grades of the span school.
- **Department Norming Days**: Department meeting to norm teaching practices.
- **Green Dot-wide Staff Development**: Green Dot-wide meeting of content teachers to share best practices.

Professional Development topics will vary depending on the school's focus, data from assessments and teacher needs. Professional Development may be differentiated for new or experienced teachers, by content area and/or grade level. Teachers that are new to a select course may receive additional Professional Development provided by the Green Dot Education Team. A common thread in all Professional Development is how to apply best practices and strategies to meet the needs of subgroups including English Learner and Special Education students. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

Green Dot schools also participate in Safe and Civil Training to establish a positive schoolwide culture on campus. Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.

Sample Teacher Professional Development Plan

Semester 1	New Teacher Training					
	School Retreat					
	Growth Mindset					
	Thinking Maps & Follow-up					
	Power School and Power Grader					
	EADMS Training					
	Safe & Civil					
	Objectives Deep Dive					
	Lesson Plan Analysis					
	Data Driven Instruction Protocol					
	Green Dot Common Assessment Program Data Review					

	Buddy Observations
	• ILT Walk Through
	Literacy PD
	Inquiry based learning PD
	Vertical Planning
Semester 2	School Retreat
	Semester 1 Recap
	Interim Guiding Conference
	Thinking Maps
	Common Core Technology
	Green Dot Common Assessment Program Data Review
	Buddy Observations
	• ILT Walk Through
	Safe & Civil
	Parent Conferences
	Green Dot Middle School Collaboration
	Buddy Observations
	SBAC Planning
	Data and Strategic Plan Review

Green Dot has an induction practice for its new and existing teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:

- Reviewing Data from the Previous Year: Reviewing school, department and individual data
- Curriculum and Professional Development: Reviewing school's strategic plan, alignment to school-wide focus, and setting lesson plans
- School Business: Reviewing student policy manual and other compliance related topics
- **Teacher-Administrator Meetings**: One-on-one meetings between administrators and teachers
- **Planning**: Lesson planning, preparing syllabi and setting department goals

New Teacher Professional Development consists of the specialized trainings outlined below:

- **Summer Training**: New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
- Ongoing Workshops: New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching Framework, and Common Core State Standards. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, etc.
- **Monthly Support and Development Meetings**: First and second year teachers participate in monthly support and development groups at their school site.

## Administrator Professional Development

For administrators, a comprehensive professional development program is in place, which is facilitated by our team of Area Superintendents. Area Superintendents are responsible for the coaching and development of administrators, provide instructional and school culture support and analyze data to inform school goals and priorities. Professional Development activities include the following:

- Coaching: Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis, and problem solving. Principals receive additional one-on-ne coaching twice a month to focus on their development and appropriate support of their Assistant Principals.
- **Key Results**: Area Superintendents facilitate a Key Results session at a selected school each month. During this time, the host principal provides a focus question for the session centered on

instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and Principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Area Superintendents will follow up with each leader that attends the Key Results session in their biweekly coaching sessions to reflect upon their participation in the Key Results visit, lessons learned and applicable next steps for their school site.

- 95/5 Sessions: Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in their own professional learning hosted by Green Dot's Education Team. 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions. Area Superintendents will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the 95/5 and applicable next steps for their school site.
- Principals Retreat: Two-day retreat for all Principals, Assistant Principals, and Administratorsin-Residence. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- Administrator-in-Residence Program: One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

## **Sports and Clubs**

ÁCSS 2 believes that co-curricular sports, clubs and community service activities are central to an effective education.

# **Sports**

Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys' and girls' sports. Based on the operating history of other Green Dot schools, sports are offered as early as the school's first year of operation. Additional sports are offered in subsequent years based on student interest and demand. Practice and game facilities are secured through partnerships with local parks, recreation centers, and in some cases, District facilities.

## Clubs

ÁCSS 2 will offer a variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include Gay-Straight Alliance, Students Run LA (SRA LA), photography and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, several clubs are in the school's first year of operation and are expanded in subsequent years based on student interest and demand.

# A "Typical Day" at the Charter School – What a Visitor Should Expect to See When the School's Vision is Being Fully Implemented

Students begin arriving at school at 7:15 a.m. and are greeted by an Administrator and Campus Aide. The school environment is a small, safe school that allows teachers and staff to provide individualized attention and prepare students for high school, college, leadership and life.

Our master schedule is designed to meet the needs of our students. Our curriculum and focus on the California content standards and Common Core standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule,

including reading and math support, Read 180, and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

In each classroom, students will be taught by a highly qualified teacher that will utilize a variety of instructional techniques to ensure students understand and master the material. Students will be grouped into heterogeneous classrooms where teachers utilize differentiated instruction. In addition, teachers will adopt concrete and actionable instructional techniques from Doug Lemov's <u>Teach Like a Champion</u> that will enable them to focus on student engagement and student accountability for rigorous learning (e.g., No Opt Out, Right is Right, Cold Call, Everybody Writes). Teachers will be expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teachers will facilitate collaborative learning environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling.

Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs and competitive sports. Students may be hosting a performance. Parents may be hosting a parent meeting or attending "coffee with the principal" to hear updates about the school, provide feedback and/or attending a parent education workshop.

## Sample Student School Day

Time	Activity
7:15-7:55	I arrive at school and am greeted by my principal as I enter the campus. I head to the
	cafeteria to eat breakfast with my fellow students. At 7:50, the bell rings, and our group
	immediately heads Period 1.
8:00-9:25	Arriving at English class, my English teacher greets me with a "Good morning, Ashley"
	and handshake. Last class, we worked in small groups focusing on understanding one
	poem. Today, we go around the room, and one student from each group leads a
0.00.10.77	discussion of their group's interpretation.
9:30 -10:55	I head with several classmates to Drama class. We are learning about improvisation and
10 == 11 ==	practicing it small groups.
10:55-11:25	During lunch, I eat with my friends and talk about the upcoming basketball tournament
	happening this weekend at our school.
11:30-12:55	Math! It's definitely my hardest subject this year. I review the math "Do Now" on the
	whiteboard and begin to tackle the problem. After our class finishes the "Do Now", we
	complete independent practice on the math concepts we learned last week and share our
	responses to the class. I feel frustrated that I missed four out of the ten practice problems
	but make a note to myself to stop by my Math teacher's office hours so I can work on
1.00.2.25	this with him.
1:00-2:25	It's finally time for my favorite class - Science! I've been working hard on my 3D solar
	system model since the whole school will get to see it, including my mom and aunt, at
2 20 2 10	our Parent Night tomorrow.
2:30-3:10	We start Advisory reading silently for twenty minutes. Afterwards, my advisory teacher
	reviews the agenda for our upcoming field trip to local universities next week. I'm so
	excited since this will be the first time I have ever visited a college!
	My last class for the day is Technology. I'm currently creating a PowerPoint
	presentation on UCLA for my big presentation next week!
3:30-4:30	I walk to the after school program with my brother. After eating a snack and reading a
3.30-4.30	book, I work on my math homework with the tutor. When I get stuck, I get permission
	to walk back to my classroom and ask my math teacher. Around 4:30pm, I head home to
	enjoy some family time.
	enjoy some family time.

## **Dissemination of Practice**

Green Dot and ÁCSS 2 are committed to collaborating closely with the Santa Ana Unified School District and other schools in order to share promising practices and learn from each other. ÁCSS 2 will share practices with SAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds.

ÁCSS 2 intends to have both formal and informal interactions and communications with SAUSD and with other schools in order to foster learning and sharing. ÁCSS 2 plans to host regular school visits, share relevant materials and communicate electronically on an ongoing basis.

Because Green Dot has a network of charter schools, SAUSD will benefit even further as Green Dot can disseminate best practices not only from ÁCSS 2 but also from Green Dot's other charter schools.

# Element 2: Measureable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

## **Education Code Section 47605(b)(5)(B)**

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

## **Education Code Section 47605(b)(5)(C)**

"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."

# Measurable Student Outcomes (The extent to which all pupils demonstrate attainment of the skills, knowledge, and attitudes specified as goals in the school's educational program)

ÁCSS 2 is using the same model as Green Dot's other charter schools, all of which are performing above comparable public schools on key performance metrics. Green Dot expects ÁCSS 2 to perform at similar levels as other Green Dot schools. As described previously, ÁCSS 2 expects to graduate students who will be prepared for high school, college, leadership and life.

## ÁCSS 2 students will be:

## **College-Directed Learners**

- Able to think critically and analytically to understand complex concepts across the curriculum
- Prepared for high school curriculum meeting A-G requirements
- Knowledgeable of college requirements and the application process
- Knowledgeable of career field choices and educational pathways

## **Innovative Leaders**

- Able to model ethical behavior through involvement in school functions, clubs and committees
- Able to contribute to the success of individuals and their community through voluntary service
- Effective oral communicators in distinct situations
- Informed participants in the democratic process

## **Cultural Learners**

- Aware of cultural differences, unique group histories and diverse perspectives
- Exposed to world languages and able to understand the dynamics of language and culture
- Able to communicate with sensitivity within and across diverse communities

## **Life-Long Learners**

- Responsible, mature decision-makers
- Goal-oriented in their personal pursuits
- Able to integrate multiple uses of technology
- Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

ÁCSS 2 Goals, Actions and Outcomes in and aligned with the Eight State Priorities, Schoolwide and for Student Subgroups

LCFF STATE PRIORITIES			
GOAL #1			
Provide for Basic Services	R	elated Sta  4  5  6	te Priorities:  7  8
	□: □:	Local P	riorities:

## Specific Annual Actions to Achieve Goal

### Outcome 1:

- All teacher candidates screened for employment will hold valid a CA Teaching Credential with appropriate EL authorization
- Green Dot Human Resources and Human Capital departments will regularly review credential status
- Administrators will check teacher credentials before developing the school's master schedule

#### Outcome 2:

- All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards
- Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development
- Appropriate allocations will be made for standards-aligned materials in the school budget
- School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs

### Outcome 3:

- Charter School will design its master schedule to meet the needs of all its students
- Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed
- Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum

## Outcome 4:

- Administrators and counselors will assess student needs to inform master schedule
- School will employ at least 1 teacher credentialed to teach PE

## Outcome 5:

- Administrators and counselors will assess student needs to inform master schedule
- School will employ at least 1 teacher credentialed to teach VAPA elective (high school grade levels only)

### Outcome 6:

- Daily general cleaning by custodial staff will maintain campus cleanliness
- Regular facility inspections and audits will screen for safety hazards
- Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate

#### **Expected Annual Measurable Outcomes**

**Outcome** #1: Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching

**Metric/Method for Measuring**: Percent of credentialed teachers

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #2**: Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition

Metric/Method for Measuring: Percent of E a Glance" materials, curriculum maps and ap			standards-alig	ned materials	as evidenced by	v "Course at
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: Students will have access to the Metric/Method for Measuring: 100% of mic Catalog and Master schedules will reflect that appropriate for student needs	ddle and high	school courses	will be review	ed and approv	ed in the Green	
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #4: Students will participate in at le Metric/Method for Measuring: School will d					school career	
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1 or more	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #5: Students will participate in at le school career and be offered one elective cour Metric/Method for Measuring: School will de	rses if they do	not require ada	litional ELA or	<sup>r</sup> Math interver	ıtions	their high
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1 or more	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #6: School facilities are maintained Metric/Method for Measuring: 90% in good			d by school dis	strict)		
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	90%	90%	90%	90%	90%	90%
		GOAL #2				
Proficie	ency for All			□ 1 □ 2 □ 3	Related State Pr  3 4 □  5 □  6  Local Priori	7 8
				□: □:		
	Specific Annua	al Actions to A	chieve Goal			
Outcomes 7, 8, 9:  • All classroom instruction will be conduct • Students will have access to appropriate • Teachers will be provided with differenticensure that they can effectively implement	CCSS/CA conte	nt standards alig al development fo	ned instructiona cused on effecti	al materials	practices and co	aching to

- Classroom instruction will incorporate testing strategies in preparation for the CAASPP
- Formative and summative assessments will be used to measure student learning in core subject areas

#### Outcomes 10, 11:

- Annual ELPAC results will be tracked
- Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction
- Teachers will use SDAIE and ELD instructional strategies
- Teachers will be provided with ELD professional development
- The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports
- The Green Dot Education Team will review progress of ELD students once per year at a program review

## **Expected Annual Measurable Outcomes**

**Outcome** #7: Increase the percent of students scoring Met or Exceeded Standard on SBAC ELA assessments or outperform the statewide average

Metric/Method for Measuring: Percent of students scoring Met or Exceeded Standard on SBAC

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APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

**Outcome** #8: Increase the percent of students scoring Met or Exceeded Standard on SBAC Math assessments or outperform the statewide average

Metric/Method for Measuring: Percent of students scoring Met or Exceeded Standard on SBAC

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

Outcome #9: School will meet the annual API Growth Target or equivalent

Metric/Method for Measuring: API Growth Target or equivalent

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Meet or	Meet or	Meet or	Meet or	Meet or	Meet or
	Exceed	Exceed	Exceed	Exceed	Exceed	Exceed

Outcome #10: Increase the percent of EL students who reclassify as Fully English Proficient

Metric/Method for Measuring: Percent of EL students who reclassify as Fully English Proficient

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	Benchmark	Benchmark +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

**Outcome** #11: Increase the percent of EL students scoring "Early Advanced" and "Advanced" on the ELPAC annual assessment **Metric/Method for Measuring**: Percent scoring "Early Advanced" or "Advanced"

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	Benchmark	Benchmark +/-5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

GOAL #3

Prepared for college, leadership, and life	Re	lated State	Priorities:
	$\Box$ 1	$\boxtimes 4$	⊠ 7
	$\boxtimes 2$	⊠ 5	⊠ 8
	□ 3	$\Box$ 6	
		Local Pri	orities:
	□:		
	□:		

## Specific Annual Actions to Achieve Goal

Outcome 12 – high school only:

- Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog
- Students will meet with counselors to identify an A-G pathway suited to their needs

*Outcome 13 – high school grades only:* 

- A recommended application process is provided to all schools to ensure that all students have access to AP courses
- Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams

*Outcomes 14, 15 – high school grades only:* 

- EAP prep will be incorporated into the 11th grade curriculum
- All 11th graders will take EAP exams as part of the A-G pathway

#### Outcome 16:

- Students will attend regular meetings with their school counselors to discuss pathways and requirements
- Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed
- Student intervention after high truancy or absenteeism
- Students not meeting the attendance standard will be entered into the SART process

*Outcome 17 – high school grades only:* 

- Parents/guardians will be notified of graduation requirements
- Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed
- Progress reports will be sent home to parents/guardians; conferences are scheduled when needed
- Students not meeting the attendance standard will be entered into the SART process
- School will provide access to credit recovery as needed

## **Expected Annual Measurable Outcomes**

**Outcome #12**: Increase the percent of graduates that successfully complete A-G course requirements or greater than 70% **Metric/Method for Measuring**: Percent of graduates completing A-G requirements

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APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024 <sup>20</sup>	2024-2025		
All Students (Schoolwide)	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year		
English Learners	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year		
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year		

 $<sup>^{20}</sup>$  The school will graduate its first class of students in the 2023-2024 school year.

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Latino Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
African American Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Students with Disabilities	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Homeless/Foster Youth	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Outcome #13: Increase the percent of graduating	students who	take Advance	ed Placement	("AP") exam	s and earn at l	east one
passing score of 3 or above  Metric/Method for Measuring: Percent of studen	its taking AP	courses and e	earning passin	ig grades		
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Socioecon. Disadv./Low Income Students	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Latino Students	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
African American Students	Benchmark %	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Students with Disabilities	Benchmark %	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Homeless/Foster Youth	Benchmark	Prior year	Drior woor	Drior woon	Prior year	D.:
11011101000/1 00001 1 0001	%	+1%	Prior year +2%	Prior year +3%	+4%	Prior year +5%
Outcome #14: Increase EAP passage rates – ELA		+1%			•	
		+1%			•	
Outcome #14: Increase EAP passage rates – ELA Metric/Method for Measuring: Percent of studen APPLICABLE	nts passing EA	+1% AP	+2%	+3%	+4%	+5%
Outcome #14: Increase EAP passage rates – ELA Metric/Method for Measuring: Percent of studen APPLICABLE STUDENT GROUPS  All Students (Schoolwide)	Baseline Benchmark	+1% AP 2020-2021 Benchmark	+2%  2021-2022  Prior year +2%	+3% 2022-2023 Prior year	+4% 2023-2024 Prior year	+5% 2024-2025 Prior year
Outcome #14: Increase EAP passage rates – ELA Metric/Method for Measuring: Percent of studen APPLICABLE STUDENT GROUPS  All Students (Schoolwide)	Baseline Benchmark ected Annual	+1%  AP  2020-2021  Benchmark +1%  Measurable (	+2%  2021-2022  Prior year +2%	+3% 2022-2023 Prior year	+4% 2023-2024 Prior year	+5% 2024-2025 Prior year
Outcome #14: Increase EAP passage rates – ELA Metric/Method for Measuring: Percent of studen APPLICABLE STUDENT GROUPS  All Students (Schoolwide)  Exp. Outcome #15: Increase EAP passage rates – Math	Baseline Benchmark ected Annual	+1%  AP  2020-2021  Benchmark +1%  Measurable (	+2%  2021-2022  Prior year +2%	+3% 2022-2023 Prior year	+4% 2023-2024 Prior year	+5% 2024-2025 Prior year

Outcome #16: School will maintain low cohort Metric/Method for Measuring: Cohort dropout		lower than 8	3%			
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
African American Students	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Outcome #17: Increase graduation rate or great Metric/Method for Measuring: Graduation rate				i i		
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023- 2024 <sup>21</sup>	2024-2025
All Students (Schoolwide)	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
African American Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Latino Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year

 $<sup>^{21}</sup>$  The school will graduate its first class of students in the 2023-2024 school year.

English Learners	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Students with Disabilities	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Homeless/Foster Youth	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
	G	OAL #4				
				□ 1 □ 2 □ 3	□ 4 □ □ ≤ 5 □ ≤ 6 Local Priori	8
Spec	rific Annual A	actions to Ac	hieve Goal			
<ul> <li>School will provide a safe, nurturing and engagenrolled</li> <li>Parents/guardians and families will be engage.</li> <li>School will recognize perfect attendance and students not meeting the attendance standard Outcome 19:         <ul> <li>Parents/guardians and students will be inform</li> <li>Counselors will be assigned to all students, an interventions as needed</li> <li>Student intervention after high truancy or abs</li> <li>Students not meeting the attendance standard Outcomes 20, 21:</li> <li>School will continue its implementation of Saf suspension, lunch detention, Saturday school,</li> <li>School will promote positive behavior suppor</li> <li>School will implement consistent classroom be Administrators and the Safe &amp; Civil team will</li> <li>Families will be involved in the educational p</li> <li>School prohibits suspension for willful defiance</li> <li>Green Dot Education Team will assess Green</li> </ul> </li> </ul>	ed throughout y students who a will be entered ned of school an d will schedule enteeism will be entered te & Civil strate etc. ts ehavior expecte rocess ce	year chieve 95%+ of thinto the SART ttendance politie e meetings with thinto the SART egies, which in attions school-t ew real-time d	attendance T process cies specified in h parents/guard T process acludes alternati wide iscipline data an	the Parent-Studians to assess so wes to suspension	dent Handbook tudent progress	and
Exp	ected Annual	Measurable	Outcomes			
Outcome #18: School will maintain a high Average Metric/Method for Measuring: ADA rate				90%		
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

	1	1			1	
All Students (Schoolwide)	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
English Learners	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Socioecon. Disadv./Low Income Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Students with Disabilities	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
African American Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Latino Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Homeless/Foster Youth	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Outcome #19: School will decrease student co Metric/Method for Measuring: Chronic abs		n rate or low	er than 10%			
APPLICABLE	emeeism ruie					
STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year			
English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year			
Students with Disabilities	Benchmark	Lower than prior year	Lower than prior year			
African American Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Outcome #20: School will decrease suspension Metric/Method for Measuring: Suspension of			ce its school-w	ride suspensio	n rate to 5% or	r less
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year

English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
African American Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Outcome #21: School will maintain a low annua Metric/Method for Measuring: Expulsion rate	l expulsion rate	2				
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
English Learners	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Socioecon. Disadv./Low Income Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Students with Disabilities	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%		
African American Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%		
Latino Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5% Lower than 0.5% Lower than 0.5%		
Homeless/Foster Youth	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
GOAL #5						
• • • •					Related State P	
				$\square$ 1 $\square$ 2	□ 4 □ □ 5 □	7   8
□ 3 □ 6					-	
				□: □:	Local Priori	ities:
Specific Annual Actions to Achieve Goal						

#### Outcome 22:

• Charter School will ask for parent volunteers to serve on the SAC

#### Outcome 23:

- Charter School will have a Parent Coordinator who plans activities and manages communications with parents/guardians
- School will host at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal)
- School will offer Parent University/trainings for interested families

#### Outcome 24:

- Schools will seek student and parent feedback regularly during the school year
- Families will continue to be involved in all key school operations
- School will communicate frequently with students and parents on school-related matters and student/school performance
- School will host events to develop school pride (e.g., open houses, community events)

#### **Expected Annual Measurable Outcomes** Outcome #22: At least 2 parents will serve on the School Advisory Council ("SAC") Metric/Method for Measuring: Number of parents on SAC **APPLICABLE** Baseline 2020-2021 2021-2022 2022-2023 2023-2024 2024-2025 STUDENT GROUPS At least 2 Benchmark At least 2 At least 2 At least 2 At least 2 All Students (Schoolwide) parents parents parents parents parents **Outcome #23**: At least 2 parent activities or events will be held per semester Metric/Method for Measuring: Number of parent activities APPLICABLE 2020-2021 Baseline 2021-2022 2022-2023 2023-2024 2024-2025 STUDENT GROUPS Benchmark At least 2 All Students (Schoolwide) activities activities activities activities activities Outcome #24: Students, families and the school community will feel a sense of connectedness **Metric/Method for Measuring**: School survey, at least 80% of responders would recommend this school to a friend APPLICABLE 2020-2021 2021-2022 2022-2023 2023-2024 2024-2025 Baseline STUDENT GROUPS Benchmark At least At least 80% At least At least 80% At least 80% All Students (Schoolwide) 80%

#### **Measuring Pupil Outcomes: Student Assessments**

Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the school through graduation and teachers monitor their progress closely. The following assessments are currently used at Green Dot's existing schools:

- *Placement exams*: All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress. The ELPAC exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. The ELPAC is administered annually until students are designated English fluent.
- *State-Required Standardized Tests*: All state-required tests are given and analyzed closely. 5<sup>th</sup> grade scores for incoming 6<sup>th</sup> grade students are gathered after enrollment so that data can inform instructional practice.
- Green Dot Common Assessment Program: Green Dot schools will use assessments (benchmarks) to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. These assessments may be developed internally or may be

developed by nationally-normed assessment providers such as: Glencoe and Carnegie Learning. Assessment vendors are subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.

- *Green Dot Required Assessments:* Students in all grades will be given the Reading Inventory to measure Lexile growth two times per year. The iReady assessment will be given to all students to measure Quantile growth twice per year. These metrics will monitor growth for 9<sup>th</sup> and 10<sup>th</sup> grade students in reading and math in absence of a state required assessment.
- *Traditional Classroom Assessments*: Quizzes, essays, projects and exams are delivered regularly in classes.
- *Other Assessments:* Students are also measured regularly in non-curricular areas such as class attendance and discipline.

These assessments will be used to evaluate student progress and modify instruction for both individual and groups of students. Data analysis will be supported by the school site administrative team and Green Dot Home Office Education Team (Area Superintendent and Content Area Coaches).

#### **Measuring Pupil Outcomes: Summative Assessment Performance Targets**

#### Performance Targets Aligned to State Priorities (school-wide and for applicable subgroups)

ÁCSS 2 will establish targets for ELA and Math on the SBAC Common Core assessment once baseline data is received from the administration of the first test. LCAP goals and targets may be adjusted based on the school's annual update and reflection on prior year academic achievement. ÁCSS 2 will strive to achieve targets and expects to be held to the same accountability standards as District schools.

#### **Measuring Progress Towards Outcomes: Formative Assessment**

All students will be held accountable to the Common Core standards and supported to reach the Green Dot objectives for performance. ÁCSS 2 will use assessments aligned to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, data reports and analysis of student scores. Student data will be analyzed by subgroup to monitor the achievement of African American students, English Language Learners, and Special Education students. The school will monitor subgroup data after each assessment and provide appropriate intervention and resources for students as needed. The goals of the program are listed below:

- Provide the ability for schools to track individual student progress
- Create common assessment tools across the organization that allow teachers to use common data to inform instruction
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization
- Provide multiple opportunities for students to get accustomed to standardized testing

# Assessment Tools

Subject Area	Aligned State Standards	Assessment	Time(s) Given
English	- Student will read with comprehension,	Reading Inventory *	Summer Bridge & 3
Language	write with clarity, speak with meaning,	(formative and	times per year
Arts	and possess familiarity with literary	summative)	
	works	Green Dot Common	Quarterly
		Assessment (quarter)	-
		Timed Writing	2 times per year
		(formative &	
		summative)	

		ELA SBAC (summative)	Spring
English Language Development	- Students will gain increasing control of the ability to understand, speak, read and write in English	Home Language Survey (formative) ELPAC (formative) & 2 times per year * (formative & summative) EDGE* (formative & summative)	Summer Bridge Summer Bridge Throughout school year Throughout school year
History/ Social Science	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view     Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History	Green Dot Common Assessment (quarter)  Glencoe* History / Teacher Created Tests (formative)	Quarterly  Throughout school year
Mathematics	· · · · · · · · · · · · · · · · · · ·	Green Dot Math Diagnostic (formative)	Summer Bridge
		iReady Assessment (formative and summative)	2 times per year
		Green Dot Common Assessment (quarter)	Quarterly
		Carnegie Math/Teacher Created Tests (formative)	Throughout school year
	- Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problemsolving situations	Math SBAC (summative)	Spring
	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Green Dot Common Assessment (quarter)	Quarterly
		California Science Test (CAST) summative)	Spring
		Teacher Created Tests (formative)	Throughout school year
Physical Education	Students will demonstrate fitness levels in 6 core areas to assess personal fitness and establish goals for lifetime habits of regular physical activity	Physical Fitness Test	Spring

<sup>\*</sup>Assessment vendors subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.

ÁCSS 2 agrees to the following:

- All teachers must administer interim assessments.
- Teachers must give the assessment by the scan deadline.
- All teachers will participate in collaboration days to share reflections on their data and collaborate on next steps for unit planning.
- ÁCSS 2 administrators must help teachers devise a plan for sharing interim data with students and parents.
- ÁCSS 2 administrators must monitor the implementation of next steps devised by teachers after assessment is received.

Green Dot is recommending that, in addition to passing the required number of courses appropriately distributed, graduating students complete a capstone 12<sup>th</sup> grade project that demands evidence of student learning for their four years of education at ÁCSS 2, demonstrating their proficiency in the goals we have set for students, which include:

- Ability to show leadership in the community setting
- Demonstration of problem-solving skills
- Showing respect for differences among people and cultures
- Confidence in academic ability and interpersonal relations
- Evidence of working cooperatively and negotiating effectively with others

This is designed to be an open-ended project in which students are given flexibility in their choice of activities for the capstone project, and we envision that students will complete this assignment with creativity and enthusiasm measuring their growth on schoolwide learning outcomes. By the end of their 12<sup>th</sup> grade year, such students will present a portfolio documenting their learning growth and acquisition of skills such as:

- Reading, writing, and mathematical competency
- Academic rigor of synthesis, analysis, and evaluation
- Technological acumen
- The ability to work in a team setting
- Initiative, perseverance, and motivation

A modified version of this project will be completed at the end of 8<sup>th</sup> grade as students prepare for the transition to the upper grades.

#### **Sample Senior Capstone Presentation Rubric**

Criteria	Advanced	Proficient	Basic
Cover Letter	Cover letter includes: an insightful explanation and reflection of the SLOs, evidence of progress in these areas, and a self-evaluation of readiness for college, leadership, and life.	Cover letter includes: an explanation and reflection of the SLOs, some evidence of progress in these areas, and some self-evaluation of readiness for college, leadership, or life.	Cover Letter may be missing one or more of the following: an explanation and reflection of the SLOs, evidence of progress in these areas, and self-evaluation of readiness for college, leadership, or life.

Work Samples	Student presents 3 work samples that connect to at least one SLO. Student explains strong insights about areas of strength and improvement. Student discusses areas of pride.	Student presents 3 work samples that connect to at least one SLO. Student briefly explains areas of strength and improvement. Student discusses areas of pride. Explanations may be lacking in detail.	Student presents less than 3 work samples that may connect to a SLO. Student may explain areas of strength and improvement.
Presentation	Student shows careful and creative attention to final product. Student presents ALL necessary components of the protocol. Presentation is thoughtful and the presenter speaks loudly and confidently, using eye contact. It is clear that the presenter has prepared thoroughly.	Student shows adequate attention to final product. Student presents almost all necessary components. The presenter speaks loudly and uses some eye contact. The presenter is prepared.	Student shows little or no attention to final product. Student presentation may be missing important elements. Presentation may lack evidence of confidence or preparation.
Question and Answer	Student responds to questions with confidence and detail. Student answers clearly and to all parts of questions. Student refers to evidence and examples when possible.	Student responds to questions with some detail. Student answers all parts of questions. Student may refer to some evidence and examples.	Student has difficulty responding to questions with confidence and detail. Student does not answer clearly to all parts of the question. Student does not refer to examples.
<b>Growth Mindset</b>	Student describes events in which perseverance, delayed gratification, and a growth mindset allowed the student to improve themselves, their abilities, and future plans.	Student describes events in which perseverance was used to overcome challenges.	Student inconsistently describes the role of perseverance and growth mindset in overcoming challenges.

#### **Data Analysis and Reporting**

The achievement of ÁCSS 2 will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographics and other characteristics (e.g., proximity to school, incoming student performance).

# **Comparison Schools**

ÁCSS 2 will analyze the school's academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that ÁCSS 2 is also serving similar demographic characteristics as Santa Ana Unified School District neighborhood schools.

# Role of Data to Monitor and Improve the Academic Program

College-prep, rigorous assessments that are aligned to Common Core and State standards will be provided to all ÁCSS 2 students. Teachers will be trained to use the Backwards Design Model for developing instructional units. This model requires teachers to use the state standards and Common Core standards as a starting point for curriculum development. By adhering to this model, ÁCSS 2 will ensure that student

report card grades measure the level of student mastery of the standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching. Teachers will meet at least once a semester to examine student work using protocols to assess student levels of proficiency with regards to standards. Teachers will use student performance on weekly and quarterly assessments to guide their planning and instruction.

ÁCSS 2 will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6<sup>th</sup> graders take placement exams (one in reading, and one in math) during the summer. The reading test is the Scholastic Reading Inventory and this test determines a student's lexile level so that ÁCSS 2 can determine which students are reading at a Basic, Below Basic, or Far Below Basic level. The Green Dot Math Diagnostic test is used to determine Algebra readiness. Students who score Basic, Below Basic, or Far Below Basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who Basic, Below Basic, or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their math classes. Multiple measures are used for student placement that include standardized tests, grades and internal assessment data. These measures provide a guideline for administrators, counselors and teachers to determine placement. Teacher recommendations are considered as a part of the collaborative process for finalizing student schedules when appropriate.

ÁCSS 2 staff will also use data from state assessments, diagnostic assessment (e.g. Read 180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. ÁCSS 2 will use all of these indicators to monitor student growth and school progress. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

Student achievement and assessments will also be discussed during department meetings and grade level meetings. The master schedule aims to provide all teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments/grade levels will meet on early release Fridays to discuss progress towards department goals and curriculum pathways. Each grade level will function as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge. Administrators, counselors, teachers, parent and clinical services personnel will also be invited to participate in the Student Success Teams to ensure students are receiving the support they need to be successful.

Green Dot believes a critical piece to student success is a student's ability to assess his/her own work against set standards. "Plan, Do, Study, and Act" are the steps used by staff when creating unit plans and daily lesson plans. This technique is founded on the notion that teachers must clearly define what they expect students to learn if students are to achieve at high levels. Students must have visible targets for work, be able to evaluate their own work, and set goals for their own effort. ÁCSS 2 uses the College Ready Teaching Framework to facilitate success of student self-assessment.

#### Methods to Ensure that All Statewide Standards are Met and Pupil Assessments Conducted

The philosophy of ÁCSS 2, Green Dot schools, Green Dot board members, and community stakeholders is that we will work together to set specific and measurable goals to ensure that all Green Dot schools meet their obligations with regard to student performance and school operations in order to support ongoing

learning and improvement. Goals and objectives to ensure that students meet statewide standards for academic performance will involve the following four-step process—Plan, Do, Study, Act.

- <u>PLAN: Setting measurable standards and goals</u>: Staff has identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- **DO: Linking standards to curriculum and assessment**: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.
- <u>STUDY: Measuring student performance and monitoring progress toward goals</u>: Progress is objectively measured by the annual statewide assessments for each grade. Classroom teachers may also measure achievement using the interim benchmark assessments and classroom performance assessments. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly and parents have daily access to student grades on PowerSchool.
- ACT: Using the data to identify strengths and areas of improvement: Staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, administer all assessments, including school, district, and state-required testing (e.g., state-required tests, proficiency tests), develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, ÁCSS 2 will have a performance dashboard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes teacher, parent and student surveys, which are part of the matrix shown below. Communication of these outcomes will include student self-reflection activities integrated into classroom instruction post-assessment. Teacher reflection and analysis of data in professional development will be integrated into the year-long professional development calendar. Communication to parents may be in large group settings such as parent workshops or open forums. Individual communication to parents will come in the form of progress reports, grade reports, parent conferences and school letters.

Matrix of Evidence to Improve Pupil Learning

Matrix of Evidence to Improve Fupil Learning			
	Measure	Analyze	Develop Action Plan and Set Goals
Students	<ul> <li>State Tests</li> <li>Classroom Projects and Grades</li> <li>Attendance</li> <li>Retention Rate</li> <li>Disciplinary Actions</li> </ul>	<ul> <li>Compare with similar schools and to all California schools</li> <li>Identify root causes of performance increases or decreases in each area</li> </ul>	<ul> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> <li>Improvement required annually</li> </ul>
Teachers	<ul> <li>Teacher Performance         Evaluations</li> <li>Student Performance in         Individual Classes</li> <li>Teacher Satisfaction Surveys         from Students</li> <li>Teacher Retention</li> </ul>	<ul> <li>Identify strengths &amp; opportunity areas for each teacher</li> <li>Compare with previous scorecards</li> <li>Analyze "life cycle of teachers" to identify</li> </ul>	<ul> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>

		breakdowns (recruiting, staff development, etc.)	
Parents	Attendance at School Parent Meetings	<ul> <li>Compare with previous years and across Green Dot</li> <li>Identify internal and external forces affecting performance</li> </ul>	<ul> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>
Principal / Admin.	<ul> <li>Student Performance</li> <li>Student Satisfaction</li> <li>Teacher Performance</li> <li>Teacher Satisfaction</li> <li>Fiscal Management</li> <li>Parent Satisfaction</li> <li>Area Superintendent Evaluation</li> </ul>	Compare with previous years, across Green Dot & similar schools	<ul> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>
Green Dot Management	<ul> <li>Academic Performance at Individual Schools</li> <li>Staff Performance and Retention</li> <li>Organizational Culture</li> <li>Operations and Fiscal Management</li> </ul>	Compare with previous years and targets set by Board	<ul> <li>Create plan for improvement in low performing areas</li> <li>Set targets with Board for next academic year</li> </ul>

# **Identification of Who will be Accountable for Student Progress**

Green Dot will hold the principal of ÁCSS 2 ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the ÁCSS 2 staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at ÁCSS 2 will be based upon constant reflection and improvement.

As California begins implementation of the Every Student Succeeds Act ("ESSA"), ÁCSS 2 will work with its staff to ensure it meets all ESSA requirements, including ensuring that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. ÁCSS 2 will implement all provisions of ESSA that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program and publicly reporting the school's academic progress and reaching and teaching students with a diversity of learning styles. ÁCSS 2 may also implement extended learning for students falling behind who need extra help. ÁCSS 2 will participate in all assessments required by the State of California. Furthermore, ÁCSS 2 will be a WASC accredited school.

Green Dot's education team conducts program reviews annually with each school where academic and cultural outcomes are assessed and a strategic plan is put in place to ensure targets will be met. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school will consistently improve and surpass the goals outlined within its charter petition. The Green Dot program review includes an analysis of relevant data related to the Green Dot model. Specific cultural outcomes include an analysis of stakeholder data including teacher and counselor surveys, student surveys, and parent / family surveys. An analysis of staff stability, student discipline and safety data, attendance, and teacher effectiveness provide an overall assessment of both student and staff culture.

# Grading, Progress Reporting and Promotion/Retention

ÁCSS 2 will be committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students.

#### Grading

ÁCSS 2 is committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students. Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, ÁCSS 2's Principal will work with teachers and departments to align grading policies across the school site. Rubrics for individual assignments may vary by teacher, department or school site. Grading weights and/or percentages may be established by school-wide or by individual departments to reflect departmental priorities (e.g. Laboratory experiments, writing assignments, etc.). Each school and course generally adheres to the following standard grading policy:

- 1) Students are given letter grades for assignments
  - A = superior work, the student consistently excels in quality of work
  - B = above average work, the student maintains a good standard of work
  - C = average work, the students does expected work at a moderate level of achievement
  - D = below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction.
  - F = student does not meet minimum requirements; no credit is given.
  - The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".
- 2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

#### Parent Communications

#### Parent-Student-Teacher Conferences

Green Dot Public Schools commits to good communication between home and school. When a student experiences academic difficulties, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting.

#### **Progress Reports**

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student's performance to-date in the semester.

#### Report Cards

Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's transcript.

#### Promotion/Graduation and Retention

All students must attend school full time. To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year. Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, History and Writing.

Any student who misses in excess of 15 days in a semester in a class period may not earn credit in that course. Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

High school students (grades 9 - 12) are required to participate in the educational and academic classes offered in the areas of English, Reading, Mathematics, Social Studies, History, and electives. The Green Dot promotion policy ensures that each child is prepared to progress successfully through high school based on completion of course credits that will prepare them for success in college, leadership and life.

Students who are not prepared to exit a grade level are not permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

The following criteria will be considered for promotion:

- 1) Attendance
- 2) Course Grades

#### **Graduation Requirements**

Green Dot Public Schools requires all students to earn a minimum of 240 credits to graduate from high school.

High school graduation requirements may vary by school with approval from the Green Dot Board of Directors.

The A-G requirements are the minimum requirements for admission into the California State University or University of California system.

Minimum semester credits necessary to graduate and to be promoted to next grade level:

- 1. Graduation: 240 semester credits
- 2. From 9th to 10th: 60 semester credits
- 3. From 10th to 11th: 120 semester credits
- 4. From 11th to 12th: 180 semester credits

# **Element 4: Governance**

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

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

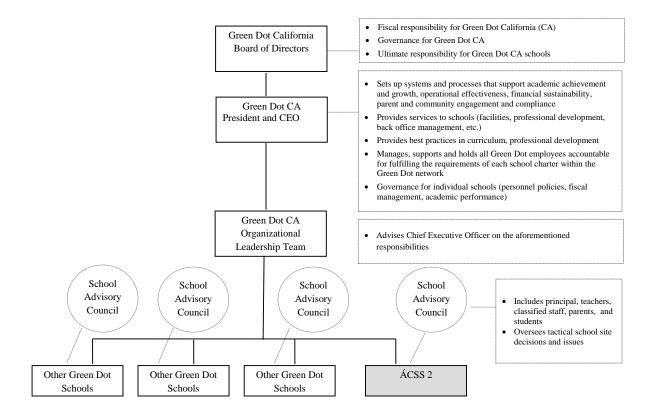
# **Nonprofit Public Benefit Corporation**

ÁCSS 2 will be a directly funded independent charter school governed and operated by Green Dot Public Schools California, a nonprofit public benefit corporation in accordance with Education Code section 47604. Green Dot California is governed by the Green Dot California's Board of Directors ("Board" or "California Board" or "California Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of ÁCSS 2 will rest with the California Board of Directors.

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

Attached, as Appendix 5, please find the Green Dot Articles of Incorporation, Bylaws, and Conflict of Interest Code.

#### **Green Dot Governing Structure**



# Green Dot California Board Membership

The California Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by ÁCSS 2 and other Green Dot California schools. Once a person is nominated for appointment to the California Board, the California Board undergoes a thorough review process including reviewing the nominee's professional background, community involvement, and commitment to Green Dot's mission. The California Board then votes to elect the nominee; if the nominee is elected, the California Board submits its recommendation to Green Dot Public Schools National's ("Green Dot National") Board of Directors ("National Board") for confirmation. California Board members generally start with one-year terms; after that, they are up for reappointment every two years with no limitation on total terms. The National Board can, by majority vote of the quorum needed to transact business, elect to remove a California Board member if it deems that the California Board member fails to uphold the values of the Green Dot organization. The California Board, by a majority vote of the California Board members then in office, may remove a California Board member with the written consent of the National Board. In addition, the California Board, by resolution, may declare vacant the office of a California Board member who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

#### **California Board Authority**

The California Board's governance responsibilities include, but are not limited to, the following activities which may be accomplished either through empowering and supporting management or accomplished directly by the Board (as described below):

- Uphold the provisions of the charter;
- Set the strategic direction of the region;
- Ensure financial sustainability by approving the organizational budget and each campus' budget as well as monitor the budget regularly;
- Monitor and manage academic and operational performance of the region and each school;
- Hire and manage school leaders, teachers, and other staff;
- Provide supports and interventions to schools to support schools in achieving performance goals;
- Review and approve the annual audit;
- Set and approve major school policies;
- Conduct student expulsion and employee termination appeals;
- Maintain Board operations;
- Provide consultation in areas of expertise legal, real estate, finance, public and media relations, education, community engagement, legislation, government relations and labor relations;
- Nominate additional Board members;
- Support in fundraising efforts;
- Act as an ambassador for Green Dot and promote awareness of the organization and its successes with community leaders, funders and influencers; and
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations.

The California Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which schools are established. The California Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the California President and Chief Executive Officer and the Chief Academic Officer any of those duties, as permitted by law and the Board's Bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the appropriate entity or persons (including, but not limited to, Organizational Leadership Team members) designated by the Board; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of California Board members at a meeting compliant with the Brown Act. The National Board has no powers or responsibilities to govern Green Dot California's operations, and the California Board has not delegated any such power or responsibility to the National Board.

#### **Board Meetings**

The entire California Board meets at least on a quarterly basis and in accordance with the provisions of the Ralph M. Brown Act ("Brown Act"). All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both on the Green Dot website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted at least 72 hours in advance at location(s) as required by the Brown Act. Board meetings shall affirm the spirit of the Brown Act's declared intent such that Board deliberations and actions will occur openly, subject to any exception authorized by the Brown Act. Board meetings, including their location(s), shall also facilitate public participation and ensure that interested members of the public,

including but not limited to, parents who reside in the City of Santa Ana, remain informed of matters pertaining to Green Dot and ÁCSS 2. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot's Home Office at (323) 565-1600 or via email at info@greendot.org.

#### **Quorum and Motion Requirements**

A majority of the voting members of the California Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the required quorum at any meeting.

# **Board Action (Voting) Requirements**

- 1. The Board may only take action on items formally listed on the Board agenda, except as authorized by law.
- 2. When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the Board at its next properly noticed meeting.

#### **Abstention**

To the extent consistent with all applicable laws and the Board Bylaws, Robert's Rules of Order is the parliamentary law of all Board proceedings and committees (including abstention); provided, however, that the failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any otherwise compliant Green Dot California Board action.

#### **Teleconference Meetings**

Members of the California Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- 1. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the school districts that have approved charters operated by the Board or within the County of Los Angeles;
- 2. All votes taken during a teleconference meeting shall be by roll call;
- 3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- 4. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- 5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location, one of which shall be located within the jurisdictional boundaries of the District when discussing or transaction business of a charter authorized by the District; and
- 6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### **Organizational Leadership Team**

Green Dot's Organizational Leadership Team ("OLT") serves in an advisory capacity for the President and Chief Executive Officer of Green Dot Public Schools California. The President and Chief Executive Officer is responsible for the majority of the policy setting decisions not in conflict with the duties reserved for, or imposed by law upon, the Board, including but not limited to the following: develop general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal. In addition, the President and Chief Executive Officer, with the support and advisement of the OLT, is responsible for setting up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement, and compliance across the network of schools. The President and Chief Executive Officer and OLT are required to manage, support

and hold accountable all Green Dot California employees to fulfill the requirements of each charter petition within the Green Dot California network.

The OLT includes leaders that are Area Superintendent-level and above (e.g., Chief Executive Officer, Chief Academic Officer, and Vice President of Schools). The OLT meets weekly to focus on key issues dealing with ÁCSS 2 and other Green Dot California schools. OLT members will meet with the principal on at least a monthly basis to discuss topics such as: school performance, student academic success, school operations, financial management, reporting, etc. This regular feedback helps ensure that ÁCSS 2 meets its targets and is continually improving.

#### Dr. Cristina De Jesus - President and Chief Executive Officer, Green Dot California

Dr. Cristina De Jesus is the President and Chief Executive Officer of Green Dot California, who generally supervises, directs, and controls the business and officers of Green Dot California, subject to the control of Green Dot's Board of Directors. She has been a member of the Green Dot Team since 2002, and served as Green Dot's Chief Academic Officer between 2008 and 2014.

Dr. De Jesus joined Green Dot as the founding principal at Ánimo Inglewood Charter High School, Green Dot's second school. Four years later, she became Green Dot's Vice President of Curriculum and Instruction, serving in that role for two years before being named Chief Operating Officer.

She was an English and History teacher for seven years in the Santa Monica/Malibu School District and earned National Board Certification in Early Adolescent/English Language Arts, an advanced teaching credential awarded to only a small fraction of our nation's teachers.

Dr. De Jesus has earned a Masters of Education, a Masters of Education Administration, and earned her doctorate in Educational Leadership from UCLA. She has helped build the foundation of Green Dot's success with a role in nearly every initiative and undertaking to boost student achievement.

#### <u>Annette Gonzalez – Chief Academic Officer</u>

Annette Gonzalez serves as the Chief Academic Officer. She was previously the Vice President of Education for Green Dot Public Schools. Working with the Cluster and Curriculum Directors, she is responsible for oversight and support of Green Dot's 19 schools, the development of curriculum and assessments, coaching services for teachers, and the organization-wide transition to the Common Core. Previously, she serves as an Area Superintendent, prior to which she was the principal of Ánimo Inglewood Charter High School, where she was also an Assistant Principal and the founding ninth grade English teacher. Annette began her career as an English language arts and History teacher at Lincoln Middle School in the Santa Monica- Malibu Unified School District. In addition to teaching sixth grade, Annette was Nationally Board Certified in 2001 in Early Adolescent English Language Arts. Annette earned her undergraduate degrees in English and History from the University of California, Riverside, and her Masters degree in Administrative Education from Cal State Northridge University.

# <u>Gordon Gibbings – Vice President of Schools</u>

Dr. Gordon Gibbings is the Vice President of Schools. Formerly as an Area Superintendent, he coached the principals of six Green Dot charter schools serving the Los Angeles communities of Venice, South Central and Boyle Heights. Prior to becoming an Area Superintendent at Green Dot, Gordon served as the Principal of Ánimo South Los Angeles Charter High School (ASLA). During his tenure as principal, ASLA earned a maximum accreditation with the Western Association of Schools and Colleges (WASC) and was awarded by U.S. News and World Report with a prestigious Silver Medal for being a high-performing, college-preparatory high school. During his time as the principal of ASLA, Gordon also served as a Green Dot Mentor Principal for new school principals. Before joining Green Dot Public Schools, Gordon served as an assistant principal and a Testing and Intervention Coordinator for David

Starr Jordan High School in Long Beach California. Gordon began his teaching career as a fourth and fifth grade teacher at Florence Bixby Elementary School in Long Beach, California. During his first two years of teaching he was a member of Teach for America. Gordon earned his undergraduate degree from the University of Michigan, his Masters from the University of California at Berkeley, and his Doctorate from the University of Southern California.

#### <u>Leilani Abulon – Vice President of Curriculum and Programs</u>

Leilani is the Vice President of Curriculum and Programs. Formerly an Area Superintendent, she coached four high schools and two middle schools in the Lennox, Boyle Heights, and South Los Angeles communities. She provides coaching, supervision and professional development to administrators at all six schools. Leilani joined Green Dot in 2002 as a teacher at Ánimo Inglewood Charter High School. She then became the Assistant Principal at Ánimo Inglewood in 2006, and the Principal in 2008. After five outstanding years serving as the leader of an urban charter high school, Leilani was promoted to Area Superintendent in 2013. Leilani earned her Masters of Education from Loyola Marymount University in 2005 and her Bachelor of Arts in Political Science from the University of California, Los Angeles in 2002.

# <u>Michael Lopez – Vice President of Operations and Finance</u>

Michael is the Vice President of Operations and Finance at Green Dot Public Schools California. He leads a team that provides financial and budgetary guidance to all Green Dot schools and the Green Dot Home Office. Michael joined Green Dot in 2011 as a Financial Analyst before becoming a Cluster Business Manager in 2013. In this role he worked closely with Green Dot administrators to develop school budgets and was the lead on operational matters. In 2015, Michael was promoted to Director of Finance for Green Dot California. Michael earned his Masters of Public Administration from California State University, Long Beach in 2007 and his Bachelor of Arts in History from the University of Southern California in 2003.

# Composition of Green Dot California Board of Directors

The Board of Directors of GDPSC is responsible for major strategic and policy decisions related to GDPSC schools as well as ensuring the organization's financial sustainability. Key tenets of the Board's philosophy are students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. GDPSC Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Board member are limited to approximate one-year terms in the board member's first term, and then extended to two-year terms thereafter. Board members must be re-elected at the end of each term. New candidates nominated to the GDPSC's Board in the future will be reviewed based on their professional background, community involvement and commitment to GDPSC's mission to prepare students for college, leadership and life.

# Kevin Reed

Kevin Reed is the Vice President and General Counsel for the University of Oregon, and was formerly the Vice Chancellor of Legal Affairs at UCLA. A civil rights lawyer by training, prior to UCLA he served as general counsel of the Los Angeles Unified School District (LAUSD), the nation's second largest school district. Prior to joining LAUSD, Mr. Reed spent nearly eight years in a boutique litigation firm, which followed six years as the managing attorney for the western regional office of the NAACP Legal Defense and Educational Fund, Inc., in Los Angeles. Mr. Reed received his J.D. degree, cum laude, from Harvard Law School and his B.A. with distinction, from the University of Virginia. He is a member of the California, New York and Massachusetts state bars.

#### Ricardo Barragan

Ricardo Barragan is a Managing Director in Delta 1 Sales at J.P. Morgan. Mr. Barragan joined the Equity Derivatives Group as an equity swaps trader on the Equity Finance desk, and then became Head of Sales for the Equity Finance desk in 2002. Prior to that, Mr. Barragan was responsible for client relationships in Latin America and South Africa for American Depositary Receipts at J.P. Morgan. In 1988, he joined the firm as a management trainee on the Global Credit Risk Management team. Mr. Barragan is currently Co-Chair of the Corporate & Investment Bank Black Leadership Forum at J.P. Morgan. He has Co-Chaired the Sales & Trading Summer Internship Program for 3 years and has also worked with Diversity Recruiting at J.P. Morgan. Mr. Barragan was selected as one of Diversity MBA Magazine's "Top 100 under 50" Executive Leaders. He is also a recipient of the Harlem YMCA's "Black Achievers in Industry" award. Mr. Barragan is a graduate of Wesleyan University (1988) and received his MBA from Columbia Business School (1997).

### Claudio Chavez

Claudio Chavez has over 20 years of experience in all aspects of commercial real estate transactions and related investments and is currently a Principal of CWG Capital. Mr. Chavez was formerly Chief Executive Officer of Arch Bay Capital, LLC, an investment and asset management company. Arch Bay managed over \$3.5 billion of distressed residential mortgage and real estate assets resolved over 14,000 assets across the country. Mr. Chavez was responsible for restructuring management of the company and the strategic direction of the company, including investment and disposition strategy and management of operations and asset management functions. Mr. Chavez was in private law practice for over 15 years with a focus representing investors and lenders in commercial real estate transactions involving a broad array of asset classes. Mr. Chavez was a partner in the international law firms of DLA Piper US LLP and Katten Muchin Rosenman, LLP. Mr. Chavez holds a Juris Doctor degree from the University of California at Berkeley, Boalt Hall and a Bachelor of Arts degree from Pitzer College.

#### Dr. Robert Cherry

Dr. Cherry was named Chief Medical and Quality Officer for the UCLA Health System in January 2014. Reporting to the President of UCLA Health, the Chief Medical and Quality Officer (CMO/CQO) is responsible for system-wide quality improvement efforts. Dr. Cherry develops collaborative approaches to quality and value based care for populations across the continuum of care; coordinates innovative methods in the use of analytics, informatics, and advanced computational techniques that are designed to raise clinical quality, improve patient experience and provide value to our patients. Prior to joining UCLA Health, Dr. Cherry was the Director for Clinical & Operational Effectiveness at Navigant Consulting in Chicago. Dr. Cherry also served as the Chief Medical Officer, Vice President of Clinical Effectiveness, and Professor of Surgery for Loyola University Medical Center. Dr. Cherry received his medical degree from Columbia University in New York and his master's degree in Health Care Management from the Harvard University School of Public Health.

#### Louis Gomez

Louis Gomez is Department Chair of Education at University of California, Los Angeles's Graduate School of Education & Information Studies. He is also Professor of Urban Schooling and Information Studies, and holds the MacArthur Chair in Digital Media and Learning in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Dr. Gomez is also a Senior Fellow at the Carnegie Foundation for the Advancement of Teaching. His research interests encompass Improvement Science in Education, the application of computing and networking technology to teaching and learning, applied cognitive science and human—computer interaction. Dr. Gomez holds a bachelor's degree in Psychology from the SUNY-Stony Brook and the doctorate in cognitive psychology from UC Berkeley.

Dr. Jon P. Goodman

Jon Goodman, past President of Town Hall Los Angeles, has occupied several leadership positions in projects designed to strengthen the Los Angeles region, as well as in academia and business outside of California. Under her leadership, Town Hall Los Angeles became the venue of choice for world leaders in business, politics and culture. Prior to Town Hall, as Director of the EC2 Incubator at University of Southern California's Annenberg Center, Goodman built and led the nation's first new media incubator. Before founding EC2, she was the Director of the Entrepreneur Program at USC where she led it to the top-five national rankings. Before relocation to Los Angeles, Goodman served as research professor and founder/Director of the University of Houston/Gulf Coast Small Business Development Center at the Bauer College of Business Administration. She received her PhD in Strategy and Microeconomics from the University of Georgia, and her MBA from the University of Connecticut.

#### LaTonia Lopez

LaTonia Lopez is the President of the Ánimo Classified Employees Association (ACEA), a partnership with Green Dot classified employees and support staff. LaTonia has worked passionately doing "heart work, that's hard work" in the South Los Angeles private and public sectors of education. While working with disenfranchised populations during the transformation of Alain Leroy Locke through Green Dot Public Schools, LaTonia's collaborative efforts have given voice to the students, parents and employees, especially in her advocacy for students with special needs. She received her undergraduate degree in Education and Leadership from Antioch University, and is currently completing her Master's in Negotiation, Conflict Resolution and Peacebuilding at California State University Dominguez Hills.

#### Angel Maldonado

Angel Maldonado is the President of the Asociación de Maestros Unidos (AMU), the teacher and counselor union for Green Dot Public Schools California. A graduate from UCLA's Teacher Education Program, Angel served the Watts community of Los Angeles as a Social Science teacher at Alain Leroy Locke College Prep Academy the past 5 years prior to being elected AMU's President. Passionate about Union and social justice issues, Angel is the co-founder and founding vice-president of the UC Irvine Worker Student Alliance which under his tenure, collaborated with AFSCME local 3299 to help organize a campaign where 62 landscaping and 150 janitorial workers were in-sourced, hired as university employees, and unionized. This experience solidified his commitment to fighting for social justice as an activist, organizer, and educator.

#### Dennis Miller

Dennis Miller has spent the last 25 years operating at the intersection of media and tech. Most recently, he advised Lionsgate on their digital strategy and their investment in TVGN, a fully distributed cable network through its sale to CBS. From 2005 to 2012, Mr. Miller was a General Partner at Spark Capital. Spark Capital has invested in such notable companies as Twitter (TWTR), Oculus Rift (sold to Facebook), Tumblr (sold to Yahoo), OMGPOP (sold to Zynga), Square, 5min( sold to AOL), Next New Networks (sold to Google) CNET (sold to CBS), AdMeld (sold to Google), and AdapTV (sold to AOL). From 2000 to 2005, Mr. Miller was Managing Director for Constellation Ventures, the venture arm of Bear Stearns. From 1998 until 2000, Mr. Miller served as Executive Vice President of Lionsgate Entertainment, and prior to that he was the Executive Vice President of Sony Pictures Entertainment. From 1991 to 1995, Mr. Miller was Executive Vice President of Turner Network Television. Mr. Miller began his career in the entertainment and tax department of the law firm of Manatt, Phelps, Rothenberg and Tunney.

#### Ivette Peña

Ivette Peña is Court Counsel/Chief Deputy, Legal Services for the Superior Court of California, County of Los Angeles. In that capacity, she advises the Court on employment, labor and personnel matters involving the Court's 4,500 employees and other legal issues pertaining to the operation of the court. She also manages the Court's attorney workforce. Prior to joining the Court, Ms. Peña worked with a law firm

where she represented school districts and community colleges. In 2013, Chief Justice Tani Cantil-Sakauye appointed Ms. Peña to serve as an advisor to the Court Interpreter Advisory Panel. In 2015, she was appointed to serve as a member of the Language Access Plan Implementation Task Force. Ms. Peña received her J.D. from Harvard Law School where she was Assistant Editor of the *International Law Journal*, Research Assistant to Professor Phillip Heyman, and President of La Alianza. She received her undergraduate degrees in Economics and Urban Studies from Brown University.

#### Peter Scranton

Peter Scranton has been developing early stage venture companies including an entrepreneurial venture partnership in retail marketing and a business service company dedicated to building employee engagement and productivity. Prior to developing venture opportunities, Mr. Scranton worked on client strategy, capital development, community assessment and feasibility and development planning for healthcare and science projects focusing on university and research institutions for Jensen + Partners, a project and construction management firm. Mr. Scranton was a principal in the Atlantic Advisory Group concentrating on strategic alliances, process management and raising capital for high tech and internet companies. Previously, Mr. Scranton developed a company that provided policy analysis via the Web and advised edutainment companies. He earned an M.A.O.M from Antioch University and a Bachelor of Arts from Yale University.

#### Larry Wasserman

Larry Wasserman is the Chief Financial Officer for Skydance Productions, a role he has held since 2014. As CFO Wasserman is responsible for all of Skydance's financial, accounting, and administrative operations. Additionally, he supports the analysis and execution of new initiatives across the company. Prior to joining Skydance, Wasserman spent 10 years at DreamWorks Studios, six as the company's Chief Financial Officer. Before joining DreamWorks, Larry spent several years in the Business Development and Strategic Planning group at Universal Pictures, where he managed the deal analysis process and evaluated strategic expansion opportunities, such as mergers and acquisitions, joint ventures, and partnerships in both traditional and digital media. Larry began his career at Greenwich Associates, a market research and consulting firm focused on the financial services industry. Wasserman holds an A.B. from Harvard College and an M.B.A from Harvard Business School. He is a native of Brookline, Massachusetts.

#### **School Administration**

ÁCSS 2's principal is responsible for the school's administration and is accountable first to Green Dot California's Organizational Leadership Team and ultimately to the California Board. Additionally, a School Advisory Council ("SAC") comprised of ÁCSS 2's principal, teachers, staff members, and community members exists to advise on school-site decisions.

# **School Advisory Council**

The School Advisory Council ("SAC"), which serves a similar purpose to a School Site Council, develops, maintains, reviews, and approves the Charter School's Single School Plan, reviews the school's strategic plan, monitors its implementation throughout the year, and provides numerous opportunities for students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the Single School Plan. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.

The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are open to the public. The SAC shall be composed in the following manner to ensure parity:

- Half of the SAC members shall consist of the principal, classroom teachers (selected by the teachers at the Charter School), and other school personnel (selected by other school personnel at the Charter School). Classroom teachers shall make up the majority of this group.
- The remaining half of the SAC members shall consists of equal numbers of Charter School students (selected by the Charter School's student body) and Charter School parents, or other community members as selected by the Charter School's parents.

Teachers and other school personnel are nominated or volunteer to serve on the SAC. Elections for the staff and students, as well as appointments or elections for parent membership, are held/made prior to July 1 of each year.

#### **Parent Involvement and Communication**

Parents are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. Outside of the School Advisory Council (SAC) and the District English Learners Advisory Committee, all other parent meetings are informative and open to all parents. Communication with parents, in both English and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, open houses, parent information nights, newsletters, flyers, postings at the school, the school website, and phone messages. Green Dot also offers volunteer hours for parents to encourage parents to be involved in their students' educational experience. Opportunities to volunteer on campus include, but are not limited to parent shadows of classroom instruction, office support, attending parent workshops, chaperoning field trips and college tours, and participating on the SAC.

#### Services Provided by Green Dot Public Schools California

Green Dot has developed and is continually growing a lean corporate organization with expertise in curriculum, professional development, finance, facilities, operations, politics, fundraising and other key areas relevant to operating successful public high schools and middle schools and driving reform. Green Dot will provide a number of services to ÁCSS 2 that will help ensure the school's success. Green Dot provides similar services to all of its schools.

#### **Governance of Schools**

The Green Dot California Board, and as appropriately delegated to the Green Dot California President and Chief Executive Officer, act on behalf of ÁCSS 2. In this capacity, the Board and President and Chief Academic Officer (i) set up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement and compliance, (ii) manage, support and hold all employees accountable for fulfilling the requirements of the school charter, and (iii) provide governance for ÁCSS 2 (e.g., developing school policies, employee handbook, finance and accounting policies).

#### Recruiting

Green Dot prioritizes human capital recruiting and the Home Office focuses on it year round. Green Dot engages in the following activities to ensure it has access to the largest pool of great principal and teacher candidates:

- *Information Sessions and Formal Recruiting:* Information sessions, events and formal recruiting at top graduate schools.
- Work Study Programs: Work-study students used as teaching assistants to generate interest in Green Dot and have an extended "interview" period.
- *Advertising:* At graduate schools, in periodicals such as Education Week, with unions and other trade organizations, on job boards, etc.

• *Partnerships:* Partnerships with organizations that place talented educators and leaders in schools (Teach for America, New Leaders for New Schools, etc.).

ÁCSS 2 will have access to Green Dot's talent pool at all times in order to ensure that it can continually hire the best candidates.

<u>Daily Services</u>: Year-round, Green Dot's Human Capital Department conducts outreach to recruit new staff members. The department sets up informational sessions, purchases ads, reaches out to recruits to have a qualified pool of teacher applicants. Green Dot Human Capital leads the screening of potential candidates (with ÁCSS 2 completing the final selection of candidates). All this outreach is centralized at Green Dot, and once compiled, the principal and teachers engage in the interviewing process.

#### **Facilities**

Green Dot is responsible for securing facilities for each of its schools and for all major renovation projects at private facilities. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new schools in Los Angeles.

<u>Daily Service</u>: Green Dot's Operations Department works with the principal, teachers, and parents to understand the facility needs before the school opens. The Operations department may also meet with brokers, real estate agents/consultants and facility committees to further define the needs for the long-term facility, and work with the developer to ensure the renovated facility meets all school needs and compliance with applicable laws and regulations.

#### **Curriculum Development**

As discussed above, Green Dot's Education Team has developed a menu of curriculum options to be used by each Green Dot school. The recommended curriculum will includes a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The Education Team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The Education Team will also meet with principals regularly to further refine their schools' curriculum and ensure that the curriculum is being delivered effectively. In addition, the Education team will provide ÁCSS 2 with a plan to assess student achievement and growth.

ÁCSS 2 can learn from the experiences of each of Green Dot's schools in order to improve its results. Additionally, it can learn from Green Dot's knowledge about leading research and best practices utilized outside of Green Dot's network.

<u>Daily Service</u>: When school is in session, Green Dot's Education Team and Area Superintendents meet on at least a monthly basis with the principal and lead teachers to analyze student progress and performance, determine effectiveness of the curriculum, improve instruction, provide instructional coaching, and set future goals and targets.

#### **Professional Development**

Professional development for ÁCSS 2's principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed by the Principal, but some materials may be developed in collaboration with the Green Dot Home Office. Additional Home Office professional development supports include, but are not limited to: (i) providing exemplar sessions for key areas of professional development; (ii) conducting instructional sessions with staff for key areas of professional development; and (iii) providing staff with access to online professional development support and programs through Green Dot.

#### **Budgeting**

The Green Dot Home Office will assist ÁCSS 2 in developing the school's annual budget. The Principal will have the best visibility into where resources are needed most at his/her school and provides critical guidance to Green Dot in the budget creation process. The Principal will include Assistant Principals, department heads, and teachers in the budgeting process. The School Advisory Council is given monthly updates on the budget throughout the year and provides guidance on spending plans. Ultimately, it is the School Advisory Council that votes to recommend the final budget to the Green Dot Board of Directors. During the school year, the principal will be given flexibility to make certain trade-offs between line items in the school's budget, but is not allowed to increase the overall size of the budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over \$5,000) cannot be made without Green Dot Home Office authorization. Staff at Green Dot responsible for financial administrative function have the following minimum qualifications: 1) a Bachelor's degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Master of Business Administration); or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years of experience in Accounting or Finance.

<u>Daily Service</u>: The budget is an ongoing process. During the summer the budget will be developed for the following fiscal year by the Finance and Accounting department in conjunction with the principal. The final budget will be presented and approved by the Board no later than mid-August. Final number decisions will lie with the Green Dot California Organizational Leadership Team; however, once the total amount of the budget is set, the principal may reallocate money during the year. All necessary budget information will be forwarded to LAUSD.

On a monthly basis, principals will meet with the school's Area Operations and Finance Manager and School Operations Manager to review budgets and actuals. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

#### **Purchasing**

Purchasing will be centralized at Green Dot Home Office to ensure that ÁCSS 2 receives competitive prices and great service. This provides ÁCSS 2 with significant advantages as it does not run into the complexities and delays associated with establishing credit.

#### **Operations**

The Green Dot Home Office also provides ÁCSS 2 a variety of operational supports so administrators and staff can focus on instruction and student learning. These supports include, but are not limited to: (i) designing, and supporting the implementation, operation, and maintenance of, information technology ("IT") systems at schools, (ii) knowledge management and data management services, (iii) managing the nutrition program, (iv) managing school transportation needs, (v) procuring appropriate insurance coverage, (vi) managing compliance with operational requirements, and (vii) legal counsel on school's rights and responsibilities under applicable laws.

# Services Provided by Green Dot Public Schools California with Support from Green Dot Public Schools National

Green Dot California contracts with Green Dot National to provide additional services and supports to schools. Green Dot California and Green Dot National assess the service agreement annually.

# **Facilities Financing**

Financing for purchasing facilities will be managed through the Green Dot Home Office. Green Dot has developed a financing strategy centered on exploring all of the financing options available to charter schools and taking advantage of any favorable legislation.

Green Dot has gained deep expertise in all of the financing sources available to public schools as well as all of the relevant legislation in order to find the optimal mix of different financing mechanisms to use to pay for its schools' permanent facilities.

# **Fundraising**

All major fundraising campaigns will be managed through the Green Dot Home Office. Individual schools will be encouraged to engage in smaller, more local fundraising efforts.

<u>Daily Service</u>: Green Dot's Marketing and Fundraising department conducts major fundraising events throughout the school year to support all Green Dot schools. ÁCSS 2 may have several smaller fundraisers ranging from candy sales to walkathons. The Principal can also place requests for individual grants and the Grants Manager will write the grant and work in conjunction with the principal to obtain all necessary information.

#### **Back Office Support**

All back office functions such as payroll, taxes and compliance will be centralized at the Green Dot Home Office. Green Dot currently manages the majority of its back office functions but may outsource some aspects to external organizations.

#### Daily Service:

- Payroll: All payroll and related tasks will be carried out at Green Dot.
- Accounting: Green Dot executes all general ledger activities.
- *Purchase Orders*: All purchase orders and invoices for the school will be executed by Green Dot. The principal can request purchase orders. Green Dot's Account Payable will then work with the school operations manager to make sure the purchase order matches the invoice and product is shipped appropriately.
- Federal Programs: The Home Office helps manage and ensure compliance to all state and federal programs.

# **Element 5: Employee Qualifications**

### **Education Code Section 47605(b)(5)(E)**

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

# **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ÁCSS 2 will hire a diverse faculty composed of the best staff possible. We will achieve this goal by continuing our national search to hire the highly effective school leaders, teachers and staff members. This includes contacting the top graduate and education programs in the country and publicizing ÁCSS 2 to experienced school leaders, teachers and counselors.

# **Job Descriptions**

Principal Job Description

- Hire and develop school staff (certificated and classified)
- Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff
- Evaluate the performance of teachers and other school employees and counsel them on their individual development
- Mold student discipline policies to meet unique student population needs
- Direct financial and human resources at the school site
- Responsible for school budgetary planning and business operations
- Work closely with parents and the community at large
- Initiate and implement community support and advisory groups
- Accountable for students' overall academic performance
- Manage school revenues and expenses to stay within agreed upon budget
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)
- Monitor the implementation of IEPs for students with disabilities, with the support of the Special Education Program Administrator

Assistant Principal Job Description

- Serve as administrator and integral part of the instructional leadership of the school, direct and supervise the curriculum and guidance program of the school
- Responsible for student discipline and attendance
- Evaluate and supervise school curriculum and instruction program with the all departments
- Coordinate and supervise safety plan (crisis team, building inspection, building keys and inventory, compliance laws)
- Supervise and evaluate the performance of classified and certificated personnel
- Coordinate and supervise the school's athletic program
- Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc)
- Coordinate transportation and supervise classified personnel within this department
- Oversee scheduling of field trips
- Organize and inventory technology equipment
- Assist in developing and maintaining the school budget
- Assist with the development of a Master Class Schedule
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)

# Teacher Job Description

- Effectively instruct students in assigned content area(s) as prescribed by Green Dot's academic content standards and Common Core standards through lecturing, demonstrating, and using audiovisual aids and other materials to supplement presentations with the overall goal of engaging student learning
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence. Attend staff meetings, and serve on committees as required.
- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school
- Set clear short-term and long-term goals to drive instruction
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress
- Create and implement student intervention plans when necessary
- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary
- Maintain effective supervision and discipline in the classroom
- Work with other teachers and administrators to address and resolve student issues
- Provide necessary accommodations and modifications for growth and success of all students
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities

- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect
- Special projects and duties outside of primary teaching responsibility as assigned

### Special Education Teacher

- Provide instruction and services for those pupils whose needs have been identified in an
  Individualized Education Program (IEP) to receive support in the Special Day Program (SDP) or
  provides support in all academic, behavior, transition areas and effectively instruct students in a
  small group setting (i.e. academic success class) and/or the regular education classroom in
  collaboration with the general education teacher
- Works as part of interdisciplinary team and within content areas plans accommodations/ modifications necessary to provide access to students with disabilities to the core curriculum and/or alternative curriculum and behavior support plans
- Co-teach general education classes to increase service delivery for special education students in the general education classroom
- Provides consultation services as follows but not limited to: (1) utilization of evaluation data for the accommodation and modification of instruction and curriculum (2); identification and assessment of behavior patterns in pupils (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members and parents/guardians
- Collaborates with parents, administrators, testing specialists, school psychologist, social workers, and professionals to develop and monitor individual educational plans designed to promote students' educational, physical, and social development
- Provides direct support to student success teams (SST) and 504 teams by developing intervention plans for at-risk-students
- Provides workshops and professional development for staff in special education procedures/ guidelines, accommodation/modification techniques and best practices on how to serve students with exceptional needs in the general education setting
- Provide paraprofessionals with training in special education guidelines and implementation of students' IEPs. Monitor paraprofessionals by developing system of accountability to ensure service delivery adhering to special education program requirements
- Meet with other professionals to discuss individual students' needs and progress. Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Maintains accurate and complete student records, and prepares IEPs for students on caseload, as required by laws, district policies, and administrative regulations
- Participates as a member of the IEP Team in decisions regarding placement and in the development of an IEP for students with disabilities. Analyzes data when revising IEPs to provide accurate present level of performance
- Coordinates: referrals and assessment procedures, individualized education program team
  meetings, the implementation of special education services provided to students with exceptional
  needs, collection of relevant information for those students referred to the individualized
  education program team, organization and distribution of special education media and materials
  for resources in regular classrooms

Beyond the principal, assistant principal(s) and teachers, other school employees will be hired. Green Dot's recommended staffing model calls for at least one counselor, a school operations manager, a parent coordinator, a campus aide and/or instructional aide. Since staffing is a local decision, the ÁCSS 2 principal can staff the school to what he/she deems appropriate to best serve student needs, as long as the staffing model remains within budget.

The office administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job descriptions. ÁCSS 2 will try to hire its office staff from the community, particularly its school operations manager, so that the staff member develops close relationships to the community members they are serving. The principal of ÁCSS 2 has the discretion to hire other classified personnel as needed.

#### Counselor Job Description

- Provide individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
- Work collaboratively with School's SST, School Psychologist and other support personnel to ensure student success
- Create and implement curriculum with regards to Advisory, college readiness, and career readiness
  courses
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., student recruitment)

# School Operations Manager Job Description

- Manages school operations team; sets both performance and development goals for the Parent Coordinator and Office Assistant; collaborates with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region
- Oversees procurement and purchasing for the school including placing orders, inventorying items
  received and handling returns/exchanges. Manages cash receipts, deposits, payroll, staff
  reimbursement forms and substitute teacher tracking; coordinates with Green Dot's Finance &
  Accounting Team to ensure effective implementation of financial policies; provides assistance to
  the Principal with budget management
- Manages the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and reporting; ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Oversees the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manages routine maintenance requests for school in Green Dot's work order system, ensuring
  maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of
  the school's facilities and coordinates with Green Dot's Facilities Team to implement school
  facility projects
- Manages enrollment cycle at the school and admissions and enrollment database with support from Green Dot's Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- Manages school safety processes and compliance including administering trainings, coordinating
  drills and safety audits and liaising with security vendor; partners with Principal and Green Dot's
  Security Team to respond to emergencies

- Plans and coordinates logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensures compliance requirements are completed on time
- Oversees other tasks or special projects as needed

# Parent Coordinator Job Description

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools
- Set parent engagement goals and metrics in collaboration with school administrator and School Operations Manager and meet monthly or quarterly to assess progress
- Plan and communicate at least three engaging programs/activities per semester
- Attend community events to build relationships for the school and recruit community partners to become part of the school's family engagement program
- Develop and facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.
- Organize parent volunteer initiatives
- Work with the Home Office and serve as School Office lead for recruiting new students and executing a recruiting strategy
- Conduct open houses and student tours
- Coordinate daily lunch activities including managing lunch ordering to minimize meal waste, ensuring students are scanned accurately and timely for meal reimbursement, managing lunch servers, and ensuring smooth logistics of physical lunch set-up which meet federal compliance
- Coordinate all annual lunch application activities including the distribution and collection of lunch applications, collecting supporting documents during the verification process, and ensuring lunch status data is accurately input into the student information system
- Perform additional duties, as assigned, related to the foregoing primary responsibilities and the holistic functioning of the office
- Share with other team members office duties, especially pertaining to parents
- Translate English/Spanish, spoken and written

# Office Assistant Job Description

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools
- Answer telephone to provide information, take and relay messages and transfer calls
- Assist in making phone calls to parents to communicate important information
- Greet visitors to school, determine nature of business and direct visitors to destination
- Process incoming and outgoing mail and assist in assembling mailers such as report cards, newsletters and attendance letters
- Filing and copying
- Ensure copy machines, printers and scanners are functional and place order for toner, staples and other supplies for zero downtime; contact copier technician for copy breakdown issues
- Assist in managing student traffic flow in the main office (i.e. discipline, medical, emergency situations, etc.)
- Manage tracking of the textbook inventory; checkout and check-in books for students. Assist in managing the uniform loaner room (i.e. inventory, sign-out/sign-in, etc.)
- Maintain student files. Accurately enter attendance data such as tardy slips, excuse notes and attendance from substitute teachers.
- Assist with tracking breakfast and/or lunch meals served

- Assist in troubleshooting facility related issues (i.e. work orders, custodial, etc.)
- Enter enrollment data, update student info and process student data for exits. Request information from previous schools for student records and transcript requests.
- Assist in the collection of information such as emergency cards, immunization, etc.
- Provide translation as needed (i.e. IEP, Administrator meetings, etc.)
- Ensure compliance requirements are completed on time
- Additional duties as assigned.

# Campus Aide/Security Guard Job Description

- Provide visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site
- Ensure that school property is secure and locked when appropriate
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority
- Provide safety escorts for student, staff, faculty and guests when requested
- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas
- Direct campus visitors to the appropriate parties and prevent unlawful loitering
- Provide security for parking areas and supervise restroom and locker areas
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation and reports as established by school site personnel.
- Conduct home visits (upon requested)
- Assist with minor discipline issues
- Other administrative duties and projects as assigned

# Instructional/Special Education Aide Job Description

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Plan (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

#### Credentials, Requirements, and Qualifications of Staff

#### ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, shall hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All school staff must pass TB risk assessment or examination and Department of Justice background clearances.

#### Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience a large plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- A passion for improving urban high schools and driving education reform.
- Bilingual (English/Spanish) highly desirable.

# Assistant Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Prior administrative experience is a plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

#### Administrator-in-Residence Experience & Education Qualifications

- Minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement
- Experience working in an urban school setting
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills
- Experience working in an entrepreneurial environment
- A clear California teaching credential or out of state equivalent
- A passion for improving urban high schools and driving education reform
  - Experience coaching teachers &/or demonstrated ability
  - Ability to establish/foster a positive and safe school culture
  - Understanding of effective professional development
  - Understanding of effective instruction

• Ability to think strategically about how to engage stakeholders (family, community, teachers, students, etc.)

#### Teacher's Experience & Education Qualifications

- Bachelor's degree.
- California multiple subject\* or single-subject intern, preliminary or clear credential. (\*Applicants with multiple-subject credentials are required to obtain single-subject credentials or subject-matter authorizations.) In certain circumstances, applicants who qualify for a permit or waiver through the CTC or are in the process of transferring valid out of state credentials are eligible to provide instruction for the designated time permitted in the waiver.
- Specialized Special Education credentials, as appropriate.
- Excellent collaborative and organizational skills.
- Excellent verbal and written communication skills.
- A strong ethical base and self-awareness.
- Relentless commitment to and high standards for high quality execution.
- Passionate with a high level of personal responsibility towards ambitious goals.
- Strong sense of integrity, ethics, and drive to achieve and grow.
- Humility, sense of humor and rock-solid commitment to Green Dot's mission and the communities
  we serve.
- Bilingual (English/Spanish) highly desirable.

#### Athletic Director's Experience & Education Qualifications

- Bachelor's Degree.
- California single-subject intern, preliminary or clear credential; OR verifiable, relevant subject-matter competency in order to qualify for a Provisional Internship Permit or a Short-Term Staff (proof of competency can be met by a degree in the relevant subject OR at least 18 units in relevant subject coursework).
- CA Teaching Credential (or in the process of obtaining one).
- Minimum of 3 years teaching experience (preferably at the high school level).
- Minimum of 3 years Head Coach experience (any sport) at the high school level.
- Excellent verbal and written communication skills.

# Counselor's Experience & Education Qualifications

- A California Clear PPS Credential in School Counseling/Guidance is required.
- MA/MS degree in School Counseling from an accredited college or university highly desirable.
- Experience with individual and group counseling highly desired.
- A passion for improving urban high schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.
- Experience working in an urban school setting.
- Prior counseling experience (mental health), including DIS Counseling.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal, communication and writing skills.
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups.
- Ability to represent the school in a positive way.
- Ability to understand student maturity levels and the process of goal selection.

- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities.
- Ability to understand test construction and interpret educational test data.
- Ability to motivate students and provide academic incentives for success.
- Ability to understand the unique social-emotional needs of individual students.

#### Clinical Supervisor

- Masters in Social Work
- Current CA LCSW license required
- Successful supervisory and/or therapy experience in a school-based setting
- Current CA Pupil Personnel Services (PPS) Credential in School Social Work is preferred
- Bilingual Spanish fluency in both written and oral language is preferred
- A passion for supporting students, families and schools
- Ability to take initiative and follow through on projects and programs
- Ability to both work independently and collaborate at a high level of professionalism

# School Operations Manager Experience & Education Qualifications

- Bachelor's degree from an accredited college or university required
- Minimum two years of professional experience; four preferred with at least one year experience managing others or multiple large scale projects
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically
- Strong analytical, critical thinking and problem solving skills
- Prior school experience a plus
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to maintain a positive, "can-do" attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information.
- Commitment to the mission of Green Dot Public Schools

#### Parent Coordinator's Experience & Education Qualifications

- Minimum of 1 year in an administrative support capacity in an office environment. Prior experience within a school setting is desired.
- High school diploma or general education degree (GED).
- A valid Driver's License and clean record.
- Candidates must be CPR and First-Aid certified.

#### Campus Aide's Experience & Education Qualifications

- Minimum of 2 years of experience in security is required. School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement.
- High school diploma or general education degree (GED).

- School Security Certification as required by SB 1626 and Education Code 38001.5.
- A valid Driver's License and clean driving record.
- Must be CPR and First-Aid certified.

Instructional/Special Education Aide's Experience & Education Qualifications

- Possess a high school diploma (or equivalent) AND one of the following:
  - Completion of at least two years of college (48 units), OR Attainment of an AA (or higher) degree OR
  - Pass a local assessment of knowledge and skills in assisting in instruction (e.g., CBEST)
- Six months experience working with adolescents/children in a structured environment
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training an experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

#### **Process for Staff Selection**

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot's Administrators-in-Residence Program.

The recruiting cycle typically occurs between January and August. The selection process should take an applicant approximately 6.5 weeks to complete and has six steps: online application screen, video interview, data assignment, panel interview with Area Superintendents, school-site/principal shadow, and school site community panel.

The steps for hiring an assistant principal are the same.

During its teacher selection process, Green Dot's Human Capital department will do the following:

- Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Have applicants complete an online competency assessment
- Complete a video screen if applicants meet the Green Dot standard
- Complete an in-person competency assessment if applicants meet the Green Dot standard
- Complete a reference check if applicants meet the Green Dot standard
- Give all teaching candidates a standard interview that measures teaching aptitude in an urban setting
- Arrange that candidates be interviewed at the school site by stakeholders
- Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area

• Ensure that all candidates pass TB and DOJ clearances

Like every other Green Dot school, ÁCCS, during its classified staff selection process, will do the following:

- Work with Human Capital and Operations to determine necessary hires
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment and check references of interviewed candidate(s)
- Verify TB and DOJ clearances

The principal is responsible for the ultimate hiring decision and for yearly review of all school-based employees.

Strong performance will be acknowledged, rewarded and replicated if possible. When performance is fair or poor, support will be provided to ensure stronger student success. If teachers are consistently underperforming, they can be let go for just cause. Green Dot and its schools operate on a yearly contractual basis so that each teacher is evaluated annually as per Article XXI in the contract between Green Dot Public Schools and the Asociación de Maestros Unidos/CTA/NEA. Teacher evaluations occur throughout the school year by both the administrator through the teacher evaluation system and by fellow teachers. Green Dot will also monitor credentials in accordance with ESSA and will adhere to ESSA's definition of highly qualified, once defined. Teachers have the right to appeal any evaluation to AMU as well as Green Dot management and ultimately the Green Dot Board of Directors. The appeal/grievance process is outlined in the AMU contract and summarized below.

The following is subject to a negotiated agreement between Green Dot and Asociación de Maestros Unidos. If a teacher disagrees with a performance evaluation score, the teacher may submit an appeal to Green Dot within ten work days of receipt of the score. Within two weeks of receiving the appeal, an independent Green Dot administrator or designee reviews the teacher's performance evaluation based upon documented evidence of the teacher's performance and objective criteria. If the appellate review results in a score change of the teacher's performance evaluation, the teacher's score will be changed in Green Dot's online evaluation database at the request of the Chief Academic Officer or designee.

#### **Exclusive Public School Employer**

Certificated employees at Green Dot have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot's first comprehensive agreement with AMU was signed and completed in spring 2003.

Classified employees at Green Dot schools have organized as the Ánimo Classified Employees Association, an affiliate of the CTA. Green Dot's first comprehensive agreement with the ACEA was approved by the Green Dot Board of Directors in spring 2009.

Copies of the contracts between Green Dot and the Asociación de Maestros Unidos/CTA/NEA, the union representing Green Dot's certificated employees, and Ánimo Classified Employees Association/CTA/NEA, the union representing Green Dot's classified employees, are attached.

# **Employee Compensation, Work Year and Hours of Employment**

Certificated employees at ÁCSS 2 will be paid according to the Green Dot Teacher and Counselor Salary Scale that has been agreed upon between Green Dot and AMU. A detailed breakout of the Salary Scale for certificated employees as well as the process used to develop the salary scale can be found in the AMU

Collective Bargaining Agreement. Further, compensation (salary and health benefits) is discussed explicitly in Articles XXIX and XXVII of the Agreement. Additionally, a break out of the agreed upon number of work days annually and a description of the professional workday are delineated in the AMU Agreement as well (Article VI).

Salaries for classified employees have been developed by analyzing the average salaries in comparable school districts for classified employees. Green Dot's classified salaries typically fall in the middle of the comparable range. The work year for classified employees is defined by the ACEA Agreement referenced above.

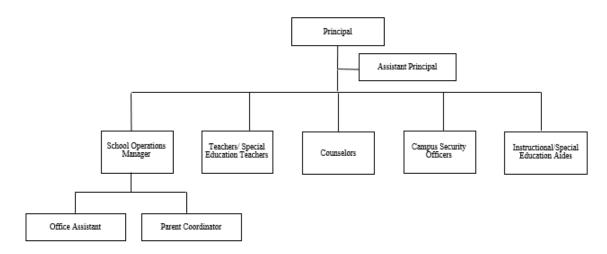
# **Dispute Resolution Process**

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.

#### **Organizational Chart**

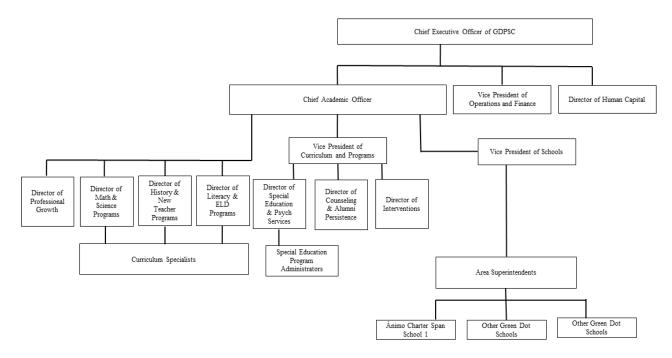
The tables below summarize the school site structure as well as the key resources provided to the school by the Green Dot California Education Team.

#### **School Site Structure**



Note: Assistant Principal may directly supervise any of the following: teachers, special education teachers, counselors, Campus Security Officers, Instructional/Special Education Aides.

### **Green Dot California Education Management Team**



Note: Directors and Special Education Program Administrators manage direct reports in the form of curriculum specialists, ELD coordinators, counselor specialists, and school psychologists that directly serve the school spending a signification portion of their time in direct support of schools.

# **Element 6: Health and Safety Procedures**

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

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237."

ÁCSS 2 shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.), including how the school will maintain campus safety for students and employees.
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- A policy relating to blood-borne pathogens;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Cal/OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Screening for vision, hearing, and scoliosis, if applicable under CA Ed Code section 49450 et seq.;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy establishing ÁCSS 2 as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free; and
- A commitment to providing an environment free of sexual harassment.

### HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

#### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

## CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students,

and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

Two members of Green Dot's Human Resources department will be the Custodians of Records per California Department of Justice requirements for Green Dot Public Schools.

## Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

The Charter School will also have a system in place to ensure all employees are re-examined for TB clearance at least once each four years as required by Education Code 49406(b). At least 60 days before an employee's TB clearance is set to expire, Human Resources will send an email notification directly to the employee and his or her manager. Reminders will be sent out regularly until the employee has submitted an updated TB clearance. Employees without updated TB clearances will not be allowed to have frequent or prolonged contact with students until they have submitted updated TB clearances to Human Resources.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Student enrollment in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or are not fully immunized within the appropriate time periods are not allowed a grace period.

#### **Exemptions**

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if his/her child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

### **Medication in School**

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

## Vision, Hearing, and Scoliosis

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

#### **Diabetes**

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

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

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Blood borne Pathogens**

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

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

## Drug-, Alcohol-, and Smoke-Free Environment

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

#### **Facility Safety**

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

## Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

## SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

#### Security

The Charter School may hire a full-time security guard or use outsourced security services. These security guards will know the students, the neighborhood, and the parents.

#### **Student Health**

The School Operations Manager will be trained in basic techniques such as CPR, first aid and medication administration. Training will be provided through both online training platforms and qualified vendors. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted.

All Green Dot schools participate in one or more of the federally reimbursable school nutrition programs in order to provide healthy, nutritious meals to students during and after the school day, which include the School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Child and Adult Food Care Program (Supper). All meals served meet or exceed the federal regulations and guidance stemming from the Healthy and Hunger-Free Kids Act of 2010. Student health and wellness is also promoted through Physical Education classes and athletics programs, nutrition education, and involvement of parents, students, school administrators, school food service representatives, and the community through School Advisory Council meetings.

## **Element 7: Means to Achieve Racial and Ethnic Balance**

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

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

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Santa Ana Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about ÁCSS 2 with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot's existing schools.

While open to all students, ÁCSS 2 will seek to serve the students who reside within the District boundaries. It is our goal to improve the educational opportunities for economically disadvantaged students. ÁCSS 2 aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas. Every effort will be made to reach out to all fifth grade students in the District during recruitment as well as all segments of the community that are reflective of Santa Ana Unified School District. The community-based recruiting effort will start in the Fall and may include:

- Mailings ÁCSS 2 intends to send out flyers to area families informing them of the option to apply and important dates, for example the lottery form deadline or open house meetings;
- Attendance Area Mailings ÁCSS 2 will send flyers to families of students who would otherwise attend McFadden Middle, MacArthur Middle or Carr Middle School for middle school and Saddleback High, Santa Ana High or Century High for high school to ensure that all students in the area have an opportunity to attend a Green Dot school;
- Open house meetings ÁCSS 2 will host one to three open houses throughout the recruiting period to inform parents about the school;
- Community partnerships ÁCSS 2 will work with a diverse group of community leaders within the Santa Ana community to "get the word out" about the school. Examples of outreach include: community leader breakfasts, attendance at community partner events, and sharing of school flyers and lottery forms;
- Community walks ÁCSS 2 may go door to door, talk to families, and hand out information about
  the school. Community walks for ÁCSS 2 will focus on areas within Santa Ana and give
  opportunities to reach economically disadvantaged students who may not be able to attend open
  house meetings or have permanent housing to receive information; and
- Direct advertising ÁCSS 2 may advertise in local media, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language ÁCSS 2 deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at ÁCHS reflective of the surrounding community and the Santa Ana Unified School District.

According to the California Department of Education, Santa Ana Unified School District's ethnic and racial demographics for the 2017-18 school year were as follows:

Ethnicity	Percent
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African American	0.3%
American Indian or Alaska Native	0.2%
Asian	2.7%
Filipino	0.3%
Hispanic or Latino	92.9%
Pacific Islander	0.1%
White	2.6%
Two or More Races	0.8%
Not Reported	0.1%
Total	100.0%

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school using the PowerSchool software program to track demographic information on each individual student. As outlined in the recruitment process, above the Charter School will work to recruit all members of the community in their efforts to achieve ethnic and racial balance. If the ethnic and racial breakdown of the school is not reflective of Santa Ana Unified School District, ÁCSS 2 will modify its recruitment practices to achieve ethnic and racial balance at an increment of 2% per year.

# **Element 8: Admissions Requirements**

## **Education Code Section 47605(b)(5)(H)**

"Admission requirements, if applicable."

## **Admissions Requirements**

ÁCSS 2 will admit all pupils who wish to attend the school as per Education Code section 47605(d)(2)(a). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

ÁCSS 2 shall comply with all laws establishing the minimum and maximum age for public school enrollment. ÁCSS 2 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment.

#### MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

#### **Student Recruitment**

ÁCSS 2 is committed to serving all students, including low-income, economically disadvantaged students, educationally disadvantaged students and students with disabilities. As with other Green Dot schools, ÁCSS 2 tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic Balance, are reflective of this mission. Specific activities that will be employed by ÁCSS 2:

- The use of English and Spanish collateral and materials;
- Extensive grassroots marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

## **Lottery Preferences and Procedures**

Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery).

Per Education Code section 47605(d)(2)(B), preference shall be given to:

- Students who reside within Santa Ana Unified boundaries
- Students with siblings admitted to or attending the Charter School
- Children of Green Dot regular employees (not to exceed 10% of total enrollment)
- All other students who do not reside within Santa Ana Unified boundaries

#### **Interest Period**

Each party interested in enrolling at ÁCSS 2 will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins the second Monday of

October and ends no later than the first week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information and parent contact information and are made available both in paper form and online. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing will determine enrollment. The lottery will be held each year no earlier than the second week of December and no later than the third week of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

### **Lottery Procedures**

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

A representative from Green Dot's Home Office will be charged with conducting the computerautomated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in tier 1 will be selected first, tier 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room one at a time for each applicant. Applicants will be admitted to the school in the order they are drawn, up to the grade-level capacity. The school reserves the right to select more than the applicable grade-level capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity). Should the Principal elect to enroll more students than the grade-level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable. Annual training of lottery procedures and use of the online database is provided for appropriate school staff to ensure the fair execution of lottery and waitlist procedures.

#### **Post Lottery Procedures**

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. Families from the acceptance list will also be notified via telephone. Upon receipt of the offer, parents/guardians will have 10 calendar days to either accept or decline the seat. Those who accept the seat will be given enrollment forms that are required to be filled out as the next step in the enrollment

process. Deadlines for completing these required forms will be communicated. If the required forms are not received by the deadline, enrollment will be offered to the next family on the waiting list.

## **Waitlist Management Procedures**

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and/or in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the school. The timeline will be reasonable and take into account the needs of the school community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parents/guardians will be contacted.

The waiting list expires annually on the last day of the open enrollment period for the upcoming school year, which occurs no later than the first week of December. Students enrolled the previous year who did not withdraw from the school will be guaranteed a seat the following year. The above process will be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition.

#### NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or preenrollment event or process, or as a condition of admission or enrollment.

## **Element 9: Annual Financial Audits**

## **Education Code Section 47605(b)(5)(I)**

"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."

Green Dot's management shall annually oversee the selection of reputable independent auditor and the completion of an annual audit of ÁCSS 2's financial books and records, including attendance. The auditor shall be on the State Controller's list of educational auditors and shall be hired by the Green Dot California Board of Directors. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, California Code of Regulations and Audit Guide. This audit will verify the accuracy of Green Dot's and ÁCSS 2's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All Audit services are handled centrally by the Green Dot Finance and Accounting department, as part of the services covered by the Service Fee. The schools are not responsible for managing the Audit or its dissemination.

Green Dot currently uses Vavrinek, Trine, Day and Company, LLP as its independent auditor. It is a firm of Certified Public Accountants licensed in the State of California. It began operations in 1948 and since that time has conducted audits of K-12 Local Education Agencies and has had charter school clients since the passing of CA charter school legislation in 1992. As a result of this past experience, Vavrinek, Trine, Day and Company, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

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 15<sup>th</sup> of December of each year. All financial statements will be submitted to the District by December 15<sup>th</sup> following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures for the entire Green Dot network were required, it would be brought up to senior management, the Budget Committee of the Board and if material the Board of Directors for approval. In addition, ÁCSS 2 will act upon these recommendations, and report its actions to the District. (47605 (b)(5)(I)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the District superintendent of schools of the district in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, per AB 1994, ÁCSS 2 will provide an annual financial report to the District in a format developed by the Superintendent of Public Instruction. ÁCSS 2 will submit its annual audit to the State Controller, COE, CDE and the District. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. (Education Code Section 47605(g).) Green Dot provides the following services, plans and systems to its schools and will provide similar services to ÁCCS:

- Budget preparation
- Application for revolving loan
- Set-up of fiscal control policies and procedures
- Set-up and assistance for administration of human resources including payroll
- Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- Attendance accounting and reporting controls
- Accounting services including establishing chart of accounts (SACS) and financial statement preparation
- Set-up of banking relationships
- Preparation for annual audit

#### **Balance Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Responding to Inquiries**

In accordance with Education Code Section 47604.3, the Charter School shall promptly respond to all inquiries within a reasonable timeframe, including but not limited to, inquiries regarding its financial records, from the District, County, or from the Superintendent of Public Instruction and shall consult with the District, County or Superintendent of Public Instruction regarding any inquiries.

#### **Oversight Costs**

The District may charge ÁCSS 2 for supervisory oversight of ÁCSS 2, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%.

# **Element 10: Suspension and Expulsion Procedures**

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

"The procedures by which pupils can be suspended or expelled."

#### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Corporal punishment shall not be used as a disciplinary measure against any 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.

For suspensions of ten consecutive days or more, the Charter School shall provide:

- i. timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- ii. a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

## **Progressive Student Discipline Policy**

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy of ÁCSS 2 will be reviewed with students and parents upon admission to ÁCSS 2 and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual do not relieve any obligation to adhere to Green Dot's student discipline plan, but by signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided

assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

ACSS 2's student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school's pupils and their parents/guardians. Green Dot and ÁCSS 2 administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The school's discipline plan follows the District's Discipline Foundation Policy. The school implements school-wide behavior supports and alternatives to out-of-school suspension. The school follows the STOIC classroom management model from Safe and Civil schools as foundation for addressing student behavior which includes providing students with Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently. <sup>22</sup> This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service. Merit cards are a part of positive behavior support system that acknowledges students' positive contribution to the school community both inside and outside of the classroom. The merit card program may include recognition events and/or celebrations of students who reach a threshold amount of merits.

The MTSS model outlines academic, behavioral and social-emotional supports for all students at different tiers. All students receive behavioral supports at the Tier 1 level through a school-wide Positive Behavior Support System representing universal practices. At the Tier 2 level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Tier 1 supports. If a student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required. A Student Success Team referral may take place based on the need for individualize behavioral interventions, but would also include a comprehensive review of the student's needs academically as, well as social-emotionally. If, through the process, the Student Success Team suspects a disability, an assessment plan would be created in order to complete a comprehensive psychoeducational evaluation. For students with an IEP who are having behavioral challenges and who are in need of additional behavioral supports and interventions which are not currently in the IEP, the school would convene an IEP team meeting in order to add or revise a behavior support plan or consider other behavioral supports or whether or not a functional behavior assessment is warranted. Warranted. The IEP team may also consider a re-evaluation of the student in order to determine a possible change in eligibility or to gather additional information to plan other changes to the student's plan.

Any campus community service issued pursuant to this Discipline Foundation Policy may take place before, after or during the school day. Any campus community service issued during the school day shall not prohibit a student's time for lunch or remove him or her from instructional time.

<sup>&</sup>lt;sup>22</sup> More information about the STOIC classroom management model is available here: http://www.safeandcivilschools.com/

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

## **Progression of Disciplinary Procedures**

A restorative approach will be applied whenever possible to build connection with the school community. Restorative practices may include, but are not limited to, community circles, mediation, restorative dialogue and conferences. School Behavior data is monitored through PowerSchool, Green Dot's student information system. PowerSchool provides teachers and administrators the ability to log positive behavior, interventions, and consequeces as needed. Additionally, Green Dot's internal Tableau system includes customized reports that school sites use to monitor progresss over time.

#### **Teacher Detention**

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and teachers and students work together to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the school year during weekly Professional development. Professional development will include data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers as a Teacher Detention include: warnings, teacher detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal. Teacher detentions may take place during a student's lunch period, but would not prohibit a student time for eating lunch.

As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, cheating). Minor inappropriate conflicts with others may be determined at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of a teacher detention directly from the teacher assigning the consequence or through the school-wide notification system. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the "Grounds for Suspension of Expulsion" section included below.

#### **Administrative Detention**

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student's misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention.

Once a student is issued an Administrative Detention, the student's parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Green Dot will use a progressive discipline system as defined in ÁCSS 2's Student Policy Manual to intervene in student behavior.

## **Grounds for Suspension and Expulsion**

#### Suspension

Suspension is intended to maintain established policies and standards of behavior to promote learning and protect the safety and well-being of all students.

An in-school suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

If a student is issued an in-school suspension without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written in-school suspension notice and in person if possible.

A student serving an in-school suspension reports to school at the regular time in compliance with the ÁCSS 2's school uniform requirements. Each teacher will give the student written assignments that he/she must complete under the direct supervision of the Principal or designee. Teachers may conference with the student during their planning period to provide direct instructional support as needed. In addition to instructional support, students will be provided with counseling services as deemed appropriate. Social-emotional learning curriculum may be used to allow for individual reflection and to prepare the student to reintegrate into the school community. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room. The assigned room may be a classroom, counseling center or other office space, as deemed appropriate by the school, and will be supervised at all times.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP"). Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. The will Discipline Review Panel ("DRP") consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case<sup>23</sup>
- Two teachers/counselors from a campus not bringing forth the case

For students on suspension pending an expulsion hearing, the School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in ÁCSS 2's main office under appropriate supervision as needed.

## **Suspension Procedures**

Suspensions shall be initiated by the Principal or designee according to the following procedures:

#### 1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred

<sup>&</sup>lt;sup>23</sup> Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

At the conference, subject to any omitted conference due to an emergency situation described in the preceding paragraph, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in his/her defense. This conference shall be held within two school days of the date that the Charter School received knowledge of the suspendable offense, unless the pupil's parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. The notice will also include rights and procedures for suspension appeal. If an administrator or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to the administrator the next school day. There shall be no penalty to the student should the parent fail to respond to this request.

### **Matrix for Suspension/Expulsion Recommendations**

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with <u>Broad</u> Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus.	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate.	Principal may suspend and recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Possessing, selling, or furnishing a firearm.	Causing serious physical injury to another person, except in self-defense.	<ol> <li>Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.</li> <li>First offense of possession of marijuana of not more than one ounce, or alcohol.</li> <li>Sold, furnished, or offered a substitute substance represented as a controlled substance.</li> </ol>
Brandishing a knife at another person.	Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	<ol> <li>Caused or attempted to cause damage to school or private property.</li> <li>Stole or attempted to steal school or private property.</li> <li>Possessed or used tobacco.</li> <li>Committed an obscene act or engaged in habitual profanity or vulgarity.</li> </ol>
Unlawfully selling a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	<ol> <li>Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.</li> <li>Knowingly received stolen school or private property.</li> <li>Possessed an imitation firearm.</li> <li>Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</li> </ol>
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	4. Robbery or extortion.	<ol> <li>Engaged in sexual harassment.</li> <li>Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.</li> <li>Made terrorist threats against school officials or school property, or both.</li> <li>Willfully used force or violence upon the person of another, except in self-defense.</li> </ol>
5. Possession of an explosive	Assault or battery upon any school employee.	<ol> <li>Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.</li> <li>Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</li> <li>Engaged in, or attempted to engage in, hazing, as defined in Section 32050.</li> <li>Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.</li> <li>Aided or abetted the infliction of physical injury to another person (suspension only).</li> </ol>

<sup>\*</sup>For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or other.

## **Student Discipline Review Board**

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board ("DRB"), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRB convenes when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of his/her particular individualized student conduct agreement. The DRB is comprised of at least 3 teachers, and may also include a classified employee, counselor, or dean. The DRB

will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes a DRB conference when needed. All other members of the DRB participate in this DRB conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The Principal or designee should schedule the DRB conference when the suspension paperwork is issued for a serious violation of the discipline code (Categories I and II as identified in the matrix above) or when the student has broken the terms of his/her particular individualized student conduct agreement. While it is important that all evidence is collected in advance of the DRB conference, it must occur before the student returns to school at the end of the suspension period. The DRB may recommend to the Principal or designee disciplinary action, terms of probation, and expulsion. The Principal considers the DRB's recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended pending the results of the DRP hearing, as the student does not return to campus while they are pending the expulsion hearing, which will be held within 30 days.

### **Involuntary Removal – General Provisions**

No student shall be involuntarily removed (i.e., disenrolled, dismissed, transferred, or terminated) by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five 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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the DRP hearing procedures specified in this Element 10 before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the specified DRP hearing procedures, the student shall remain enrolled and shall not be removed until the DRP issues a final decision.

For suspensions of ten consecutive days or more, the Charter School shall provide:

- i. timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- ii. a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

## **Expulsion**

A student may be expelled from ÁCSS 2 for any of the violations listed above in the section titled: "Matrix for Suspension/Expulsion Recommendation," upon recommendation from the Principal pursuant to the DRB conference and after a DRP hearing.

Upon an expulsion recommendation by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference with a school administrator to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis if modified by Green Dot's Chief Academic Officer and such modification is in writing), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person;
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]); and
- Possession of an explosive.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

## **Authority to Expel**

A student may be expelled by the Discipline Review Panel ("DRP") following a hearing before it. The DRP will consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case<sup>24</sup>
- Two teachers/counselors from a campus not bringing forth the case

At the beginning of the academic school year, a schedule is composed for all administrators to be "on call" for a particular month should their presence be needed at a DRP hearing.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

The DRP hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed by the Principal or designee within 7 days of the DRP hearing and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above Matrix for Suspension/Expulsion Recommendations, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right to question all witnesses who testify at the hearing, the right for the hearing to be held in public session, the right to inspect and obtain all copies of documentation, the right to present evidence

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<sup>&</sup>lt;sup>24</sup> Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

on the pupil's behalf, the date and time of the hearing, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the pupil.

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

Within ten (10) school days after this hearing, the DRP facilitator (an Area Superintendent, Vice President of Schools, or Chief Academic Officer) will provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Green Dot will assist parents in finding a new placement for an expelled student by advising parent to call the local district Student Discipline Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Pupils who are expelled from Green Dot shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Green Dot for readmission. Upon request from a pupil's parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completely the rehabilitation plan. The pupil's readmission is also contingent upon the capacity of the school at the time of the pupil seeks readmission.

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing (i.e. Area Superintendent, Vice President of Schools, or Chief Academic Officer) from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Academic Officer outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

If requested, a suspension/expulsion appeal meeting will be held with the Chief Academic Officer and the student/parent/guardian. The Chief Academic Officer will review the supporting documentation attached to the written appeal, and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Academic Officer. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee ("DAC") will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The DAC's duly authorized jurisdiction includes student expulsion hearings. The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Academic Officer and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board's review shall be limited to:

- 1. Whether the DRP acted without or in excess of its jurisdiction;
- 2. Whether there was a fair hearing;
- 3. Whether there was a prejudicial abuse of discretion in the hearing; and
- 4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

### **Post-Board Appeal Process**

The DAC will issue a decision within 10 calendar days from the date of the expulsion appeal DAC meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the DAC. If the DAC upholds the appeal such that the expulsion is overturned, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DAC confirms the recommendation for expulsion, the decision will include the DRP's and/or Chief Academic Officer's expulsion order, a rehabilitation plan, and any other recommendations the DAC determines to be appropriate. With any decision upholding an expulsion, the DAC shall students/parents/guardians/authorized representatives with support from Green Dot to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts a liaison to the LAUSD Suspension and Expulsion Unit as needed.

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

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement for not more than 45 school days, pending the completion of the expulsion process, to be coordinated with Green Dot's Home Office Education Team's Special Education Department.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An appropriate team will meet to conduct a manifestation determination when a disciplinary recommendation would constitute a change in placement (e.g., out-of-school suspension of greater than ten school days, expulsion), within the timelines as required by law, and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a manifestation determination meeting to ask the following two questions:

- 1) Was the misconduct caused by, or directly and substantially related to the student's disability?
- 2) Was the misconduct a direct result of the Charter School's failure to implement 504?

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's Discipline Review Panel 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan shall include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

#### READMISSION

Charter School's Discipline Review Panel shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

Additional information about the student discipline policy at Green Dot schools can be found in the ÁCSS 2 Parent-Student Handbook and the Green Dot Student Policy Manual which are available upon request.

# **Element 11: Employee Retirement Systems**

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

"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."

ÁCSS 2 teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers' Retirement System (STRS) throughout the duration of the charter school's existence under the same CDS code, unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required. Other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees' Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school's existence under the same CDS code unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required.

Payroll services for all of Green Dot's current employees are processed by Green Dot's Finance & Accounting Department. Green Dot will translate payroll data into the approved Orange County Office of Education ("OCOE") data format. Green Dot shall submit retirement contributions to OCOE in a timely manner. Green Dot will ensure the accuracy of the STRS/PERS reporting to OCOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

## **Element 12: Public School Attendance Alternatives**

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

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ÁCSS 2 is a school of choice; no student is required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on writing that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the charter school except to the extent that such a right is extended by the local educational agency.

# **Element 13: Employee Return Rights**

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

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ÁCSS 2 employees are employees of Green Dot. In the event ÁCSS 2 or Green Dot ceases to operate or in the event ÁCSS 2 employees seek employment in the District or county, they are considered free to do so unless otherwise stipulated.

# **Element 14: Dispute Resolution**

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

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

## Disputes between ÁCSS 2 and the District:

In the event that any dispute arises between the charter school and the District, both parties agree to use the following procedure, except for any dispute that is any way related to revocation of the charter petition. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

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

At any time that the District believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process. The District Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

- 1. committed a material violation of any of the conditions, standards, or procedures set forth in the charter:
- 2. failed to meet or pursue any of the pupil outcomes identified in the charter;
- 3. failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
- 4. violated any provision of law; or
- 5. illegally or substantially engaged in the improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a District or county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that District and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

#### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute

resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **Element 15: Closure Procedures**

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

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

Closure of the Charter School will be documented by official action of the Green Dot California 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 CEO shall be responsible for closure-related activities, unless the Board designates another individual for this role.

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

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

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

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

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

## **Additional Provisions**

### Submittal of Documents, Reports, and Information

- ÁCSS 2 shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.
- On or before July 15 of each year, ÁCSS 2 shall submit to the District an approved school calendar establishing that ÁCSS 2 is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.
- Pursuant to Education Code 47605(d)(3), if a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, ÁCSS 2 shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

#### **Inspections**

ÁCSS 2 agrees to permit the District to inspect and receive copies of all records relating to the operation of ÁCCS, including financial, personnel, attendance accounting, and pupil records to the extent permitted by law. ÁCSS 2 shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. ÁCSS 2 shall be subject to the California Public Records Act.

## **Governing Law and Construction**

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

#### **Debts and Obligations**

- ÁCSS 2 and Green Dot shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.
- ÁCSS 2 and Green Dot shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Board of Education as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be ÁCSS 2 and Green Dot's sole responsibility.

#### **Independent Entity**

ÁCSS 2 and Green Dot and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. The District and ÁCCS/Green Dot shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of ÁCSS 2 and/or Green Dot.

### **Insurance Requirements**

ÁCSS 2 shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved the District's risk manager and as specified below. ÁCSS 2's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end ÁCSS 2's right to operate as a charter school pursuant to this Charter or cause

ÁCSS 2 to cease operations until ÁCSS 2 has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of ÁCCS, throughout the life of the Charter, ÁCSS 2 shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of ÁCSS 2. If any Santa Ana Unified School District property is leased, rented or borrowed, it shall also be insured by ÁCSS 2 in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per "claim" with an aggregate policy limit of \$3,000,000.

<u>Additional Insured</u>: The District will be included as additional insured on ÁCSS 2's insurance policies. Self-insurance reserves, if any, shall be maintained above and beyond ÁCSS 2's normal reserve level.

**Endorsements:** ÁCSS 2 shall furnish the District Superintendent with a copy of the general liability, automobile liability, directors and officer's liability, workers' compensation and employer's liability, and loss payee endorsements. The endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf and shall specifically reference this Charter. The District Superintendent reserves the right to require complete, certified copies of all required insurance policies at any time.

**Reporting Requirement:** ÁCSS 2 will notify the District within ten working days of any claim filed against the Charter School.

**Bonding:** Appropriate ÁCSS 2 employees shall be bonded to protect ÁCSS 2.

ÁCSS 2 shall promptly respond to all inquiries from the District regarding any claims against ÁCSS 2 and/or any obligation of ÁCSS 2 under the foregoing provisions of this Charter.

## **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, ÁCSS 2 agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board of Education, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of ACCS, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of ÁCSS 2 in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of ÁCSS 2 or of any other facility, program, or activity. The obligations of ÁCSS 2 to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate ÁCSS 2 to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of ÁCSS 2 shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

ÁCSS 2 further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the District and District Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

ÁCSS 2 obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end ÁCSS 2's right to operate as a charter school pursuant to this Charter or cause ÁCSS 2 to cease operations.

## **Budgets and Financial Reporting**

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

Attached, as Appendix 6, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

## **Facilities**

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

The Charter School will apply for space in a SAUSD facility via Proposition 39. The Charter School will submit its application by the November 1<sup>st</sup> deadline. The Charter School anticipates receiving a preliminary Proposition 39 offer from SAUSD on February 1<sup>st</sup>. It is the Charter School's preference to operate in a district facility in Santa Ana.

Simultaneously, the Charter School, with support from the Green Dot California Home Office, has been surveying private facility options to lease. Green Dot California is working with local businesses, churches and community organizations to identify an appropriate facility. Any facility the Charter School considers is being evaluated on its feasibility to be ready by summer 2019, the amount of space available, cost, and status of its Certificate of Occupancy.

The Charter School is currently seeking a facility that can accommodate its Year 1 enrollment (approximately 145 students) at a minimum. Ideally, the Charter School will receive an offer from SAUSD or locate a private facility that can accommodate its enrollment at scale (approximately 650 students). However, the Charter School is currently looking for a space with the following classrooms and amenities to accommodate the Charter School in Year 1:

- 8 standard classrooms.
- 1 science classroom equipped with a sink and science workstations,
- 1 art room with sink,
- 1 computer lab,
- 1 special education space,
- Outdoor space,
- A large meeting space, and
- 1200 square feet of flexible office space for administrative and clerical personnel.

As indicated above, the Charter School plans to serve 650 students in grades 6 through 12. The table below summarizes the charter school's enrollment plan.

#### Projected Five-Year Student Enrollment (Charter Term)

Grade	Year 1: 2019-2020	Year 2: 2020-2021	Year 3: 2021-2022	Year 4: 2022-2023	Year 5: 2023-2024
6	110	105	100	100	100
7	-	105	95	95	95
8	-	-	90	85	90
9	-	-	100	100	100
10	-	-	-	90	90
11	-	-	-	-	85
12	-	-	-	-	-
Total	110	210	385	470	560

Projected Student Enrollment at Scale

Grade	Year 1: 2019-2020	Year 2: 2020-2021	Year 3: 2021-2022	Year 4: 2022-2023	Year 5: 2023-2024	Year 6: 2024-2025
6	110	105	100	100	100	100
7	-	105	95	95	95	95

8	-	-	90	85	90	95
9	-	-	100	100	100	100
10	-	-	-	90	90	95
11	-	-	-	-	85	85
12	-	-	-	-	-	80
Total	110	210	385	470	560	650

As mentioned above, the Charter School is also currently surveying potential private facilities and land to purchase or lease which would accommodate the Charter School at full scale. Green Dot California will fully support the Charter School in acquiring a facility and, if necessary, building or renovating a facility to meet the needs of its students. Green Dot California's portfolio of schools includes a mix of district facilities via Proposition 39, leases with school districts and private entities, renovated buildings and new construction.

In the event that the Charter School operates wholly or partially in facilities other than those provided by the district, it will secure appropriate private facilities within the District's boundaries and the Charter School shall ensure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act ("ADA") requirements, local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities, including an appropriate Certificate of Occupancy. The school will maintain readily accessible records documenting such compliance on file.

To be conservative, the Charter School estimated facility expenses to be approximately \$208,750 in the charter school's first year of operation plus an additional \$1,152,240 for maintenance, upkeep, utilities and other incidentals. The cost estimates listed in budget are based on historical spending at recently opened Green Dot schools as well as costs at other Green Dot schools located on Proposition 39 facilities. Based on Green Dot's experience with Proposition 39, services included in Proposition 39 payment can fluctuate greatly, and so the Charter School's budget assumes a conservative scenario where the Charter School is required to pay for services such as facilities repair and upkeep, housekeeping services, and building maintenance. If the Charter School is not awarded an appropriate Proposition 39 facility, the Charter School anticipates costs for a temporary private facility would be comparable for the first year of operation.

#### **Selecting Vendors or Service Providers**

When Green Dot is seeking services from vendors or service providers, it will seek to contract with a preferred vendor or the vendor or provider that can best meet the needs of the organization. When Green Dot determines it is practicable to do so, Green Dot will seek quotes or proposals from more than one vendor or provider to determine the most qualified and cost effective option for the school and organization, in accordance with the procurement practices detailed in its Finance and Accounting Policies. Furthermore, the organization and its leaders and board members will follow all conflict of interest rules that apply to it in entering into business or service contracts.

# **Funding Model – Directly Funded**

ÁCSS 2 will be a directly funded charter school.

All of Green Dot's schools are directly funded and this model has worked effectively to date.

### LETTER OF INTENT TO SUBMIT A CHARTER SCHOOL PETITION APPLICATION

Name of Proposed Charter School:	Ánimo Charter Span School 2	
Facility Address or Target Neighborh of Proposed Charter School:	Santa Ana	
Type of Charter School: Independen	nt	CALIFORNIA (CALIFORNIA CALIFORNIA
Projected Grade Level(s) - Year 1: 6	Projected Enrollment - Year 1:	110
	Projected Enrollment - Year 5:	560
	Projected Enrollment - Scale:	650
LEAD PETITIONER INFORMATION:		
Name Cristina de Jesus		
Address 1149 S. Hill Street, Suite	600 Los Angeles, CA 90015	
Phone number(s) 323.565.1600	Fax 323.565.1610	
E-Mail Address cdejesus@gree	endot.org	
OTHER MEMBERS OF THE PETITION Annette Gonzalez	N DEVELOPMENT TEAM:	
Michael Lopez		
Annabelle Eliashiv		
CHARTER SCHOOL AFFILIATION: Green Dot Public Schools California		Tr.
Cristina de Jesus PRINT NAME OF LEAD PETITIONER	SIGNATURE OF LEAD PETITIONER	9/27/18 DATE

### RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS CALIFORNIA REGARDING A NEW CHARTER PETITION SUBMISSION TO THE SANTA ANA UNIFIED SCHOOL DISTRICT

This Resolution is presented to the Board of Directors ("Board") of **GREEN DOT PUBLIC SCHOOLS CALIFORNIA** ("GDPSC"), a California nonprofit public benefit corporation, at a regular meeting on April 27, 2018.

WHEREAS, GDPSC intends to submit a petition to the Santa Ana Unified School District ("SAUSD") to open and operate a charter school for grades 6-12, inclusive ("Ánimo Charter Span School 2"), in the City of Santa Ana under SAUSD's jurisdiction (the "Petition");

WHEREAS, the Board desires to authorize GDPSC to take all steps necessary to submit the Petition to SAUSD;

WHEREAS, the Board desires to authorize GDPSC to take all steps necessary to submit the Petition to the Orange County Board of Education ("OCBE") if the Petition for the establishment of a charter school is denied by SAUSD pursuant to California Education Code Section 47605(j);

WHEREAS, the Board desires to authorize GDPSC to take all steps necessary to submit the Petition to the California State Board of Education ("CSBE") if the Petition for the establishment of a charter school is denied by OCBE pursuant to California Education Code Section 47605(j); and

WHEREAS, the Board desires to designate Dr. Cristina de Jesus, GDPSC's President and Chief Executive Officer, as lead petitioner for any and all charter petitions submitted by GDPSC to the SAUSD and/or OCBE on the Board's behalf.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes GDPSC to take all steps necessary to submit the Petition to the SAUSD, the OCBE and/or the CSBE;

BE IT FURTHER RESOLVED that the Board hereby designates Dr. de Jesus as lead petitioner for any and all charter petitions submitted by GDPSC to the SAUSD, the OCBE, and/or the CSBE on the Board's behalf.

/// /// ADOPTED by the Board of Directors of Green Dot Public Schools California during a regular meeting duly held on April 27, 2018, at which a quorum was present.

AYES: 7
NOES: Ø
ABSENT: 5
ABSTAIN: Ø

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED:

Board Chairperson

Date: 4/27/18

Date: 4/27/18

ATTEST:

Board Secretary

Page 2 of 2

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information**:

Last Name: AGUSTIN

First Name: RENE

Middle Name:

**Document Information:** 

Document Number: 150202555

Document Title: Single Subject Teaching Credential

Term: Clear

Status: Valid

Issue Date: 6/30/2015

Expiration Date: 7/1/2020

Original Issue Date: 6/1/2011

Grade:
Special Grade:
Special Grade:
SB1969 (Title 5 §80487):

uthorization Code	Authorization Description	Subject Code	Subject Description
• ELA1	The following instructional services may be prendish learners: (1) instruction for English landevelopment in grades twelve and below, inclupreschool, and in classes organized primarily for the prerequisite credential or permit is a design subjects adult education teaching credential, a development instructional permit, or a child desupervision permit, English language developminstruction is limited to the programs authorized credential or permit; (2) specially designed coninstruction delivered in English in the subjects and at the grade levels authorized by the prerecredential or permit. This English learner authorized covers classes authorized by other valid, non-credentials or permits held, as specified in Education 44253.3.	guage Iding for adults. If Inated Ina	
R1S	This document authorizes the holder to teach area(s) listed in grades twelve and below, inclupreschool, and in classes organized primarily f	ıding MATX	Mathematics (Examination)
Renewal Requireme	ents		
ease disregard any #	# signs you may see below and refer to the "Additio	onal Description" column to the riç	ht for specific renewal requirements.
enewal Code Renewa	al Description		Additional Description
	ew this credential, the holder needs to submit only a 2 months before the expiration date. The renewal p		mission no earlier TC Code Not Required
Employment Dest	ations		
Employment Restri	CHOUS		

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** Last Name: CARDONA First Name: LAURA Middle Name: **Document Information:** Document Number: 180176259 Document Title: Provisional Internship Permit Term: Status: Valid Issue Date: 7/1/2018 Expiration Date: 8/1/2019 Original Issue Date: 7/1/2018 Grade: Special Grade: SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> пзмм	This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	ММ	Mild/Moderate Disabilities
AAAS	The autism spectrum disorders added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.	NONE	
ELAE	The following instructional services may be provided to English learners within the specialty area(s) and grade/age level authorization of this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially		

### Renewal Requirements Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. Renewal Code Renewal Description PIPF This certificate may not be renewed. Employment Restrictions

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information**:

Last Name: GATDULA

First Name: EPHRAIM

Middle Name: JOSE

**Document Information:** 

Document Number: 140115459

Document Title: Single Subject Teaching Credential

Term: Preliminary

Status: Valid

Issue Date: 5/23/2014

Expiration Date: 6/1/2019

Original Issue Date:

Grade:

Special Grade:

SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R1F	This document authorizes the holder to teach the content areas in general mathematics, algebra, geometry, probability and statistics, and consumer mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults.	FMX	Foundational-Level Mathematics (Examinati
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.		

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description Additional Description

This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

TC Code Not Required

**Employment Restrictions** 

Organization 7 Organization County

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** Last Name: GINDER First Name: SAMUEL Middle Name: JOSEPH **Document Information:** Document Number: 180173076 Document Title: Single Subject Teaching Credential Term: Clear Status: Valid Issue Date: 6/1/2018 Expiration Date: 7/1/2023 Original Issue Date: Grade: Special Grade: SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
<b>&gt;</b> ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.		
SMAA	This credential authorizes the holder to teach courses in the specific subject or subjects listed in departmentalized classes in grades preschool and K-12 or in classes organized primarily for adults.	GEOG	Geography
R1F	This document authorizes the holder to teach the content areas in general mathematics, algebra, geometry, probability and statistics, and consumer mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults.	FMX	Foundational-Level Mathematics (Examinati

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

### Renewal Code Renewal Description Additional Description

> R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

### **Employment Restrictions**

Organization Type	Organization	County

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** 

Last Name: JOO First Name: ROSA Middle Name: SUN YOUNG

**Document Information:** 

Document Number: 150140333

Document Title: Single Subject Teaching Credential

Term: Clear

Status: Valid

Issue Date: 9/1/2015

Expiration Date: 9/1/2020

Original Issue Date: 6/15/2005

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects				
Authorization Code	Authorization Description	Subject Code	Subject Desc	ription
<b>&gt;</b> ELAT	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization als covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE o		
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ART	Art	
4				
Renewal Requireme	ents			
Please disregard any #	# signs you may see below and refer to the "Additional Descrip	ion" column to the righ	t for specific renev	val requirements.
Renewal Code Renewa	al Description			<b>Additional Description</b>
<b>→</b> B711	ew this credential, the holder needs to submit only an application of the expiration date. The renewal period is five		ission no earlier	TC Code Not Required
4				
Employment Restri	ictions			
Organization Type	Organization	County		

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** Last Name: MALDONADO First Name: ANGEL Middle Name: GABRIEL **Document Information:** Document Number: 160045978 Document Title: Single Subject Teaching Credential Term: Clear Status: Valid Issue Date: 3/1/2016 Expiration Date: 4/1/2021 Original Issue Date: 6/10/2011 Grade: Special Grade: SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
<b>&gt;</b> R1B4	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document; (3) content instruction delivered in the language of emphasis listed in single-subject-matter (departmentalized) courses as authorized on this document; and (4) instruction for primary language development in the language of emphasis listed in grades twelve and below, including preschool, and in classes organized primarily for adults. This bilingual, crosscultural, language and academic development authorization also covers classes authorized by other valid non-emergency credentials held, as specified in Education Code Section 44253.4.	BLS /	BCLAD: Spanish
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SSX	Social Science (Examination)

4					<b>+</b>
Renewal Rec	quirements				
Please disregar	d any # signs	you may see below and refer to the "Additional Description" col	umn to the right for specific renev	wal requirements.	
Renewal Code	Renewal Desc	ription		Additional Description	
> B.5U		credential, the holder needs to submit only an application and for subfore the expiration date. The renewal period is five years.	ee to the Commission no earlier	TC Code Not Required	
4					
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Employment	Restrictions				
Organization Ty	pe	Organization	County		

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information**:

Last Name: O'DONOHUE KRISTIN First Name: Middle Name: **IRENE Document Information: Document Number:** 170109383 Document Title: Single Subject Teaching Credential Term: Clear Valid Status: Issue Date: 5/25/2017 6/1/2022 **Expiration Date:** Original Issue Date: Grade: Special Grade:

SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
<b>&gt;</b> ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.		
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SSX	Social Science (Examination)
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGX	English (Examination)

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description Additional Description

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

### **Employment Restrictions**

### Organization 1 Organization County

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** Last Name: PACE First Name: CARLY Middle Name: JEAN **Document Information:** Document Number: 170201743 Document Title: Single Subject Teaching Credential Term: Clear Status: Valid Issue Date: 6/12/2017 Expiration Date: 7/1/2022 Original Issue Date: 9/19/2012 Grade: Special Grade: SB1969 (Title 5 §80487):

### Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> RIS	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	МАТН	Mathematics
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	

### Renewal Requirements Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. Renewal Code Renewal Description Additional Description To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years. To Code Not Required To Code Not Required County

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name. **Educator Information:** Last Name: **WASON** First Name: KEVIN Middle Name: MICHAEL **Document Information:** Document Number: 160158849 Single Subject Teaching Credential Document Title: Term: Clear Status: Valid Issue Date: 6/28/2016 7/1/2021 **Expiration Date:** Original Issue Date: 1/15/2012 Grade: Special Grade: SB1969 (Title 5 §80487):

Authorization / S	Subjects
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Authorization Code	Authorization Description	Subject Code	Subject Description
<b>&gt;</b> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.		
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SS	Social Science

i icasc ais	sregard any # signs you may see below and refer to the "Additional Description" column to the right for specific ren	ewal requirements.	
Renewal C	Code Renewal Description	<b>Additional Description</b>	
<b>&gt;</b> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required	
4			
Employ	ment Restrictions		

# CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE Animo Charter Span School 2

(Name of Proposed Charter School)

(Signatures of 50% required) The proposed charter school will be a (check the box that best describes the status of the proposed charter school):

Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation

Conversion Charter School: Total number of permanent status teachers currently employed at the school

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated Applacie. Our signatures indicate that we are meaningfully interested in teaching at this charter school applicate \$ 410,512018

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# CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

(Name of Proposed Charter School)

(Signatures of 50% required) (Signatures of 50% required) ☑ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation ☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school \_\_\_\_\_\_ The proposed charter school will be a (check the box that best describes the status of the proposed charter school):

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 9/15/2013. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

	Date of	Teacher's Name (Please Print)	Street Address	Phone #	Type of	CA Section 2	Credential	College
w,	Signature	Teacher's Signature	City, Zip Code		Credential(s) Held	Credental Number(s)	Cxpiration Date(s)	Pegree(s) Held
2	1-1	NO BNA AGO	1522 6. BIRCH ST	-	MISTACH/	17/11/4 8Lbsh0091	4/11/21	BA HISTORY
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## CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE ANIMO CHARGE SOUN SCHOOL 2

(Name of Proposed Charter School)

(Signatures of 50% required) The proposed charter school will be a (check the box that best describes the status of the proposed charter school):

Notart-up Charter School: Total number of teachers to be employed at the school during the first year of operation

Conversion Charter School: Total number of permanent status teachers currently employed at the school

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated a 129,0018. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

College Degree(S)	B.A. Geography							
Gedental Emiliare Date(5)	7/1/2023				<del>and the state of </del>			
Credential Numberis	180173076							
Oredenial(s) Credenial	Foundational Level Mathematics and Geography				٠			
Phone# including are# dode	(562) 673-8855						1	
Sheet Adress	847 Linden Ave. Long Beach, 90813							
Leddher's Name (Pheise Britt). Teacher's Signatures :	Samuel Ginder							
Date of Signature	09/25/2018	, 2	**************************************	wh	Twinist makes the Control of Control	Mark with a single control of the co	1	

### CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE Aplimo Chair ter Span Johnson (Name of Proposed Charter School)

The proposed charter school will be a (check the box that best describes the status of the proposed charter school):

Ostart-up Charter School: Total number of teachers to be employed at the school during the first year of operation

Conversion Charter School: Total number of permanent status teachers currently employed at the school

Conversion Charter School: Total number of permanent status teachers currently employed at the school

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated  $2\sqrt{15}\sqrt{2018}$ . Our signatures indicate that we are meaningfully interested in teaching at this charter school.

ESSENTATION	1	I	<u> </u>	<u> </u>	· · · · ·	
College Degree(s) Held	35: HISTORY Liberal Atts					
Gredential Expiration Dafe(s)	7/1/2021					
CA Credental Number(s)	60158849					
Fype of Crederitial(s) Field	Single Subject 160158849 7/1/2021 2160001 Airsolly		·			
Phone # including area code	714 376-6402					
Street Address City, Zip Gode	241 W. Brookdale Pl Fullerton, 92832					
Teacher's Name (Please Print) Teacher's Signature	KEUIN WASON					
Date of Signature	9125/18					

### CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

(Name of Proposed Charter School)

The proposed thatter school will be a (check the box that best describes the status of the proposed charter school):
以:art-up Charter School: Total number of teachers to be employed at the school during the first year of operation

Conversion Charter School: Total number of permanent status teachers currently employed at the school

WE, THE UNDERSONNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter solved proposed dated 9/25/20/8. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

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### AMENDED AND RESTATED

### **BYLAWS**

**OF** 

### GREEN DOT PUBLIC SCHOOLS CALIFORNIA

### **ARTICLE I**

### **NAME**

The name of this corporation is **GREEN DOT PUBLIC SCHOOLS CALIFORNIA**.

### **ARTICLE II**

### **OFFICES AND SEAL**

- **Section 1. OFFICES.** The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors (the "Board") may from time to time establish.
  - **Section 2. CORPORATE SEAL.** The corporation may adopt and use a corporate seal.

### **ARTICLE III**

### **NON-MEMBERSHIP CORPORATION**

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board of Directors.

### **ARTICLE IV**

### **BOARD OF DIRECTORS**

- **Section 1. POWERS.** The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.
- **Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS.** Subject to the provisions of Section 4 of this Article IV, the authorized number of Directors shall be not less than three (3) nor more than twenty-five (25), until changed by amendment to these Bylaws. Subject to the provisions of Section 4 of this Article IV, the exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation ("GDPSN").

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is: (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. The provisions of this paragraph; however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

### **Section 3. ELECTION AND TERM.**

- (a) The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at an annual, regular or special meeting of the Board.
- (b) Subject to the provisions of subsection (c), unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the second 31<sup>st</sup> of December occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected. A Director may be re-elected for an unlimited number of additional terms.
- (c) The Board may provide that the initial term of a Director shall expire on the first 31<sup>st</sup> of December occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors.
- **Section 4. SCHOOL DISTRICT REPRESENTATIVES.** Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the Board as a Director. A Director designated by a school district shall hold office for a term expiring on the second 31<sup>st</sup> of December occurring after the date the Director takes office or until removed or replaced. The authorized number of Directors shall be deemed increased by the number of Directors serving who have been designated by a school district.
- **Section 5. RESIGNATION.** A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.
- **Section 6. REMOVAL OF DIRECTORS.** A Director elected by the Board may be removed at any time with or without cause by GDPSN or by a majority vote of the Board then in office with the written consent of GDPSN. A Director designated by a school district may be removed at any time with or without cause by the school district or by a majority vote of the Directors then in office with the written consent of the school district.
- **Section 7. VACANCIES.** A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit

Corporation Law, or if the authorized number of Directors is increased, or if the Directors fail, at any meeting at which any Director or Directors are elected, to elect the number of Directors to be elected at such meeting.

In the event of any vacancy on the Board, the remaining Directors may select a replacement to serve for the unexpired portion of the term of his or her predecessor in office. In the event of a vacancy on the Board of a Director who has been designated by a school district, the vacancy may be filled by the school district pursuant to Section 4 of this Article IV.

**Section 8. COMPENSATION.** The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with polices adopted by the Board.

### Section 9. MEETINGS.

- (a) <u>Brown Act</u>. All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act (the "Brown Act"), California Government Code section 54950 et seq. Except as otherwise permitted by the Brown Act, all meetings of the Board shall be open and public, and all persons shall be permitted to attend any meeting of the Board. The Board shall not take action by secret ballot, whether preliminary or final.
- (b) <u>Place of Meetings</u>. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, except as otherwise permitted by the Brown Act, all meetings of the Board shall be held within the jurisdiction of the school districts that have approved charters operated by the Board.
- Regular Meetings. The annual meetings of the Board and other regular (c) meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. At least 72 hours before a regular meeting, the Board 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, including items to be discussed in closed session. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public, on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to address directly the Board on any item of interest to the public, before or during the Board's consideration of the item, that is within the authority of the Board. Except as otherwise permitted by the Brown Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.
  - (i) <u>Presentations to the Board/Agenda Items</u>. Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes,

unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

(ii) Presentations to the Board/Non-Agenda Items. Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at a regular meeting. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under Green Dot Public Schools California's established complaint procedures.

- (iii) <u>Disturbance of Meetings</u>. In the event that a person willfully disturbs a Board meeting, the Board reserves the right to ask the individual to leave immediately and take all appropriate steps to maintain the integrity of the meeting.
- (iv) Requests to Address the Board. "Request to Address the Board" cards shall be available in the Board Meeting Room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allocated for oral communications shall complete a "Request to Address the Board" card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.
- (v) <u>Preparation of the Board Agenda</u>. The President or designee shall be responsible to prepare the agendas for all regular meetings of the Board.
- (vi) <u>Agenda Distribution</u>. The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The President or designee is responsible for the distribution of Board packets (which include the

official agenda and all supporting information to be discussed/acted upon in open session).

In addition to provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed on the Board's mailing list. A reasonable fee may be charged to recover the actual costs of providing the agenda.

(d) Special Meetings. A special meeting may be called at any time by the Chair of the Board or by a majority of the members of the Board, by delivering written notice to each member of the Board and to each local newspaper of general circulation and radio or television station requesting notice in writing and posting a notice on the corporation's internet web site, if the corporation has one. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings by the Board. The written notice may be dispensed with as to any member of the Board who at or prior to the time the meeting convenes files with the Secretary of the corporation a written waiver of notice. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes.

The call and notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public and at the site of each charter school operated by the corporation.

Notwithstanding any other provision of these Bylaws, the Board shall not call a special meeting regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits, of a chief executive officer, a deputy chief executive officer, or an assistant chief executive officer of the corporation or any person whose position within the corporation is held by an employment contract between the corporation and that person.

- (e) <u>Emergency Meetings</u>. In the event of an "emergency situation" (as such term is defined in Section 54956.5 of the Brown Act) involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement of subsection (d) or both of the notice and posting requirements, provided that the meeting is held in compliance with the provisions of Section 54956.5 of the Brown Act. An emergency meeting may be called by the Chair of the Board, the President, or any two or more members of the Board.
- (f) <u>Quorum</u>. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.
- (g) <u>Transactions of Board</u>. An act or decision done or made by majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not

limited to those provisions relating to: (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest; (ii) appointment of committees; and (iii) indemnification of Directors.

- (h) <u>Conduct of Meetings</u>. The Chair, or, in his or her absence, the Vice-Chair, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.
- with any meeting of the Board. If the Board elects to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the jurisdiction of the school districts that have approved charters operated by the Board or within Los Angeles County. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

- or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting, the Secretary may declare the meeting adjourned to a stated time and place and he or she shall cause a written notice of the adjournment to be given in the same manner as provided in subsection (d) for special meetings, unless such notice is waived as provided for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.
- (k) <u>Continuance</u>. Any hearing being held, or noticed or ordered to be held, by the Board at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the Board in the same manner and to the same extent set forth in subsection (j) for the adjournment of meetings; provided, that if the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or

notice of continuance of hearing shall be posted immediately following the meeting at which the order or declaration of continuance was adopted or made.

- (l) <u>Electronic Transmission by the Corporation</u>. Electronic transmission by the corporation shall be valid only for communication:
- (i) delivered by: (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation; (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof; or (c) other means of electronic communication;
- (ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications; and
- (iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

### ARTICLE V

### **COMMITTEES**

- **COMMITTEES GENERALLY.** The Board may appoint standing or Section 1. special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall at all times be subject to the control of the Board. Nothing in this Section 1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.
- **Section 2. MEETINGS OF COMMITTEES.** All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the members of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board set forth in Article III hereof applied as if the committees were acting as the Board. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if

the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

- **Section 3. STANDING AND SPECIAL COMMITTEES**. The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.
- Section 4. AUDIT COMMITTEE. The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.
- **Section 5. APPOINTMENT.** The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.
- **Section 6. TERM OF OFFICE.** Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.
- **Section 7. VACANCIES.** Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article V.
- **Section 8. REMOVAL OF MEMBERS.** The Board may remove, with or without cause, a member or members of any committee.
- **Section 9. QUORUM AND VOTING.** A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

### **ARTICLE VI**

### **OFFICERS**

- **Section 1. NUMBER AND TITLE OF OFFICERS.** The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Chief Academic Officer, a Chief Financial Officer (the "Treasurer"), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.
- **Section 2. ELECTION OF OFFICERS.** The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the number of terms they may serve.
- **Section 3. SUBORDINATE OFFICERS.** The Board may appoint such other officers as the business 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 these Bylaws or as the Board may from time to time determine.
- **Section 4. REMOVAL AND RESIGNATION OF OFFICERS.** Any officer may be removed at any time, either with or without cause, by the vote of the Board.

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

- **Section 5. VACANCIES IN OFFICES.** 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 election or appointment to that office.
- **Section 6. CHAIR.** The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

### Section 7. VICE-CHAIR.

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

**Section 8. PRESIDENT.** Subject to the control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

**Section 9. CHIEF ACADEMIC OFFICER.** In the absence or disability of the President, the Chief Academic Officer 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 Chief Academic Officer shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

**Section 10. SECRETARY.** The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

**Section 11. TREASURER.** The Treasurer 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 or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer 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 and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer 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 or these Bylaws.

**Section 12. APPROVAL OF COMPENSATION.** The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

### **ARTICLE VII**

### INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

- **Section 1. INDEMNIFICATION.** The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VII, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.
- **Section 2. INSURANCE.** The Board may adopt a resolution authorizing the purchase and maintenance of 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 this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VII.

### **ARTICLE VIII**

### CORPORATE RECORDS AND REPORTS

- **Section 1. CORPORATE RECORDS.** The corporation shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.
- **Section 2. INSPECTION.** Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.
- **Section 3. ANNUAL REPORT**. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:
- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and
  - (e) Any information required by Section 4 of this Article VIII.

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.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VIII.

### **ARTICLE IX**

### **GENERAL CORPORATE MATTERS**

- **Section 1. VOTING SHARES.** The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.
- **Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS.** All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.
- **Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED.** The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents 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 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 4. DISTRIBUTION OF ASSETS UPON DISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code and has established its tax-exempt status under section 501(c)(3) of the Code.

Notwithstanding the foregoing, assets, if any, which are not subject to attachment, execution or sale for the corporation's debts and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provides for:

- (a) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.
- (b) Except as provided in subsection (a), assets held under a trust shall be disposed of in compliance with the provisions of the trust.

### **ARTICLE X**

### **AMENDMENTS**

**Section 1. AMENDMENT.** These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted by the Board, but only with the written consent of GDPSN. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters the charter, without the consent of the school district, if such consent is required under the charter.

### **ARTICLE XI**

### **GDPSN**

**Section 1. DISSOLUTION OR SUSPENSION OF GDPSN.** If GDPSN is dissolved or if GDPSN is suspended and such suspension continues for more than one year, thereafter all rights and powers of GDPSN under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of GDPSN shall require only approval of the Board.

### **Certificate of Secretary**

The undersigned Secretary of Green Dot Public Schools California (the "Corporation"),
California nonprofit public benefit corporation, certifies that the foregoing Bylaws were dul
adopted by a majority vote of the members of the Board then in office at a meeting of the Board du
called and held on September 7, 2018 in compliance with the Bylaws of the Corporation ar
in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown A
and at which a quorum of the Board was present and acting throughout the meeting.

Date: September 7, 2018

### Conflict of Interest Code Of the

### **GREEN DOT PUBLIC SCHOOLS CALIFORNIA**

### Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

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 has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it 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, is hereby incorporated into the conflict of interest code of Green Dot Public Schools California (the "Agency") by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of the agency.

### Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the Agency head, or his or her designee. The Agency shall make and retain a copy of all statements filed by its President and Chief Executive Officer and members of its Board of Directors and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The Agency shall retain the originals of statements for all other Designated Positions named in the Agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

### RESOLUTION OF THE BOARD OF DIRECTORS OF GREEN DOT PUBLIC SCHOOLS CALIFORNIA TO APPROVE AND ADOPT A CONFLICT OF INTEREST POLICY

This Resolution is presented to the Board of Directors ("Board") of GREEN DOT PUBLIC SCHOOLS CALIFORNIA ("GDPSC"), a California nonprofit public benefit corporation, at a regular meeting on August 26, 2015.

WHEREAS, the Board has adopted and maintains a Conflict of Interest Code pursuant to the Political Reform Act of 1974, California Government Code Section 81000 et seq.;

WHEREAS, the Board desires to establish a Conflict of Interest Policy ("Policy") to protect GDPSC's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a GDPSC officer or director; and

WHEREAS, the Board intends that the Policy supplement, but not replace: (a) GDPSC's Conflict of Interest Code; and (b) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools, or nonprofit and charitable organizations.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves and adopts the Policy in the form as attached hereto.

ADOPTED by the Board of Directors of Green Dot Public Schools California during a regular meeting duly held on August 26, 2015, at which a quorum was present.

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED:

Board Chairperson

Date

ATTEST:

Board Secretary

Date

2045179

A07581 N

### CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED Secretary of State State of California

JUL - 2 2014

icc

### The undersigned certify that:

- 1. They are the president and secretary, respectively, of GREEN DOT PUBLIC SCHOOLS, a California corporation.
- 2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this corporation is GREEN DOT PUBLIC SCHOOLS CALIFORNIA."  $\tilde{\xi}_3$ 

- 3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
- 4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: June 25, 2014

Cristina de Jesus, President

Jon Goodman, Secretary

### **Budget Narrative**

The five-year budget for Ánimo Charter Span School 2 (ÁCSS 2) is a balanced budget that ensures that ÁCSS 2 is staffed to meet its academic needs while also providing ÁCSS 2 with all the curriculum, textbooks, technology and services that it will need to implement its academic model. The budget is able to support the academic model while also securing a path toward financial sustainability as the school is able to meet reserve requirements of 3% by year five.

### **Assumptions**

Main drivers of the budget are enrollment and staffing models. The school will open with 110 students and eventually grow to its full size of 650 students by FY25.

### **Enrollment**

	FY20	FY21	FY22	FY23	FY24	FY25
Enrollment	110	210	385	470	560	650
Average Enrollment	109	206	373	451	538	624
ADA	105	199	360	433	516	599
ADA %	96.5%	96.5%	96.5%	96.0%	96.0%	96.0%

### **Grade by Grade**

Santa Ana SPAN School			Enrollment			
Grades	FY20	FY21	FY22	FY23	FY24	FY24
6	110	105	100	100	100	100
7	0	105	95	95	95	95
8	0	0	90	85	90	95
9	0	0	100	100	100	100
10	0	0	0	90	90	95
11	0	0	0	0	85	85
12	0	0	0	0	0	80
Enrollment	110	210	385	470	560	650

### Staffing Model

Staffing models call for the school to open with 12.8 full time staff members - 9.8 certificated and 3.0 classified. Staff will grow to 46.5 by FY25 – 40.5 certificated and 6 classified staff members.

### Ánimo Santa Ana SPAN School

10 CCT	Account	FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY24
VENUE	re											
_	ortionments											
11-0001	#N/A	674,866	1,308,144	2,557,483	3,236,007	4,014,594	4,830,087	6,422	6,587	7,097	7,471	7,779
12-1400	Education Protection Account (EPA)	275,724	534,457	1,044,889	1,322,108	1,640,209	1,973,388	2,624	2,691	2,899	3,052	3,178
15-0001	General Purpose Entitlement	213,124	-	1,044,009	1,322,100	1,040,203	1,973,300	2,024	2,031	2,033	3,032	3,170
5-0001	General Purpose Entitlement - Prior Year ADJ	_	_	_	_	_	_	_	_	_	_	_
9-0001	LCFF Revenue - Prior Year Adj	_	_	_	_	_	_	_	_	_	_	_
96-0002	In-lieu Property Taxes	149,228	289,259	565,515	715,551	887,713	1,068,037	1,420	1,457	1,569	1,652	1,720
96-0005	In-lieu Property Taxes - Prior Year ADJ	-	203,233	-	-	-	-	-	- 1,457	1,505	- 1,002	1,720
	State Apportionments	1,099,818	2,131,860	4,167,887	5,273,667	6,542,516	7,871,511	10,466	10,735	11,565	12,175	12,677
her Per	-Pupil Driven Revenue											
50-0000	Mandate Block Grant	-	1,486	2,808	7,666	11,077	14,322	-	7	8	18	21
60-1100	Lottery: Unrestricted	-	28,884	52,414	62,998	75,061	87,124	-	145	145	145	145
60-6300	Lottery: Instructional Materials	-	9,026	16,379	19,687	23,457	27,226	-	45	45	45	45
61-1100	Lottery: Unrestricted - Prior Year ADJ	-	-	-	-		-	-	-	-	-	-
61-6300	Lottery: Instructional Materials - Prior Year ADJ	-	-	-	-	-	-	-	-	-	-	-
	Other Per-Pupil Driven Revenue	-	39,396	71,601	90,351	109,594	128,672	-	198	199	209	212
ecial E	ducation											
81-3310	Federal Special Ed: IDEA	20,418	38,972	71,427	85,850	103,313	119,916	194	196	198	198	200
11-6500	State Special Ed	60,156	114,819	210,437	252,932	304,379	353,297	572	578	584	584	590
1-7801	SPED - Option 3 Professional Development Gr	, <u>-</u>	· -	· -	, <u>-</u>	, <u>-</u>	, -	-	-	-	-	_
1-7802	SPED - Option 3 Technology Grant	-	-	-	-	-	-	-	-	-	-	-
1-7803	SPED - Option 3 Emotionally Disturbed (ED) P	-	-	-	-	-	-	-	_	-	-	-
1-7804	SPED - Option 3 Extended School Year (ESY)	-	-	-	-	-	-	-	-	-	-	-
1-7805	SPED - Option 3 Request for Assistance	-	-	-	-	-	-	-	-	-	-	-
1-7806	SPED - Option 3 Autism Certificate Reimburse	-	-	-	-	-	-	-	-	-	-	-
1-7807	Other State Apportionments - SPED Option 3 (	-	-	-	-	-	-	-	-	-	-	-
90-6512	State Special Ed: Mental Health	-	-	-	-	-	-	-	-	-	-	-
	Special Education	80,574	153,791	281,864	338,782	407,692	473,214	767	774	782	782	790
deral												
90-0000	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-
90-0010	Federal ROTC	-	-	-	-	-	-	-	-	-	-	-
90-0011	Federal AP Test Reimbursement	-	-	-	-	-	-	-	-	-	-	-
90-3010	Federal Title I	44,000	84,000	154,000	188,000	224,000	260,000	419	423	427	434	434
90-3180	Federal Title I, SIG	-	-	-	-	-	-	-	-	-	-	-
90-3410	DOR: Workability II, Transition Partnership	-	-	-	-	-	-	-	-	-	-	-
90-4035	Federal Title II	440	840	1,540	1,880	2,240	2,600	4	4	4	4	4
90-4203	Federal Title III, LEP	-	3,150	5,775	7,050	8,400	9,750	-	16	16	16	16
90-5510	Federal Title V: Character Education	-	-	-	-	-	-	-	-	-	-	-
90-9006	Federal Restricted Funding-Misc			-	-	-	-					
	Federal	44,440	87,990	161,315	196,930	234,640	272,350	423	443	448	455	455
ther Sta												
90-0000	All Other State Revenues	-	-	-	-	-	-	-	-	-	-	-
90-6230	California Clean Energy Jobs Act	-	-	-	-	-	-	-	-	-	-	-
90-6264	Educator Effectiveness	-	-	-	-	-	-	-	-	-	-	-
90-7338	College Readiness Block Grant	-	-	-	-	-	-	-	-	-	-	-
												_
90-9006	Restricted funding-Misc Other State	-	-	-	-	-			-	-	-	

Т	Account	FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY
-4610	Federal PCSGP	-	-	-	-	-	-	-	-	-	-	
-4124	Federal 21st Century High School Assets	-	-	-	-	-	-	-	-	-	-	
5811	Federal TIF	-	-	-	-	-	-	-	-	-	-	
5813	Replication and Expansion Grant 1	535,468	130,000	-	-	-	-	5,095	655	-	-	
003	TCRP: Teacher Incentive Fund Grant Program	-	-	-	-	-	-	-	-	-	-	
010	State ASES	-	-	-	-	-	-	-	-	-	-	
000	Interest	-	-	-	-	-	-	-	-	-	-	
10	Interest - State School Facilities Project	-	-	-	-	-	-	-	-	-	-	
000	Contributions: Unrestricted	-	-	-	-	-	-	-	-	-	-	
006	Contributions: Restricted Funding-Misc	-	-	-	-	-	-	-	-	-	-	
305	Contributions: Ambassador Fund	-	-	-	-	-	-	-	-	-	-	
00	Grants Unrestricted	-	-	-	-	-	-	-	-	-	-	
50	Grants - Broad Foundation	-	-	-	-	-	-	-	-	-	-	
003	Grants - TCRP	-	-	-	-	-	-	-	-	-	-	
005	Grants - Team Strong Grants	-	-	-	_	-	-	_	-	-	-	
006	Grants - Restricted Funding-Misc	-	-	-	_	-	-	_	-	-	-	
007	Grants - Wells Fargo	-	_	_	_	_	_	_	-	_	_	
29	Grants - J.K.Livin Foundation	-	_	_	_	_	_	_	-	_	_	
30	Grants - Gates Teacher Effectiveness	_	_	_	_	_	_	_	_	_	_	
231	Grants - Schwab	_	-	_	_	-	-	_	-	_	-	
	Donated property and services	_	_	-	-	-	_	_	_	_	_	
	Grants & Other	535,468	130,000	-	_	_		5,095	655			
		,	,					5,555				
	leimburement											
	Federal Charter Schools Facility Incentive	-	-	-	-	-	-	-	-	-	-	
	State School Facilities Projects Apportionments	-	-	-	-	-	-	-	-	-	-	
30	State CS Facility Lease	112,500	221,833	337,500	375,000	576,479	669,128	1,071	1,117	937	866	1,
	Facilities Reimburement	112,500	221,833	337,500	375,000	576,479	669,128	1,071	1,117	937	866	1,
000	All Other Fees and Contracts - Other Income M	-	-	-	-	-	-	-	-	-	-	
00	All Other Local Revenue	_	_	_	_	_	_	_	-	_	_	
00	All Other Transfers from County Offices	_	_	_	_	_	_	_	-	_	_	
00	All Other Transfers from Other Locations	_	_	_	_	_	_	_	_	_	_	
00	Transfers of Apportionments from County Office	_	_	_	_	_	_	_	_	_	_	
00	Other Transfers In from All Others	_	_	_	_	_	_	_	_	_	_	
10	Other Transfers In from All Others: ASES	_	_	_	_	_	_	_	_	_	_	
	Proceeds from Sale/Lease Purchase of Land a	_	_	_	_	_	_	_	_	_	_	
000		-	-	-	-	-	-	-	-	-	-	
	Casulty Gain/(Loss) - Land and Buildings All Other Financing Sources - Tax Exempt Bon	-	-	-	-	-	-	-	-	-	-	
000		-	-	-	-	-	-	-	-	-	-	
000	Miscellaneous Income	-	-	-	-	-	-	-	-	-	-	
00	Rental Income Other	-		<u> </u>		<u> </u>	<del></del>		-			
		_	_	-	=	=	_	=	-	-	=	
ompa												
000	Shared Service Revenue	-	-	-	-	-	-	-	-	-	-	
	Contracted Services Revenue	-	-	-	-	-	-		-		-	
	Intercompany	-	-	-	-	-	-	-	-	-	-	
Nutri	tion											
10	Federal Reimbursement - Child Nutrition	39,050	74,550	136,675	166,850	198,800	230,750	372	375	379	385	
10	State Reimbursement - Child Nutrition	3,300	6,300	11,550	14,100	16,800	19,500	31	32	32	33	
	State Reimbursement - Child Nutrition: School	-	-	- 1,000	- 1,100	-	-	-	-	-	-	
80		550	1,050	1,925	2,350	2,800	3,250	5	5	5	5	
			1,000	1,320	2,330	۷,000	3,230					
10	Food Service Sales - Child Nutrition Food Nutrition	42,900	81,900	150,150	183,300	218,400	253,500	408	412	417	423	

Account	FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY24
School Site Fundraising	4,000	12,635	23,157	27,833	33,494	38,877	38	64	64	64	65
School Site Fundraising - School Supplies School Site Fundraising - Parent Booster	8,000	20,270	37,150	44,651	53,734	62,369	76	102	103	103	104
Fundraising	12,000	32,904	60,306	72,484	87,228	101,247	114	166	167	167	169
Total Revenues	1,927,700	2,879,675	5,230,624	6,530,514	8,176,549	9,769,622	17,525	13,713	13,586	13,895	14,601
URES											-
d Salaries											
Teachers' Salaries	385,000	679,800	1,283,689	1,633,786	1,820,504	2,002,555	55,000	56,650	58,350	58,350	60,683
Certificated Pupil Support Salaries	-	-	120,000	123,600	127,308	131,127	-	-	60,000	61,800	63,654
Certificated Supervisor and Administrator Salar	200,000	206,000	212,180	318,270	331,001	331,001	100,000	103,000	106,090	106,090	110,334
Other Certificated Salaries	65,336	81,600	124,848	168,096	216,403	218,525	80,000	81,600	83,232	84,048	86,561
Certificated Salaries	650,336	967,400	1,740,717	2,243,752	2,495,216	2,683,208	66,248	64,493	63,299	64,107	66,539
d Stipends and Bonuses											
Certificated Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-
Certificated Teachers' Overtime	-	-	-	-	-	-	-	-	-	-	-
Certificated Teachers' Stipends	4,950	9,450	17,325	21,150	25,200	29,250	45	45	45	45	45
Certificated Teachers' Other Pay	-	-	-	-	-	-	-	-	-	-	-
Certificated Pupil Support Bonuses	-	-	-	-	-	-	-	-	-	-	-
Certificated Pupil Support Stipends	-	-	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Bo	-	-	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' St	-	-	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Of Certificated Repulses	-	-	-	-	-	-	-	-	-	-	-
Other Certificated Bonuses	-	-	-	-	-	-	-	-	-	-	-
Other Certificated Stipends Certificated Stipends and Bonuses	4,950	9,450	17,325	21,150	25,200	29,250	504	630	630	604	672
·	ŕ	,	ŕ	•	,	•					
Services Substitute Salary & Wages	_	_	_	_	_	_	_	_	_	_	_
Contracted Substitute Services	14,000	24,480	45,778	58,262	63,672	70,040	2,000	2,040	2,081	2,081	2,122
Substitute Services	14,000	24,480	45,778	58,262	63,672	70,040	1,426	1,632	1,665	1,665	1,698
Salaries											
Instructional Aide Salaries	_	30,000	30,900	31,827	32,782	33,765	_	30,000	30,900	31,827	32,782
Classified Support Salaries	80,000	122,400	124,848	127,296	129,842	132,388	40,000	40,800	41,616	42,432	43,281
Other Classified Salaries	30,000	30,600	31,212	31,824	64,921	66,194	30,000	30,600	31,212	31,824	32,460
Classified Supervisor and Administrator Salarie		- 3,000		-	,0= .	,	- 5,000	-	-	,0= .	,
Clerical, Technical, and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	110,000	183,000	186,960	190,947	227,545	232,347	36,667	36,600	37,392	38,189	37,924
Stipends and Bonuses											
Classified Instructional Aide Bonuses	_	-	_	-	_	_	_	-	_	_	_
Classified Instructional Aide Overtime	-	-	-	-	-	-	-	-	-	-	-
Classified Instructional Aide Stipends	-	-	-	-	-	-	-	-	-	-	-
Classified Instructional Aide Other Pay	-	-	-	-	-	-	-	-	-	-	-
Classified Support Bonuses	-	-	-	-	-	-	-	-	-	-	-
Classified Support Overtime	2,000	3,030	3,060	3,060	3,091	3,091	1,000	1,010	1,020	1,020	1,030
Classified Support Stipends	· -	-	· -	-	· -	-	· -	-	-	-	-
Classified Supervisors' and Administrators' Bor	-	-	-	-	-	-	-	-	-	-	-
Classified Supervisors' and Administrators' Bor	-	-	-	-	-	-	-	-	-	-	-
Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-	-	-	-	-
Other Classified Bonuses	-	-	-	-	-	-	-	-	-	-	-
	986	1,996	2,016	2,016	4,072	4,072	986	1,996	2,016	2,016	2,036
Other Classified Overtime											
Other Classified Stipends	-	-	5,000	10,000	20,000	30,000	-	-	5,000	10,000	10,000
	2,986	5,026	5,000 - <b>10,076</b>	10,000 - <b>15,076</b>	20,000 - <b>27,163</b>	30,000 - - 37,163	995	1,005	5,000 - <b>2,015</b>	10,000 - <b>3,015</b>	10,000 - <b>4,527</b>

Т	Account	FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY24
nmer	School/Bridge											
	Supplemental Instruction - Certificated Teacher	3,407	6,569	12,163	14,997	18,048	21,158	487	547	553	536	602
	Supplemental Instruction - Certificated Pupil Su	64	123	228	281	338	396	-	-	114	140	169
	Supplemental Instruction - Instructional Aide Sa	-	-	-	-	-	-	-	-	-	-	-
	Supplemental Instruction - Classified Support S	-	-	-	-	-	-	-	-	-	-	-
	Supplemental Instruction - Other Classified Sal	-	-	-	-	-	<u>-</u>		-	-	-	-
	Summer School/Bridge	3,471	6,692	12,391	15,278	18,386	21,554	32	32	32	33	33
a	ted & Classified Benefits											
	State Teachers' Retirement System, certificated	118,803	186,578	304,676	387,576	433,153	467,221	12,102	12,439	11,079	11,074	11,551
	Public Employees' Retirement System, classific	22,880	35,955	38,391	40,257	50,249	51,234	7,627	7,191	7,678	8,051	8,375
	OASDI/Medicare/Alternative, certificated position	10,869	16,228	27,232	35,584	39,790	42,948	1,107	1,082	990	1,017	1,061
	OASDI/Medicare/Alternative, classified position	8,643	12,089	12,709	13,326	16,977	18,034	2,881	2,418	2,542	2,665	2,830
	Health & Welfare Benefits, certificated positions	88,350	141,750	272,869	375,071	434,010	506,229	9,000	9,450	9,923	10,716	11,574
	Health & Welfare Benefits, classified positions	27,000	47,250	49,613	53,582	69,442	74,997	9,000	9,450	9,923	10,716	11,574
	State Unemployment Insurance, certificated po	-	-	-	-	-	-	-	-	-	-	-
	State Unemployment Insurance, classified posi	-	-	-	-	-	-	-	-	-	-	-
	Workers' Compensation Insurance, certificated	16,469	26,556	47,863	66,854	79,579	91,101	1,678	1,770	1,740	1,910	2,122
	Workers' Compensation Insurance, classified p	2,825	4,267	4,818	5,400	7,324	8,251	942	853	964	1,080	1,221
	Other Benefits, classified positions	-	-	-	-	-	-	-	-	-	-	-
	Relocation, classified positions  Certificated & Classified Benefits	295.840	470,673	758,170	977,649	1,130,523	1,260,015	23.082	23,534	23,328	24,441	25,989
	Certificated & Glassified Berlefits	293,040	470,073	730,170	911,049	1,130,323	1,200,013		•	•	•	·
	Total Personnel Costs	1,081,583	1,666,721	2,771,417	3,522,114	3,987,705	4,333,576	84,389	83,336	85,274	88,053	91,671
	Approved Textbooks and Core Curricula Materi Books and Other Reference Materials Testing and Exam Supplies	138,000 317 2,200	100,000 619 4,200	135,000 1,158 21,175	146,500 1,414 49,380	209,000 1,719 60,012	213,500 2,035 69,657	1,255 3 20	476 3 20	351 3 55	312 3 105	373 3 107
	Books, Educational Materials & Supplies	140,517	104,819	157,333	197,294	270,731	285,192	1,277	499	409	420	483
	upplies											
١	Materials and Supplies	38,500	46,320	81,274	106,465	140,000	162,500	350	221	211	227	250
	Printing & Copying	10.120	17,850	32,725	39,950	47,600	55,250	92	85	85	85	85
	Postage	5,000	11,697	12,698	13,293	13,767	14,426	45	56	33	28	25
	Office Supplies	53,620	75,867	126,697	159,708	201,367	232,176	487	361	329	340	360
e	e Related											
	Non School District Food	3,850	7,566	12,024	14,679	16,791	19,725	35	36	31	31	30
	Travel and Conferences	647	970	1,542	1,882	2,153	2,529	6	5	4	4	4
	Parking	-	-	-	-	-	-	-	-	-	-	_
	Dues and Memberships	3,413	5,117	8,132	9,927	14,000	16,250	31	24	21	21	25
	Employee Related	7,910	13,653	21,697	26,488	32,944	38,504	72	65	56	56	59
t	Related											
	Scholarships and College Applications	-	-	_	_	-	-	-	_	_	-	_
	Event Registration & Admission Fees	5,500	8,000	20,000	40,000	50,000	65,000	50	38	52	85	89
	Student Transportation	-	-,000	_0,000		- 5,000	,000	-	-	-	-	-
	Student Transportation Events	5,500	11,804	27,723	30,532	68,000	72,500	50	56	72	65	121
	Student Related	11,000	19,804	47,723	70,532	118,000	137,500	100	94	124	150	211
en	ses											
	Non Capitalized Equipment	113,000	55,000	95,000	79,000	125,000	135,000	1,027	262	247	168	223
	Computer Hardware	108,725	66,738	80,250	83,750	99,250	99,900	988	318	208	178	177
	Equipment Rental/Lease	7,000	10,182	15,111	18,448	18,045	21,364	64	48	39	39	32
	Non Educational Computer Software	3,403	6,300	11,550	14,100	16,800	19,500	31	30	30	30	30
	The second company community	5,.50	5,555	,550	, . 50	. 5,550	.0,000	01				

т	Account	FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY2
	Communications	20,796	17,182	21,214	25,898	23,625	27,209	189	82	55	55	42
	Communications - ERATE Credits	(14,489)	(8,591)	(10,607)	(12,949)	(11,813)	(13,605)	(132)	(41)	(28)	(28)	(2
	Transfers of Indirect Costs	9,844	2,730	-	-	<u>-</u>	-	89	13	· -	· -	
	IT Expenses	248,279	149,541	212,519	208,247	270,907	289,368	2,257	712	552	443	48
itie	s Occupancy											
	Facility Repair/Upkeep - Materials and Supplies	2,750	5,373	10,047	12,265	14,906	17,648	25	26	26	26	27
	Operation and Housekeeping Services/Supplie	21,000	36,000	66,000	84,000	99,000	117,000	191	171	171	179	17
	Utilities	15,000	25,000	45,000	55,000	75,000	80,000	136	119	117	117	134
	Space Rental/Leases Expense	150,000	350,000	450,000	500,000	800,000	1,100,000	1,364	1,667	1,169	1,064	1,429
	Building Maintenance	20,000	40,000	75,000	85,000	105,000	105,000	182	190	195	181	188
	Building Maintenance-Contracts	, <u>-</u>	, <u>-</u>	, <u> </u>	, <u>-</u>	, <u>-</u>	· -	-	-	-	-	
	CIP - Clearing Account - State School Facilities	-	-	-	-	-	-	-	-	-	-	
	Facilities Occupancy	208,750	456,373	646,047	736,265	1,093,906	1,419,648	1,898	2,173	1,678	1,567	1,953
ices	s, Other Operating Expenses											
	Subagreements for Services	25,000	55,000	100,000	140,000	200,000	300,000	227	262	260	298	357
	Security Services	3,300	6,300	19,250	23,500	28,000	32,500	30	30	50	50	50
	Professional/Consulting Services	13,750	28,350	57,750	82,250	98,000	113,750	125	135	150	175	175
	Legal Services	-	,	-	,	-	-	-	-	-	-	
	Catering Services	44,638	91,350	158,475	195,450	243,600	282,750	406	435	412	416	435
	Donated Services			-	-	,		-	-		-	
	Miscellaneous	_	-	_	_	_	-	_	_	_	_	
	Fundraising	_	-	_	_	_	-	_	_	_	_	
	Services, Other Operating Expenses	86,688	181,000	335,475	441,200	569,600	729,000	788	862	871	939	1,017
er E	xpenses											
)	Insurance	6,600	12,852	24,033	29,926	36,370	43,059	60	61	62	64	65
	Local Special Education Unit Fees	4,834	9.227	16,912	20,327	24,462	28,393	44	44	44	43	44
	District Oversight Fee	10,998	21,319	41,679	52,737	65,425	78,715	100	102	108	112	117
	Penalties, Late Fees, Claims, and Judgements	-	-		-	-	-	-	-	-		• • • •
	Depreciation	_	_	_	_	_	_	_	_	_	_	
	Transfers from Other Locations - Facility Debt F	_	_	_	_	_	_	_	_	_	_	
	All Other Transfers to Other Locations	_	_	_	_	_	_	_	_	_	_	
	Bond Interest and Fees	_	_	_	_	_	-	_	_	_	_	
	Interest Expense	_	_	_	_	_	-	_	_	_	_	
	Other Expenses	22,433	43,398	82,624	102,990	126,256	150,167	204	207	215	219	22
rcon	npany Expenses											
	Shared Service Fee	61,242	120,652	819,467	1,032,453	1,276,527	1,530,506	557	575	2,128	2,197	2,280
	Start Up Fee	01,272	120,002	013,401	1,002,700	1,210,021	1,000,000	-	3/3	-, 120	2,131	ے,۷۵۱
	Contracted Services Fee	_	_	-	_	_	=	_	-	=	=	
	Intercompany Expenses	61,242	120,652	819,467	1,032,453	1,276,527	1,530,506	557	575	2,128	2,197	2,280
	Total Operating Costs	840,439	1,165,107	2,449,583	2,975,176	3,960,240	4,812,061	7,640	5,548	6,363	6,330	7,072
	. Cas. Operating Octoo	010,100	.,100,101	2,110,000	_,010,110	3,000,240	.,012,001	1,040	0,010	- 0,000	0,000	1,012
	Net Income (GAAP)	5,678	47,848	9,625	33,223	228,604	623,984	52	228	25	71	408
	Net income (OAAI )	3,070		3,023	33,223	220,004	023,304					-100

Total Staff	12.82	20.00	32.50	40.00	43.50	46.50
Certificated	9.8	15.0	27.5	35.0	37.5	40.5
Teachers	7.0	12.0	22.0	28.0	30.0	33.0
Counselors	-	-	2.0	2.0	2.0	2.0
Administrators	2.0	2.0	2.0	3.0	3.0	3.0
School Psych/SEPA/CS	0.8	1.0	1.5	2.0	2.5	2.5
Classified	3.0	5.0	5.0	5.0	6.0	6.0
SPED Aide/Instructional Aid	-	1.0	1.0	1.0	1.0	1.0
Office Staff	2.0	3.0	3.0	3.0	3.0	3.0
Classified Salaried	-	-	-	-	-	-
Classified Hourly	-	-	-	-	-	-
Campus Security Officer	1.0	1.0	1.0	1.0	2.0	2.0

#### Revenue

Revenues for ÁCSS 2 are based on the latest revenue information from the California Department of Education (CDE). Estimates are based on per student revenues at similar Green Dot schools.

#### LCFF/State Apportionments

The main LCFF assumption used is a 97% unduplicated count, which is aligned with the unduplicated count at the nearest Green Dot high school and middle school. The per student LCFF rates used are as follows:

FY20	FY21	FY22	FY23	FY24	FY25
10,466	10,735	11,565	12,175	12,677	13,140

#### State and Federal Revenue Assumptions

All other public revenue sources are based on latest information from the CDE, estimates are based on demographically similar Green Dot schools.

- Mandate Block Grant
  - o Not eligible for funding in year 1
  - o Years 2-5
    - \$14 per MS student ADA (prior year) and \$42 per HS student ADA (prior year)
- Lottery Revenue
  - o Not eligible for funding in year 1
  - o Years 2-5
    - \$145 per student (unrestricted) / \$45 per student (restricted)
- Special Education Funding
  - o Based on funding received at other Green Dot schools

- Federal Funding (IDEA)
  - ~\$194 per ADA
- State Funding (AB602)
  - ~\$572 per ADA
- Federal Funds
  - o Title I
    - Estimate is based on per student revenue received at other Green Dot schools
  - o Title II
    - Estimate is based on per student revenue received at other Green Dot schools
  - o Title III
    - Not eligible for funding in year one
    - Years 2-5
      - Estimate is based on per student revenue received at other Green Dot schools

#### **Grants**

Green Dot Public Schools has been awarded a grant to replicate its successful academic model. ÁCSS 2 will include the following grant in its budget model:

- Replication and Expansion
  - o Grant was awarded by the Federal government to replicate its successful school model
  - o Award
    - Year 1 \$535,468
    - Year 2 \$130,000

#### Food Nutrition Revenue

Assumptions used for Food Nutrition revenue are based on per student averages at other Green Dot Schools. Food Nutrition revenues are reimbursements for the school's breakfast and lunch program. Matching expenses can be found in object code 5807 – Catering Services.

#### **Fundraising**

School based fundraising is based on per student averages at other Green Dot schools.

#### **Personnel Expenses**

As noted above, the staffing model for ACSS 2 will begin with 12.8 employees and ramp up to 46.5 employees by FY25. Below is the staffing model and average salary from FY20-25. Year over year percentage increases range from 2% to 4%.

	FY20	FY21	FY22	FY23	FY24	FY25
Certificated	9.8	15.0	27.5	35.0	37.5	40.5
Teachers	7.0	12.0	22.0	28.0	30.0	33.0
Counselors	-	-	2.0	2.0	2.0	2.0
Administrators	2.0	2.0	2.0	3.0	3.0	3.0
School Psych/SEPA/CS	0.8	1.0	1.5	2.0	2.5	2.5
Classified	3.0	5.0	5.0	5.0	6.0	6.0
SPED Aide/Instructional Aid	-	1.0	1.0	1.0	1.0	1.0
Office Staff	2.0	3.0	3.0	3.0	3.0	3.0
Classified Salaried	-	-	-	-	-	-
Classified Hourly	-	-	-	-	-	-
Campus Security Officer	1.0	1.0	1.0	1.0	2.0	2.0

Averages	FY20	FY21	FY22	FY23	FY24	FY24
Certificated						
Teachers	\$55,000	\$56,650	\$58,350	\$58,350	\$60,683	\$60,683
Counselors	\$0	\$0	\$60,000	\$61,800	\$63,654	\$65,564
Administrators	\$100,000	\$103,000	\$106,090	\$106,090	\$110,334	\$110,334
School Psych/SEPA/CS	\$80,000	\$81,600	\$83,232	\$84,048	\$86,561	\$87,410
Classified						
SPED Aide/Instructional Aid	\$0	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Office Staff	\$40,000	\$40,800	\$41,616	\$42,432	\$43,281	\$44,129
Classified Salaried	\$0	\$0	\$0	\$0	\$0	\$0
Classified Hourly	\$0	\$0	\$0	\$0	\$0	\$0
Campus Security Officer	\$30,000	\$30,600	\$31,212	\$31,824	\$32,460	\$33,097

#### Other Personnel Expenses (not including fringe benefits)

The expenses listed below are based on per student or per employee averages at other Green Dot Schools

- Stipends
- Overtime
- Summer School expenses
- Substitute costs

#### **Operating Expenses**

#### Areas of focus

#### <u>Textbooks</u>, <u>Software and Curriculum (object code 4100)</u>

• ÁCSS 2 has budgeted \$942,000 during the first six years for textbooks, novels, software, licenses and all other materials needed for core curriculum. This amounts to \$700-\$2,300 per incoming student during the first six years of operation

#### Furniture and Technology (Object Code 4400 and 4410)

• ÁCSS 2 has budgeted \$1,140,613,713 during the first six years for classroom, office and common space furniture and all technological needs (chromebooks, laptops, desktops, projectors, dot cams etc.). The budget is designed to provide a 1 to 1 student to computer ratio.

#### **Facility**

• The budget assumes that ÁCSS 2 will be on a private site during its charter term (as a worst-case scenario). ACSS 2 will apply for a prop 39 space.

#### Special Education

 ACSS 2 will have Special Education teachers on staff (personnel expenses) and will also budget for Special education aides (personnel expenses) and for ad hoc Special Education services that may arise due to IEPs. Budget for the first five years of operations is \$820,000 (Object Code 5100).

#### Shared Service Fee

- The standard Shared Service Fee for a Green Dot high school is 20% and 14.5% for middle schools (of eligible revenues). A reduced Shared Service fee of 5% is charged for schools that are in a startup phase. ÁCSS 2 is a SPAN school and will have a blend of the high school and middle school rates. During the first two years, ÁCSS 2 will incur a fee of 5% and will then incur a fee of 17.5% in year 3-5 as its population becomes a blend of middle school and high school students.
  - The shared service fee is charged to schools in order to provide schools with the following services:
    - Education and Academic team
    - Finance and Accounting
    - Operations
    - Real Estate Development
    - Information Technology
    - Human Resources
    - Human Capital Staff recruitment
    - Student Recruitment
    - Community Organizing
    - Strategic Planning
    - Development Team
    - Communications team



I hereby certify that the foregoing transcript of page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 09 2014 GR

Date:\_\_

DEBRA BOWEN, Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 7 2006

BRUCE McPHERSON Secretary of State

ENDORSED - FILED In the office of the Secretary of State of the State of California

FEB = 3 2006

#### CERTIFICATE OF AMENDMENT

OF

#### ARTICLES OF INCORPORATION

Steve Barr and Shane Martin certify that:

- They are the president and secretary, respectively, of the GREEN DOT EDUCATIONAL PROJECT, a California non-profit public benefit corporation
- 2 The articles of incorporation of this corporation are hereby revoked in their entirety and are amended and replaced by the following articles of incorporation:

#### "ARTICLE I.

The name of this corporation is GREEN DOT PUBLIC SCHOOLS.

#### ARTICLE II.

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The general purposes of this corporation are to receive, invest, and utilize funds and property acquired from local, state and federal governments and through the solicitation of contributions, donations, grants, gifts, bequests and the like in order to promote education, lessen the burdens of government and promote social welfare.
- C. The specific purposes of this corporation are to oversee and administer public schools, including charter schools, and to foster an educational environment in which these schools can best promote the interests of their students.

#### ARTICLE III.

A. This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the general and specific purposes of this corporation.

1

B. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent permitted under Section 501(h) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, provided that this corporation has made an election under said section of said Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

#### ARTICLE IV.

Notwithstanding any other provision of these articles, this 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(e)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(e)(2) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

#### ARTICLE V.

- A. The property of this corporation is irrevocably dedicated to charitable, religious, scientific, literary, artistic or educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of, or be distributed to any of its directors, trustees, officers, members or any private individuals, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
- B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3), or the corresponding section of any future federal tax code, (a) to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, scientific and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by decree of the Superior Court of the county in which this corporation has its principal office, on petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party, exclusively for such purposes or to such organization or organizations, as said Superior Court shall determine, which are organized and operated exclusively for such charitable purposes. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition."



- 3. This corporation has no members.
- 4. This amendment was approved by the board of Directors.

We declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATED as of November 10, 2005.

Steve Barr, President

Mane P. Martin
Shane Martin, Secretary



#### CERTIFICATE OF AMENDMENT

#### OF

#### ARTICLES OF INCORPORATION

Steve Barr and Shane Martin certify that:

- 1. They are the president and secretary, respectively, of the GREEN DOT EDUCATIONAL PROJECT, a California non-profit public benefit corporation
- 2. The articles of incorporation of this corporation are hereby revoked in their entirety and are amended and replaced by the following articles of incorporation:

#### "ARTICLE I.

The name of this corporation is GREEN DOT PUBLIC SCHOOLS.

#### ARTICLE II.

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under California Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The general purposes of this corporation are to receive, invest, and utilize funds and property acquired from local, state and federal governments and through the solicitation of contributions, donations, grants, gifts, bequests and the like in order to promote education, lessen the burdens of government and promote social welfare.
- C. The specific purposes of this corporation are to oversee and administer public schools, including charter schools, and to foster an educational environment in which these schools can best promote the interests of their students.

#### ARTICLE III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Marshall Tuck 350 South Figueroa Suite 213 Los Angeles, California 9007!

#### ARTICLEIV.

- A. This corporation is organized exclusively for charmable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in an activities or exercise any powers that are not in furtherance of the general and specific purposes of this corporation.
- B. No substartial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent permitted under Section 501(h) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, provided that this corporation has made an election under said section of said Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

#### ARTICLE V

Notwithstanding any other provision of these articles, this 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, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

#### ARTICLE VI.

- A. The property of this corporation is irrevocably dedicated to charitable, religious, scientific, literary, artistic or educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of, or be distributed to any of its directors, trustees, officers, members or any private individuals, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
- B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3), or the corresponding section of any future federal tax code, (a) to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, scientific and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by decree of the Superior Court of the county in which this corporation has its principal office, on petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party, exclusively for such purposes or to such organizations or organizations, as said Superior Court shall determine, which are organized

and operated evaluatively for such charitable purposes. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition."

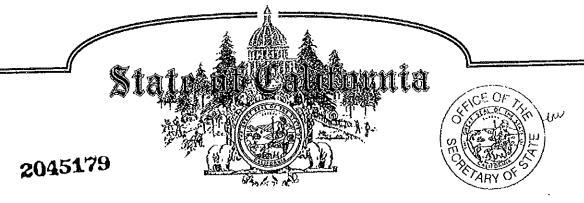
We declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE:

November 10, 2005

Steve Barr, President

Shane Martin, Secretary



### SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of  $\frac{2}{2}$  page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 23 1999

Secretary of State

#### 2045179

#### ARTICLES OF INCORPORATION

ENDORSED - FILED
In the Office of the Secretary of State
of the State of California

OF

JUN 2 3 1999

#### GREEN DOT EDUCATIONAL PROJECT

**DILL JONES, Secretary of State** 

Ι.

The name of this corporation is GREEN DOT EDUCATIONAL PROJECT.

II.

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-profit Public Benefit Corporation Law for charitable purposes.
- B. The specific purpose of this corporation is to collect and receive contributions and to dispose of funds exclusively for charitable, religious, scientific, literary, artistic or educational purposes.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Steve Barr 322 Sunset Ave. Venice, CA 90291

IV.

Notwithstanding any of the above statements of purposes and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the specific purpose of this corporation.

٧.

A. This corporation is organized and operated exclusively for charitable, religious, scientific, literary and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the corresponding provision of any successor statute.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

VI.

The property of this corporation is irrevocably dedicated to charitable or educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for either charitable or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

#### VII.

Notwithstanding any other provision of these articles, 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, or the corresponding provision of any successor statute or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any successor statute.

Dated: June 23, 1999

OF STANFORM

#### GREEN DOT PUBLIC SCHOOLS CALIFORNIA

#### CONFLICT OF INTEREST POLICY

#### I. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Green Dot Public Schools California's ("Green Dot") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Green Dot. This Policy is intended to supplement, but not replace: (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools, or nonprofit and charitable organizations; and (ii) Green Dot's Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Cal. Gov. Code, § 81000 et seq.), including any exhibit attached thereto.

#### II. DEFINITIONS

#### A. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

#### B. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. an ownership or material investment interest in any entity with which Green Dot has a transaction or arrangement;
- b. a compensation arrangement with Green Dot or with any entity or individual with which Green Dot has a transaction or arrangement; or
- c. a potential ownership or material investment interest in, or compensation arrangement with, any entity or individual with which Green Dot is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article IV, Section B, a member of Green Dot's governing Board of Directors ("Board") who has a financial interest may have a conflict of interest only if the Board decides that a conflict of interest exists.

#### C. Material Investment Interest

A "material investment interest" is an in investment interest of any kind which, in view of all circumstances, is substantial enough that it reasonably would be expected to affect an interested person's judgment with respect to the transaction or arrangement that Green Dot is negotiating.

#### III. DESIGNATED POSITIONS

Certain Green Dot positions, including members of the Board and candidates for election and/or appointment to the Board, involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest. Such positions have been designated and listed in Exhibit "B" in Green Dot's Conflict of Interest Code ("Designated Positions"), which is incorporated by reference herein.

#### III. DISQUALIFICATION

No Green Dot employee or Board member in a Designated Position shall make, participate in making, or try to use his/her official position to influence any Green Dot decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

#### IV. MANNER OF DISQUALIFICATION

#### A. Non-Board Member Employees in a Designated Position

When a Green Dot employee (i.e., not a Board member) in a Designated Position determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Green Dot's Chief Executive Officer ("CEO") who shall record the employee's disqualification.

#### B. Board Members

Board members shall disclose a disqualifying interest at the Board meeting (or, if not present, prior to the Board meeting) during which consideration of the proposed transaction or arrangement takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest, in fact, existed.

The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and comply with any applicable provisions of Green Dot's Board Bylaws.

#### V. VIOLATIONS OF THIS CONFLICT OF INTEREST POLICY

If the Board or CEO has reasonable cause to believe a Board member or Green Dot employee in a Designated Position has failed to disclose an actual or possible conflict of interest, the Board or CEO shall inform the individual of the basis for such belief and afford the individual an opportunity to explain the alleged failure to disclose.

If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the Board or CEO determines the individual has failed to disclose an actual or possible conflict of interest, the Board or CEO shall take appropriate disciplinary and corrective action.

Adopted: August 26, 2015

Amended: N/A

## GREEN DOT PUBLIC SCHOOLS CALIFORNIA EXHIBIT "A"

#### **CATEGORY 1**

Persons in this category shall disclose all interest in real property within the jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the agency.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

#### **CATEGORY 2**

Persons in this category shall disclose all investments and business positions.

#### **CATEGORY 3**

Persons in this category shall disclose all income (including gifts, loans and travel payments) and business positions.

#### **CATEGORY 4**

Persons in this category shall disclose all business positions, investments in, or income (including gifts, loans and travel payments) received from business entities that manufacture, provide or sell service and/or supplies of a type utilized by the agency and associated with the job assignment of designated positions assigned to this disclosure category.

#### **CATEGORY 5**

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any Green Dot Public Schools California employee, any representative or association of such employee; and business positions or income from any entity owned or controlled by such employee's spouse or other financial dependent.

## GREEN DOT PUBLIC SCHOOLS CALIFORNIA EXHIBIT "A" (Cont'd)

#### **CATEGORY 6**

Individuals who perform under contract the duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interest in the categories assigned to that designated position.

In addition, individuals who, under contract, participate in decisions which affect financial interests by providing information advice, recommendation or counsel to the agency which could affect financial interest shall be required to file Statements of Economic Interests, unless they fall within the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the executive officer (or head) of the agency. (See footnote in Exhibit "B" for clarification.)

## GREEN DOT PUBLIC SCHOOLS CALIFORNIA EXHIBIT "B"

<b>Designated Positions</b>	<b>Disclosure Categories</b>
Board of Directors	1, 2, 3
President and Chief Executive Officer	1, 2, 3
Chief Academic Officer	1, 2, 3
Chief Financial Officer	1, 2, 3
Chief Operating Officer	1, 2, 3
Chief Talent Officer	1, 2, 3
Vice President of Advancement	4
Procurement Manager	4
Cluster Business Managers	4
Principals	4
Consultants/New Positions*	6

<sup>\*</sup>Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The President and Chief Executive Officer or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. 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 President and Chief Executive Officer or his or her 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. (Gov. Code Section 81008.)

**EFFECTIVE DATE: 12/21/2016** 

# ÁNIMO CHARTER SPAN SCHOOL 2 6-12 CHARTER SCHOOL





More than 90% of Green Dot Public School's graduates are accepted to college. Your child could be too.

### **ENROLL NOW**



Questions? Call 323.565.1600 for assistance.

Ánimo Charter Span School 2 is operated by Green Dot Public Schools. This school is publicly funded and free to attend. Más del 90% de graduados de Green Dot Public Schools son aceptados a la universidad. Su hijo/a puede ser uno de ellos.

## INSCRÍBASE HOY



¿Preguntas? Llame al 323.565.1600 para obtener asistencia.

Ánimo Charter Span School 2 es operada por Green Dot Public Schools. La escuela es financiada con fondos públicos y es gratis para asistir.

## Ánimo Charter Span School 2 New Student Enrollment Form (2019-20)



All students new to our school are expected to attend our Summer Bridge Program (date TBD).

Todo estudiante nuevo a nuestra escuela se le requiere asistir la escuela de verano que se llevará a cabo (TBD).

A. STUDENT INFORMATION / INFORMACIÓN DEL ESTUDIANTE:										
1. First Name/Nombre:		2. Middle Name,	/Segundo N	lombre:	3. Last Name/Apellido:					
4. Date of Birth/Fecha de nacimiento:  mm-dd-yyyy	5. Gender/S  Male/Mo		<b>6a. Curre</b> r	t Grade/ <i>Grado actual:</i>	6b. Entering Grade/Matriculando al grado:					
7. Student Birth Country/	<u> </u>	8. Student Birth	State/ <i>Estac</i>	lo de nacimiento:	9. Student Birth City/Cuidad de nacimento:					
País de nacimiento:										
10. Home Address (Number, Street, Apt. #)	/Dirección (N	umero, Calle y Ni	umero de A	partamento):						
11. City/Ciudad:		12. State/Estado	·		13. Zip/Código Postal:					
11. City/ Cidada.		12. State/Litudo	<b>,</b> .		13. Zip/ Coulgo r ostur.					
14. Home Phone/Teléfono de Casa:			15. Studer	nt Cell Phone/ <i>Celular del estud</i>	diante:					
					actualmente vive en la dirección indicada anteriormente:					
			_	n 2/ Tutor legal 2 🔲 Caregi						
					mentación si marcó Tutor legal 1 , Tutor legal 2 o Cuidador)					
Is there a legal custody agreement regardin	-				Yes/Sí No					
¿Hay un acuerdo de custodia legal respecto  16. Residence in which the student current			•							
Single family permanent residence (house	•			•••						
Doubled-up (sharing housing with other			• • •		tumento, condominio, casa movily					
Compartiendo (compartiendo vivienda co	-				da económica)					
Foster home/casa de acogida	,		,	•	,					
Shelter or transitional housing program/	Albergue o pr	ograma de vivien	nda transito	ria						
Motel or hotel/Motel o hotel										
Unsheltered (car/campsite)/Sin hogar (co	-									
GENERAL DEMOGRAPHICS / DEMOG	RAFÍA GEN	IERAL: Please com	nplete both stu	dent ethnicity questions./ Por favor c	omplete los dos preguntas de etnicidad estudiantil.					
17a. Is your student of Hispanic or Latino ethnicity?/Es el estudiante de origen hispano o latino? Yes/Sí No										
17b. Please indicate the student's ethnicity (check all that apply)/Por favor indique etnicidad del estudiante (marque todos los que aplique):										
□ American Indian or Alaska Native     □ African American/Afroamericano     □ White/Blanco     □ □     □ □     □ □     □ □	ASIAN  Asian Indian/Indio Asiático Cambodian/Camboyano Chinese/Chino Filipino/Filipino Hmong/Hmong	☐ Japanese/Japonés ☐ Korean/Coreano Samoan/ ☐ Laotian/ Laosiano ☐ Vietnamese/Vietnamita ☐ Other Asian/Otro Asiático								



EL Master Plan 2018 - 2019

### **Table of Contents**

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#### **Green Dot ELD Vision**

The Green Dot ELD Team will foster the development of ELs' identity as Emerging Bilingual students by valuing home language and life experiences. We will create equitable and rigorous instructional and school experiences for all ELs in order to prepare them for college, career, and the 21st century.

#### We will achieve this by:

- Enhancing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich, and challenging content
- Valuing family and community members as partners, capitalizing on the language, skills, culture and experiences they bring to the table
- Ensuring all stakeholders feel a sense of ownership and urgency to serve the needs of ELs
- Empowering all teachers as Integrated ELD teachers through professional development and coordination with other curriculum teams
- Supporting the transition to the new ELD Standards, new ELA/ELD Framework and new ELPAC Assessment
- Providing schools with curriculum and PD that help English Learners build confidence and communication skills in order to advocate for themselves and take ownership of their learning
- Developing the EL Master Plan to ensure it is a supportive guide for ensuring effective supports and services for ELs and Title III compliance
- Utilizing curriculum and texts that celebrate their identity as English Learner
- Collaborating with the Special Education Department to support teachers to write and implement IEP ELD goals that prioritize ELs' language needs
- Initiating cross-departmental and school-wide conversations about the social-emotional needs of English Learners and ways to address them
- Using data and providing schools with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling

#### **Chapter 1: Identification, Assessment and Placement**

Green Dot Public School's process for initial identification and placement of students into an appropriate instructional program is shown in Table 1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment takes place at the school sites by trained staff members.

#### Step 1 - Procedures for Initial Identification

- Parents complete a Home Language Survey at time of first enrollment at a GD school. This
  survey consists of four questions pertaining to the home language of the family. As standard
  procedure, this form is to be included in the enrollment packet at all 22 schools, and all four
  questions must be answered.
- All students (including migrant, special education, and continuation school students) with a
  language other than English on the Home Language Survey must be assessed for English
  language proficiency at the school site. If the Home Language Survey indicates another
  language other than English, the school site will administer the California English Language
  Development Test (CELDT), a language proficiency assessment. The completed Home Language
  Survey in the parent's primary language must be kept on file in the student's permanent
  cumulative folder.
- Results of the Home Language Survey are coded on PowerSchool on the student language census page under "custom screens."

Table 1

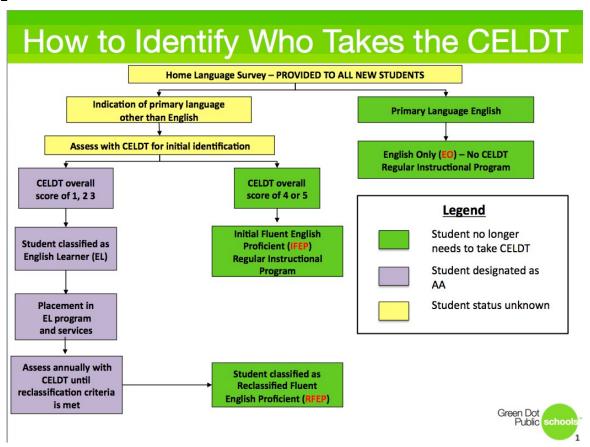
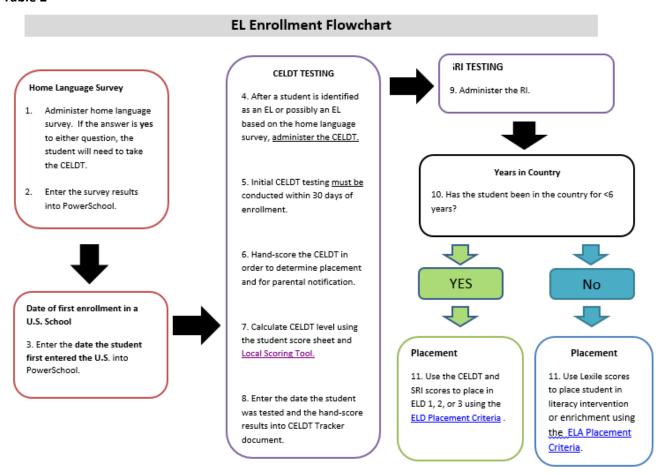


Table 2



#### Step 2 - English Language Proficiency Assessment

- Within 30 calendar days of initial enrollment, the school site administers the CELDT to all students based on the Home Language Survey: Listening, Speaking, Reading, and Writing for grades 6-12. Based on results of the CELDT, parents will be notified that their child has been identified as:
  - English Learner (EL) less than reasonable fluency in English, recommended for Structured English Immersion (SEI) program placement
  - English Learner (EL) reasonable fluency in English and recommended for English Language Mainstream (ELM) program placement
  - Initial Fluent English Proficient (IFEP) recommended for the district's regular instructional program
  - Learning Disabled English Learner will be registered according to their Individualized Education Program (IEP)

#### Step 3 - Primary Language Assessments:

When requested by the school, the district also assesses each English learner for primary language reading proficiency. The primary language assessment can be used to determine a student's language skills in their home language.

To assess primary language proficiency in Spanish, the district uses a primary language reading assessment called Las Links. Students are placed into the following proficiency levels: beginner,

early intermediate, intermediate, early advanced and advanced.

For students with a home language other than Spanish, informal language assessment in the primary language is given using the Student Oral Language Observation Matrix (SOLOM) by a qualified native speaker (if available).

#### Step 4 - Parent Notification:

Families of students whose primary language is not English will receive the following notifications:

- Not later than 30 calendar days after the beginning of the school year, each parent/guardian of
  a student participating in, or identified for participation in, a language instruction program
  supported by federal Title III funds shall receive notification of the assessment of his/her child's
  English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC
  6312)
  - o The reason for the student's classification as English language learner
  - The level of English proficiency
  - o Reclassification criteria
  - Graduation rate (high school only)
  - A description of the program for English language development instruction, including a description of all of the following:
    - The manner in which the program will meet the educational strengths and needs of the student
    - The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
    - The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title II funds are used for students in secondary schools
    - Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
  - Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
  - o Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
  - Parent/guardians also shall be notified of the results of any reassessments. (Education Code <u>52164.3</u>)
- Within 30 days of initial enrollment, parents of English Learners with an Individualized Education Program (IEP), will be informed by the school how the current program will meet the objectives of the IEP.

#### **Step 5 – Program Placement:**

- There are a number of program models. Placement is based on district criteria of reasonable fluency. ELs who score at the Early Advanced and Advanced levels on the CELDT are considered reasonably fluent. The full placement matrix is shown in Table 3.
- If the child is reasonably fluent in English as determined by the district criteria, he or she is placed in the English Language Mainstream (ELM) program. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include Specially Designed Academic Instruction in English (SDAIE). Teachers or administrators may recommend additional support services.

- If a child is not reasonably fluent in English, then he or she is placed in the Structured English Immersion (SEI) program and will receive both Designated and Integrated ELD instruction. Designated ELD will use the CA ELD Standards as the main focus to give EL students strategic language practice, which builds into and from content instruction. Integrated ELD will happen throughout the school day in all other courses and CA ELD Standards will be used in tandem with CCSS or other content standards.
- Different program placement may exist within one classroom. When this occurs, it is extremely important that students be clearly identified by program placement and receive the services appropriate to their program. For example, an EL student receiving services through Integrated ELD could be in a class with non-EL students. Therefore, it is important that the student is identified so that he or she can receive those services.
- Teachers must differentiate instruction and activities using the Key Features of Designated or Integrated ELD, and monitor students carefully to ensure that the requirements for each program are followed.
- If the parent selects an English language mainstream or an alternative program, then the parent must submit an appropriate waiver.

Table 3

#### **EL Placement Chart**

Lexile Score 0-400     Language Gains= Level 1/2  Structured English Immersion (SEI) ELs with 5 years or less in the country and are less than reasonably fluent  English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent  ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9th grade)  ELD Academic English Essentials (8th or 10th grade) ELD Advisory Sheltered ELA (6th-12-th grades) ELD Corliculum Skills ELD Academic Skills  Level 4  Lexile Score 650-900 Language Gains= Level 4  Level 4  Level 4  I. Designated ELD 3 (double block) 2. Integrated ELD (in all other content classes)  1. Designated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following options) Odouble block) 2. Integrated ELD (one of the following		Beginner • CELDT Overall= B	• CELDT Overall= EI	Intermediate  • CELDT Overall= I	Reclassified  • CELDT Overall= EA/A
Immersion (SEI)   ELs with 5 years or   less in the country and are less than reasonably fluent   I. Designated ELD (in all other content classes)   I. Designated ELD (in all other content classes   I. Designated ELD (in all other content classes)   I. Designated ELD (in all other content classes   I. Designated ELD (in all other content classes   I. Designat		<ul><li>Lexile Score 0-400</li><li>Language Gains=</li></ul>	<ul><li>Lexile Score 400- 650</li><li>Language Gains=</li></ul>	<ul><li>Lexile Score 650- 900</li><li>Language Gains=</li></ul>	<ul><li>Lexile Score= 900+</li><li>Language Gains=</li></ul>
English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent  Percentage Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent  Percentage Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent  Percentage Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent  Percentage Mainstream (ELD (one of the following options)  Percentage Mainstream (ELD (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELA (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELA (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELA (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELA (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELD (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream ELD (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  Percentage Mainstream (ELD (Interacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup>	Immersion (SEI) ELs with 5 years or less in the country and are less than	(double block)  2. Integrated ELD (in all	(double block)  2. Integrated ELD (in all	(double block) <b>2. Integrated ELD</b> (in all	N/A
2. Integrated ELD (in all other content classes)  other content classes)  other content classes)  other content classes)	English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are	of the following options)  • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  • ELD Academic English Essentials (8 <sup>th</sup> or 10 <sup>th</sup> grade)  • ELD Advisory  • Sheltered ELA (6 <sup>th</sup> -12-th grades)  • ELD College Readiness  • ELD Curriculum Skills  • ELD Academic Success  2. Integrated ELD (in all	of the following options)  • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  • ELD Academic English Essentials (8 <sup>th</sup> or 10 <sup>th</sup> grade)  • ELD Advisory  • Sheltered ELA (6 <sup>th</sup> -12-th grades)  • ELD College Readiness  • ELD Curriculum Skills  • ELD Academic Success  2. Integrated ELD (in all	of the following options)  • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9 <sup>th</sup> grade)  • ELD Academic English Essentials (8 <sup>th</sup> or 10 <sup>th</sup> grade)  • ELD Advisory  • Sheltered ELA (6 <sup>th</sup> -12-th grades)  • ELD College Readiness  • ELD Curriculum Skills  • ELD Academic Success  2. Integrated ELD (in all	2. Literacy Intervention

\*Ideally, all students with fewer than 6 years in the country and less than reasonable fluency should be placed in Structured English Immersion (Designated ELD course + Integrated ELD in all other content courses). However, for schools with too few students to create an ELD section, students can be **clustered** into English Language Mainstream courses and receive both Designated and Integrated ELD through a variety of options.

## Professional Development for Staff and Administrators on Initial Identification, Placement, Parental Rights and Informed Consent

The school site will provide ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this English Learner Master Plan including:

- Initial identification
- Placement options and procedures
- CA ELD Standards and Designated and Integrated ELD Instruction
- Parental rights and informed consent, including the parental exception waiver process

Those who participate in the training include but are not limited to: district and site administrators, teaching staff, district staff, office staff members responsible for registration, English Learner program facilitators, special education teachers, and other support staff as necessary.

### GREEN DOT HOME LANGUAGE SURVEY

	_
HOME LANGUAGE SURVEY/ENCUESTA DEL IDIOMA NATAL EN CASA:	
Public schools are required to determine the language(s) spoken in the home of all students. This information is very important for providing	
adequate instructional programs and services. Please answer the following questions with only one language per line/Las escuelas publica para	1
determinar el idioma(s) hablado en el hogar de todos los estudiantes. Esta información es muy importante para poder proporcionar los programas	
y servicios adecuados a nuestros estudiantes. Por favor conteste las siguientes preguntas con solo un idioma por línea.	
77. What language did your child learn when he/she first began to talk (check one only)?/	
¿Qué idioma aprendió su hijo/a cuando él/ella comenzó a hablar (marque uno sólo)?	
78. What language does your child use most frequently at home (check one only)?/	
¿Qué idioma utiliza su hijo/a más frecuentemente en casa (marque uno sólo)?	
79. What language do you use most frequently to speak to your child (check one only)?/	
¿Qué idioma utiliza usted más frecuentemente para hablar con su hijo/a (marque uno sólo)?	
80. What language is most often spoken by the adults in your home? (check one only)?/	
¿Qué idioma utilizan los adultos más frecuentemente en su casa (marque uno sólo)?	
Please write the year and grade the student first enrolled in a U.S. school./ Por favor escriba el grado y 81. Year/Año: 82: Grade/Grado:	
el año en que el estudiante fue mat¦iculado por primera vez en la escuela en EEUU.	
83. Has the student ever received any formal English language instruction in an "English as a	
second language ("ESL") or "English language development" ("ELD") program?/¿Ha recibido el	
estudiante cualquier instrucción formal del idioma ingles en el programa de "ingles como	
segundo idioma" ("ESL") o "desarrollo del idioma ingles" ("ELD")?	

# SAMPLE INITIAL PARENT NOTIFICATION LETTER

California Department of Education

# Green Dot Public Schools INITIAL PARENT NOTIFICATION LETTER

# Federal Title I and State Requirements

To the parent(s)/guard	lan(s) of:	School:	Date:
Student ID #:	Date of Birth	: Grade:	Primary Language:
noted on your child's H child's proficiency leve from which you may ch	lome Language Survey I In English. We are red noose the one that bes	child enrolled in our school, a language oth y. The law requires us to assess your child quired to inform you of the language acquis t suits your child. This letter also explains the d States Code section 6312[e][3][A])	and notify you of your ition program options
	Langua	age Assessment Results	
	Domain	English Language Proficiency Assessment	
	Listening		1
	Speaking		1
	Reading		]
	Writing		
	Overall		
	determine these results. P	d by the testing contractor, has been used to srents will receive their child's official results within as received individual student reports from the	
Based on results of the learner.	English language pro	ficiency assessment, your child has been in	dentified as an English
Check if applicable: Image individualized Education Program (IEP) on file  A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.			

# Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313(fj)	LEA Criteria	
English Language Proficiency Assessment	CELDT Score of Early Advanced or Advanced with no domain lower than intermediate	
Teacher Evaluation	Grade of C or higher in English and Teacher Approval	
Parental Opinion and Consultation	Parent Approval	
Comparison of Performance in Basic Skills	Lexile score based on grade level proficiency	

# Graduation Rate for English Learners

The expected Graduation rate for English Learners in Green Dot Public Schools is:...

District graduation rate displayed on the Graduate Data report, available on the California Department of Education Data Quest Web page at <a href="http://dg.cde.ca.qov/dataquest/">http://dg.cde.ca.qov/dataquest/</a>.

### Language Acquisition Programs

We are required to provide a **Structured English immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

# Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the stateadopted academic content standards, including English language development (ELD) standards. (EC Section 306(cl)

# Description of Program Options and Goals for English Learners

A description of the language acquisition program provided at Green Dot is listed below:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a))

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If Interested in a different program from those listed above, please contact Jennifer Freeman, EL Coordinator, at 323-804-8090 or Laura Michael, EL Coordinator, at 213-434-4473 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

#### **SAMPLE INITIAL PARENT NOTIFICATION - SPANISH**

California Department of Education

A los nadresitutores de:

# Green Dot Public Schools INITIAL PARENT NOTIFICATION LETTER

### Federal Title I and State Requirements

**Fertier** 

N.º de id. del estudiante:	Fecha de nacimiento:	Grado:	Lengua materna:	
Estimados padres o tutores: E nuestra escuela figura que en su				
dominio que el niño tiene del idio	-	_		us ei
ubicación en el programa para el disponibles para el niño. Además				do un

# States Code section 6312[e][3]3(A]). Resultados de la evaluación de la lengua

estudiante se encuentra listo para salir del programa de estudiantes de inglés como segunda lengua. (20 United

Areas	Nivel de rendimiento de la Prueba para Medir el Desarrollo del Inglés en California (CELDT)* (inicial, preintermedio, intermedio, preavanzado, avanzado)
Compresión auditiva	
Expresión oral	
Lectura	
Expresión escrita	
Total	

Se usa un guía para anotar, desarrollado por la contratista de prueba, para determinar estos resultados. Los padres recibirán los resultados oficiales dentro 30 días después del distrito ha recibido los reportajes estudiantil individuales del contratista.

En función de los resultados obtenidos en la Prueba para Medir el Desarrollo del Inglés en California (conocida en Inglés como CELDT), se identificó al niño/a como English learner (EL) o estudiante de Inglés como segunda lengua.

#### Marque si corresponde:

Individualized Education Program (IEP) en archivo

Se adjunta una descripción de cómo la ubicación en el programa recomendado para el niño cumplirá con los objetivos del IEP.

#### Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

Criterios exigidos	Criterios de LEA
(Cddigo de Educación de California	
Sección 313[d])	
Prueba para Medir el Desarrollo del Inglés en California (CELDT)	El nivel preavanzado o avanzado en el CELDT y no rendimiento bajo de intermedio
Evaluación del maestro	El grado de C o mejor en la clase de inglês y la aprobación del maestro
Consulta y opinión de los padres	La aprobación de los padres
Comparación del desempeño en destrezas básicas	Una escala Lexile en función de la competencia del nivel del grado

# Tasa de graduación escolar

# Las programas de la adquisición de la lengua

Tenemos la obligación de proporcionar una opción del programa de inmersión Estructurada en inglés (conocida en inglés como 8EI). Si elige esta opción, su niño/a será ubicado en una clase en que la enseñanza en la mayor parte se brinda en inglés. (La descripción esta abajo).

# Solicitando una programa de la adquisición de la lengua

Las programas de la adquisición de la lengua son programas educativos diseñados para que la adquisición de Inglés ocurre tanto rápida y eficaz como posible y proporciona la enseñanza a los estudiantes de Inglés como segundo idioma en función de los estándares académicos del estado, incluyendo los estándares del desarrollo del idioma ingles (ELD). (EC Section 306[c])

# Descripción de las opciones del programa y las metas para estudiantes de Inglês como segunda idioma

Una descripción del programa de la adquisición de Inglés que Green Dot proporciona esta abajo:

Programa de Inmersión Estructurada en Inglés (conocida en Inglés como 8EI). Un programa de la adquisición de Inglés en que la enseñanza en la mayor parte se brinda en Inglés pero con un plan de estudios y una presentación diseñado para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes son ofrecidos la clase de ELD designada en función de su competencia del idioma y acceso del CONTENIDO GEL QUADO ESCOIAT.

Los padres/tutores pueden elegir un programa de la adquisición de inglés que es mejor para su niño. Si hay una escuela en que los padres/tutores de 30 estudiantes o mas por escuela o los padres/tutores de 20 estudiantes o mas en un grado solicitan un programa de la adquisición de inglés que es diseñado para proporcionar la enseñanza de idioma será exigido a ofrecer eso tipo de programa al grado posible. (EC Section 310(a))

Los padres pueden proporcionar entrada sobre los programas de la adquisición de inglés durante el desarrollo del Local Control Accountability Plan (LCAP). Si se interesa en otro programa que no esta enumerado arriba, por favor llame a Jennifer Freeman, Coordinadora de EL a 323-304-3090 o Laura Michael, Coordinadora de EL a 213-434-4473 para preguntar sobre el proceso.

Los padres de los estudiantes de Inglés como segundo idioma tienen el derecho de declinar o renunciar a la participación de su niño en el programa de la adquisición de Inglés del distrito escolar o renunciar a servicios especiales dentro del programa de la adquisición de Inglés. (20 U. S. C. Section 6312[e][3][A][viii]). Sin embargo, LEAs siguen obligados a proporcionar la enseñanza significativa para el estudiante (5 CCR Section 11302) hasta que el estudiante esta reclasificado, informar a los padres cuando el progreso no esta hecho, y ofrecer a los padres los programas y los servicios para considerar a ese tiempo.

# SAMPLE ANNUAL PARENT NOTIFICATION

California Department of Education

# Green Dot Public Schools ANNUAL PARENT NOTIFICATION LETTER

Federal	Title	and	State	Requirements	
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		rederal litte La	no state Require	ements	
To the	parent(s)/guardian(s) of:		School:		Date:
Studer	nt ID #: D	ate of Birth:	Grade:	Primary Langu	uage:
to asso acquis	ess your child and notify Ition program options for	you of your child's profici	ency level in English. he one that best suit:	. We must also d s your child. This	Each year, we are required lescribe available language letter also contains the tion 6312[e][3][A])
		Language A	ssessment Resul	lts	
		Domain	English Language P Assessmen		
		Listening			
		Speaking			
		Reading			
		Writing			
		Overall			
		A accring guide, developed to to determine these results. P results within 30 days after to sturient reports from the cont	arents will receive their ch re district has received inc	nid's official	
		dualized Education Pro s program placement will		g the objectives	of the IEP is attached.
		Reclassific	ation (Exit) Criter	ia	
The go meet s	oal of language acquisitio state academic achievem	n programs is for student ent measures. This distri	ts to become proficie ct's reclassification c	nt in English as riteria are listed i	rapidly as possible and to below.
Required Criteria				LEA Criteria	,

Required Criteria (EC Section 313(f))	LEA Criteria
English Language Proficiency Assessment	CELDT Score of Early Advanced or Advanced with no domain lower than intermediate
Teacher Evaluation	Grade of C or higher in English and Teacher Approval
Parental Opinion and Consultation	Parent Approval
Comparison of Performance in Basic Skills	Lexile score based on grade level proficiency

# Academic Achievement Results

Skill Area	Smarter Balanced Assessment (SBAC) or Local Measures
English Language Arts	
Mathematics	

# Graduation Rate for English Learners

The expected Graduation rate for English Learners in Green Dot Public Schools is:...

District graduation rate displayed on the Graduate Data report, available on the California Department of Education Data Quest Web page at <a href="http://dg.cde.ca.qov/dataquest/">http://dg.cde.ca.qov/dataquest/</a>.

### Language Acquisition Programs

We are required to provide a **Structured English immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

# Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the stateadopted academic content standards, including English language development (ELD) standards. (EC Section 306(cl)

# Description of Program Options and Goals for English Learners

A description of the language acquisition program provided at Green Dot is listed below:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a))

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If Interested in a different program from those listed above, please contact Jennifer Freeman, EL Coordinator, at 323-804-8090 or Laura Michael, EL Coordinator, at 213-434-4473 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

# **SAMPLE ANNUAL PARENT NOTIFICATION - SPANISH**

California Department of Education

# Green Dot Public Schools ANNUAL PARENT NOTIFICATION LETTER

Federal Title I and State Requirements

A los padres/tutores de:	E	scuela:	Fecha:
N.º de id. del estudiante:	Fecha de nacimiento:	Grado:	Lengua materna:
(English Learner).Cado año, so su niño. Tenemos la obligación proporcionamos la información	de informarie todas las opcione	iño y notificarie de es de colocación di decidir cuándo un e	i nivel de competencia en Inglés de sponibles para el niño. Además, estudiante se encuentra listo para

# Resultados de la evaluación de la lengua

Areas	Nivel de rendimiento de la Prueba para Medir el Desarrollo del Inglés en California (CELDT)* {Inicial, preintermedio, intermedio, preavanzado, avanzado}
Compresión	
auditiva	
Expresión oral	
Lectura	
Expresión escrita	
Total	
De como contra acces	anatas, danamaliado por la contratista

Se usa un guía para anotar, desarrollado por la contratista de prueba, para determinar estos resultados. Los padres recibirán los resultados oficiales dentro 30 días después del distrito ha recibido los reportajes individuales estudiantiles del contratista.

#### Marque si corresponde:

Individualized Education Program (IEP) en archivo

Se adjunta una descripción de cómo la ubicación en el programa recomendado para el niño cumplirá con los objetivos del IEP.

#### Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de Inglés como segunda lengua es que los estudiantes dominen completamente el Inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

Criterios exigidos (Cddigo de Educación de California Bección 313[d])	Criterios de LEA
Prueba para Medir el Desarrollo del Inglés en California (CELDT)	El nivel preavanzado o avanzado en el CELDT y no rendimiento bajo de intermedio
Evaluación del maestro	El grado de C o mejor en la clase de inglês y la aprobación del maestro
Consulta y opinión de los padres	La aprobación de los padres
Comparación del desempeño en destrezas básicas	Una escala Lexile en función de la competencia del nivel del grado

# Tasa de graduación escolar

La tasa de graduación para los estudiantes de inglés como segundo idioma en Green Dot es: \_\_\_\_\_\_\_.

[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]

La tasa de graduación del distrito se muestra en el reporte de Progreso Anual Adecuado, disponible en California

Department of Education Dataguest, http://do.ode.ca.gov/dataguest/

# Las programas de la adquisición de la lengua

Tenemos la obligación de proporcionar una opción del programa de inmersión Estructurada en inglés (conocida en inglés como 8EI). Si elige esta opción, su niño/a será ubicado en una clase en que la enseñanza en la mayor parte se brinda en inglés. (La descripción esta abajo).

# Solicitando una programa de la adquisición de la lengua

Las programas de la adquisición de la lengua son programas educativos diseñados para que la adquisición de Inglés ocurre tanto rápida y eficaz como posible y proporciona la enseñanza a los estudiantes de Inglés como segundo idioma en función de los estándares académicos del estado, incluyendo los estándares del desarrollo del idioma Ingles (ELD). (EC Section 306[c])

# Descripción de las opciones del programa y las metas para estudiantes de Inglés como segunda

Una descripción del programa de la adquisición de Inglés que Green Dot proporciona esta abajo:

Programa de Inmerción Estructurada en Inglés (comocida en Inglés como 8EI). Un programa de la adquisición de Inglés en que la enseñanza en la mayor parte se brinda en Inglés pero con un plan de estudios y una presentación diseñado para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes son ofrecidos la clase de ELD designada en función de su competencia del idioma y acceso del CONTENIDO GEI Q7800 ESCOIAT.

Los padres/tutores pueden elegir un programa de la adquisición de inglés que es mejor para su niño. Si hay una escuela en que los padres/tutores de 30 estudiantes o mas por escuela o los padres/tutores de 20 estudiantes o mas en un grado solicitan un programa de la adquisición de inglés que es diseñado para proporcionar la enseñanza de idioma será exigido a ofrecer eso tipo de programa al grado posible. (EC Section 310(a))

Los padres pueden proporcionar entrada sobre los programas de la adquisición de inglés durante el desarrollo del Local Control Accountability Plan (LCAP). Si se interesa en otro programa que no esta enumerado arriba, por favor llame a Jennifer Freeman, Coordinadora de EL a 323-804-8080 o Laura Michael, Coordinadora de EL a 213-434-4473 para preguntar sobre el proceso.

Los padres de los estudiantes de Inglés como segundo idioma tienen el derecho de declinar o renunciar a la participación de su niño en el programa de la adquisición de Inglés del distrito escolar o renunciar a servicios especiales dentro del programa de la adquisición de Inglés. (20 U. S. C. Section 6312[e][3][A][vii]). Sin embargo, LEAs siguen obligados a proporcionar la enseñanza significativa para el estudiante (5 CCR Section 11302) hasta que el estudiante esta reclasificado, informar a los padres cuando el progreso no esta hecho, y ofrecer a los padres los programas y los servicios para considerar a ese tiempo.

# Sample Parent Reclassification Letter- English Date: Name: Grade: School: Teacher: Dear Parent/Guardian: This letter is to notify you that your child has met the criteria for reclassification. In order to be reclassified, a student must receive qualifying scores on the California English Language Development Test (CELDT). In addition to these test results, criteria used to make this decision include an evaluation of your child's academic performance by their English teacher, their results on the Lexile test which measures reading ability, and your opinion as the parents or guardians about his/her proficiency in English. It is therefore the recommendation of your child's English teacher and the school site administrator that your child's language designation be changed from Limited English Proficient to Fluent English Proficient. This would mean that your child be given a program consisting entirely of courses in the mainstream curriculum. If you would like to meet in person to discuss any questions or concerns that you may have please contact the school office to arrange a date and time. Questions about the CELDT or your child's results also should be directed to the same number. If you are unable to meet in person and you agree that your child should be reclassified as fluent in English please sign below and return this form to your child's English teacher. This form will serve as a waiver to meeting in person and allow us to proceed with the reclassification process. Administrator Date I agree that my child's language designation should be changed from Limited English Proficient to Fluent English Proficient. I waive my right to a meeting and I consent to the use of this form as indication of my approval. Parent/Guardian Date Sample Parent Reclassification Letter- Spanish Fecha: Nombre: Grado: School: Maestro/a: Estimado Padre/Tutor: Esta carta es para informarle que su hijo ha cumplido con los criterios para la reclasificación. Para ser reclasificado, el estudiante debe recibir puntajes calificativos en el Examen de California de Desarrollo del Idioma Inglés (CELDT). Además de estos resultados, los criterios utilizados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo por su profesor de inglés, sus resultados en la prueba Lexile que mide la capacidad de lectura, y su opinión como padres o tutores acerca de la competencia de su hijo/a en inglés. Por lo tanto, es la recomendación del profesor de inglés de su hijo y el administrador del plantel escolar que la designación de su hijo sea cambiada de Dominio Limitado del Inglés a Fluidez en el Inglés. Esto significaría que su hijo seria dado un programa compuesto enteramente de cursos en el currículo ordinario. Si le gustaría reunirse en persona para discutir cualquier pregunta o preocupación que usted pueda tener, por favor póngase en contacto con la oficina de la escuela para concertar una fecha y hora. Preguntas sobre el CELDT o los resultados de su hijo también deben dirigirse al mismo número. Si usted no puede reunirse en persona y usted está de acuerdo con que su hijo sea reclasificado como fluido en inglés, por favor firme abajo y devuelva este formulario al maestro de Inglés de su hijo. Este formulario servirá como una renuncia a la reunión en persona y nos permitirá continuar con el proceso de reclasificación.

Fecha

Fecha

reunión y doy mi consentimiento para el uso de esta forma como una indicación de mi aprobación.

Estoy de acuerdo en que la designación de idioma de mi hijo sea cambiada de Dominio Limitado del Inglés a Fluidez en el Inglés. Renuncio mi derecho a una

Administrador

Padre/Tutor



# Parent Notification Letter Alternative Program Options (Grades 9-12)

The law requires that English learner (EL) students with less than reasonable fluency in English be placed in Structured English Immersion, and students with reasonably fluency in English be placed in English Language Mainstream. However, parents have the right to request a parental exception waiver for an alternative program if they believe it would be better for their child. As a parent you may select an alternative program designed to meet the linguistic and academic needs of English learner students.

Program availability will depend upon the number of students receiving waivers. If fewer than twenty students receive a waiver in one grade level, your child may be allowed to transfer to a neighboring school to receive the requested program. Your school principal/designee will advise you of program availability.

All alternative programs include English language development (ELD) and specially designed academic instruction in English (SDAIE). The different alternative programs include varying amounts of instruction in the primary language. Students will be assessed yearly with the California English Language Development Test (CELDT) and academic assessments. All programs will use district-adopted materials for reading, language arts and mathematics. The District has adopted materials in both primary language and English for core curriculum areas. In all programs, student progress will be measured in reading, language arts, and mathematics against content standards and benchmarks. As students gain proficiency in English, the amount of instruction in English increases, while the amount of instruction in the native language decreases. As students gain literacy in the native language and some proficiency in English, they participate in the Structured English Immersion or English Mainstream Program.

Parental exception waivers shall be granted unless the school principal and educational staff have substantial evidence that the program requested by the parent would not be better suited for the student. The following timeline will be observed as described in the District's Master Plan for English Language Learners.

- Schools shall act upon all parental exceptions waivers requests within 20 instructional days of submission to the school principal/designee.
- For students who already know English, schools shall act upon parental exception requests within 20 days of submission to the school principal/designee.

At any time, including during the school year, a parent or guardian may have his/her child moved into an English Language Mainstream Program.

If you have 0544.	any questions, I shall be happy to meet with you.	Please call my office for an appointment at (323) 779-
Sincerely,		
	Principal	Director



PARENTAL EXCEPTION WAIVER
EDUCATION CODE 311(c): Children with Special Needs

Student Name:		Grade:			
School Name:	chool Name: Date of Birth				
Language Designation:					
I believe that my child has special reducational development. (Check					
Educational Needs Phys	sical Needs E	motional/Psycholo	gical N	eeds	
Therefore, I request a waiver of the understand that the objective for have personally visited the school	my child is to be ta	ught English as rap			
I understand that my child must be that this waiver will be considered					
I have been provided a full written immersion program; any alternativ child; all educational opportunities educational materials to be used in	ve courses of study s offered by the di	y offered by the dis strict and made ava	strict ar ailable	nd made available to my to my child; and the	
I understand that I must request th	nat this waiver be	reconsidered annu	ally, ea	ch school year.	
Parent/Guardian Signature:				Date:	
Address:					
City:	State:		Zip:		
For School Use Only: Child's English standardized test scores (Scores must be at or above the state average for the child's grade level or above the 5th grade average):					
Waiver (circle one): Granted	Denied				
Date:					
Signature:					



# PARENTAL EXCEPTION WAIVER

EDUCATION CODE 311(b): Children age 10 or older

Student Name:		Grade:			
School Name:		Date of Birth			
Language Designation:	I				
child's rapid acquisition of English. Structured/Sheltered English langu taught English as rapidly and effec	My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.				
I have personally visited the school to apply for this waiver.  I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.  I understand that I must request that this waiver be reconsidered annually, each school year.					
Parent/Guardian Signature:			Date:		
Address:					
City:	State:	Zij	p:		
For School Use Only:  Child's English standardized test scores (Scores must be at or above the state average for the child's grade level or above the 5th grade average):					
Waiver (circle one): Granted	Denied				
Date:					
Classical			ı		
Signature:					

### **Chapter Two: Instructional Programs**

# Instructional Program Descriptions for English Learners (6-12)

The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners' (ELs) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. All English Learners in GD will be placed in ELD based upon the provisions cited in California Education code section 300. All English Learners will receive Designated ELD and Integrated ELD.

# **Designated English Language Development (ELD):**

- is a planned, deliberate, and specific component of the total education of an English Learner
- utilizes a specific curriculum that addresses the teaching of the English language based upon the level of English proficiency of each student
- instruction is based upon the 2012 ELD Common Core aligned standards appropriate to student's language proficiency level

# Designated English Language Development (ELD) instruction must include these core components:

- Separate and distinct class time each day
- 2012 ELD standards are utilized as the primary instructional guide
- Explicit instruction in the comprehension and production of academic language as described in the ELA/ELD Framework which includes:
  - 1. Intellectually challenging material
  - 2. Academic English Focus
  - 3. Extended Language Interaction
  - 4. Focus on Meaning
  - 5. Focus on Forms
  - 6. Planned and sequenced events
  - 7. Scaffolding
  - 8. Clear lesson objectives
  - 9. Corrective Feedback
  - 10. Formative assessment practices

# **Program Requirements**

All English Learners must receive:

- Daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
- Instruction delivered by an ELA Credentialed and CLAD authorized teacher
- ELs should not be removed from other core content instruction in order to receive designated ELD instruction.
- Designated ELD must be provided in addition to all core content instruction during the school day.
- ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English.

### **Designated ELD:**

Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

- Newcomers will receive a double block of Newcomer ELD utilizing Inside (middle school) and Edge (high school) and also supplemental support with Imagine learning software.
- Long-Term ELs will receive a designated support based on their level of proficiency, grade level and school offering. Options include: ELD Literacy Enrichment, English 3D, ELD Academic English Essentials, Sheltered ELA, or EL Advisory/College readiness.
- Designated ELD teachers receive professional development and planning days that focus on effective use of the ELD Standards, ELA/ELD Framework, key features of Designated ELD and strategies that support students to develop proficiency in reading, writing, listening and speaking skills.
- Supplemental instructional coaching will be provided to ensure teachers are receiving differentiated support
- Designated ELD content courses are taught by teachers with the appropriate state authorizations.

#### **Newcomer Designated ELD Program (High School)**

	ELD 1	ELD 2	ELD 3/Sheltered ELA 9
Language Fluency	Beginning-Early	Early Intermediate-	Intermediate
	intermediate	Intermediate	
Materials	Edge- Inside the	Edge- Level 2	Core ELA Curriculum with
	USA/Fundamentals		sheltered text
			adaptations
Assessment	Gains Assessment,	RI, Imagine	RI, Green Dot ELA
	Imagine Learning	Learning	Assessments (GDCAP)
Programming	2 sections in lieu of	2 sections in lieu of	2 sections= 1 year of A-G
	core	core	ELA

#### **Newcomer Designated ELD Program (Middle School)**

	ELD 1	ELD 2	ELD 3
Language Fluency	Beginning-	Early	Intermediate
	Early	Intermediate-	
	intermediate	Intermediate	
Materials	Inside the	Inside Level A	Inside Level B
	USA		
Assessment	CELDT/ELPAC	RI, Imagine	RI, Imagine
	Screener,	Learning	Learning
	Imagine		
	Learning		
Programming	2 sections in	2 sections in	2 sections in lieu
	lieu of core	lieu of core	of core

# **Designated ELD Courses for Long-Term ELs**

Course	Description
Sheltered ELA	An A-G required ELA course in which content is adapted slightly to add more space for language practice. Teacher uses ELD standards daily to drive instruction and build language skills. This course can serve ELs in any grade level.
English 3D	An intervention course that is designed to improve students' academic language skills. This course serves ELs in 8 <sup>th</sup> grade.
ELD AEE	An intervention course which gives students opportunities to develop academic language and prepare them for the literacy skills needed in Core ELA. The teacher utilizes ELD standards to drive curriculum daily. This course serves ELs in 10 <sup>th</sup> Grade.
ELD Literacy Intervention	Literacy Intervention course with clusters of ELs so teachers can focus on ELD standards/language practice during small group instruction. This course is designed for 6-10 grade students.
EL College Readiness	An enrichment course that prepares students with the skills and information needed to successful get into and stay in college. Offered in high school only.

#### **Integrated ELD**

Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction

- All English learners will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on the ELD Standards, key features of Integrated ELD, the ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area.
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

### **Access to Grade Level Core Curriculum**

English Learners are provided with access to well-articulated, standards-based core curriculum. In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction.

Integrated and Designated ELD makes use of the following features to help make instruction

comprehensible and meaningful to students:

- Use of content and language objectives Content objectives identify what students will know and be able to do at the end of a lesson. Teachers must also incorporate language objectives in their lesson planning activities that support students' academic language development for the content objective. Based upon the proficiency of students, language objectives may be written from any one of the four domains: listening, speaking, reading or writing. As with content objectives, language objectives should be stated clearly at the beginning, middle and end of a lesson, and students should be informed of them both orally and in writing.
- Contextualized instruction—liberal use of non-verbal language, visual support materials, realia,
   Thinking Maps, graphic organizers, and verbal amplification in order to provide students with a variety of resources they can use to construct meaning
- Explicit instruction and use of language structures and vocabulary that are comprehensible to students
- Use of accommodations in the learning environment (such as appropriate wait time, pacing, or repetition) in order to maximize the number of students able to access the content
- Providing multiple opportunities in every class period for academic discourse using sentence frames or group structures such as precision partnering
- · Frequent checks for understanding
- Integrating ongoing assessment of student progress through observations, portfolios, journals and analysis of student work
- Literature within the student's appropriate lexile level range, available in classroom and school libraries
- Using CELDT/ELPAC data, , lexile scores, SBAC results, among other data sources to inform instruction, group structures, and progress monitoring

# **Placing Students in Program Options and Parent Request Options**

Based on language proficiency, students are placed in one of two program types.

Structured English Immersion	English Language Mainstream (ELM) Program
(Designated ELD + Integrated ELD)	
Students at the Beginning, Early	Students at the Early Advanced through Advanced
Intermediate and lower Intermediate levels	levels are placed in an English Language
are placed in a Structured English Immersion	Mainstream program along with English only and
(SEI) Program. SEI is the English language	fluent English proficient students. Students at the
acquisition program focused on students	intermediate level with upper-range scale scores in
acquiring English as rapidly and effectively as	reading and writing domains should be placed in a
possible in order to meet grade level	mainstream program. Students receive SDAIE
standards in core content area classes while	instruction from the classroom teacher until they
they are learning English.	acquire proficiency in English and are reclassified.
The SEI program is designed to develop the	Students will continue to receive support and
student's abilities in English as quickly as	progress monitoring for four years after students
possible and may include primary language	are reclassified.
support in the content areas as part of the "plan	
to overcome academic deficits."	

# Request for English Language Mainstream (ELM) Program

English Learners may be placed in an English Language Mainstream program at the request of the student's parent or guardian by completing the appropriate waiver. (See chapter two for waivers)

The process to request for ELM is as follows:

- Request for English Language Mainstream Program form must be requested by parents in person from school site, signed and returned to the principal
- May be requested at any time
- Student will continue to receive sheltered instruction in English through the mainstream classroom.
- Student will continue to be identified as an English Learner until they meet district reclassification criteria.

# **Understanding Secondary English Learners**

Adolescent English Learners enrolled in secondary schools bring a variety of educational and cultural experiences to their classes. In order to develop and implement an effective program it is critical to identify each student's level of language proficiency, both in English and in their native language. There are three types of ELs enrolled in Green Dot Schools at the secondary level. These include:

- Newcomers with formal schooling
- Newcomers with limited formal schooling
- Long Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program

# **Newcomers with Formal Schooling**

Characteristics of these students may include:

- Recent arrival in the U. S. (1 year or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Bilingual
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Low performance on standardized tests when administered in English

These students face the challenge of mastering English quickly in order to meet district and state content and performance standards and completing all district high school graduation requirements. Time is the critical factor for these students. They need an accelerated ELD program that is rigorous yet flexible and allows students to progress at their own rate. Opportunities to move between levels must be frequent (at semester if appropriate).

Attention to content instruction is also important so that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs such as Adult School.

In all cases, it is important that these students are counseled correctly, made aware of the challenges ahead of them, and given a defined learning plan that enables them to successfully complete high school and post graduate studies.

# **Instructional Requirement**

- Minimum 2 periods of ELD (if school has an Edge/Inside program) OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- ELD standards and features of Integrated ELD in content classes with adequate primary language support when available
- Enrollment in electives required for graduation

Characteristics of these students may include:

- Recent arrivals to U. S. (1 year or less)
- Schooling in native country inadequate or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in United States
- Strong survival and life skills, intuitive learners, cooperative workers
- Low performance on proficiency exams and standardized tests

Adolescent ELs who enter at the secondary level with limited formal schooling face a daunting challenge and require additional support to complete all high school graduation requirements. These students frequently have such gaps in their schooling that their literacy levels are nearly nonexistent. An English learner with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School, are essential.

# **Instructional Requirements**

- Minimum 2 periods of ELD (if school has an Edge/Inside program) AND/OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- Native language reading support when available
- ELD standards and features of Integrated ELD in content classes with adequate primary language support when available
- Enrollment in non-English language dependent electives (when applicable) required for graduation

# Long Term English Learners (LTELs)

Characteristics of these students include:

- More than 6 years in the U.S.
- Language proficiency remains stagnant for two or more years
- High functioning social language (strong oral English skills)
- Limited academic language; vocabulary general and imprecise
- Significant deficits in reading and writing skills
- Struggles academically (low grade point average and score Below and Far Below Basic in ELA and Math on state assessments)
- Difficulty with content classes and academically challenging text
- Mixture of primary language and English spoken in the home

LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

#### **Instructional Requirements**

 Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts

- Explicit direct instruction in academic vocabulary in all core courses
- Explicit instruction in study skills, meta-cognitive and cognitive learning strategies
- ELD standards and features of Integrated ELD in content classes

Because adolescent EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

- 1. <u>Integrating all four language skills (Listening, Speaking, Reading, and Writing) into instruction:</u>
  ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed for more time in reading and writing.
- 2. <u>Teaching the components and processes of reading and writing: It is important to teach ELs the components of reading</u>: beginning with phonemic awareness and phonics and adding vocabulary, text comprehension, and fluency. After acquiring the basic skills, ELs need to become active readers and writers who use reading and writing processes.
- 3. <u>Focusing on vocabulary development:</u> Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach multiple meanings of words and help students incorporate words into their expressive vocabularies.
- 4. <u>Teaching reading comprehension strategies</u>: ELs need to receive explicit instruction about reading comprehension strategies.
- 5. **Building and activating background knowledge**: Connecting instruction to what learners already know and then explicitly discuss how that knowledge applies to a new topic
- 6. <u>Teaching language through content and themes</u>: Providing content or theme based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.
- 7. <u>Using primary language strategically</u>: Maximizing students' knowledge of their primary language by clarifying concepts and information through primary language support, bilingual dictionaries, glossaries, or other resources.
- 8. **Providing choice in learning activities**: ELs are more motivated and successful when they have the opportunity to choose a text, task or partner.

### **English Learners with an IEP**

The requirements in a student's IEP take precedence over EL programming. If the plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students' special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction.

If a student with an IEP is placed in an ELD course, it is recommended that the ELD teacher collaborate with the students' IEP case manager to ensure that instruction effectively meets the student's IEP goals.

# Chapter 3: Staffing and Professional Growth Appropriate Teacher Authorization

Teachers assigned to instruct English learners are appropriately authorized and ELA credentialed or are actively given professional development and coaching supports. Green Dot also provides appropriate professional development for staff responsible for the education of English learners.

# Recruitment of Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) Teachers:

- Dissemination of Job Announcements: When Green Dot determines the number of new teaching positions estimated to be available during the next school year job announcements are sent to:
  - EDJOIN web site
  - Educational placement centers at private, UC and CSU campuses with teacher training programs
  - The listed school site (on Greendot.org) until the vacancy is filled (when appropriate)
- 2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
- 3. Career Day: Green Dot sends representatives to colleges and universities to participate in "Career Day" activities.

### **Interviews and Hiring:**

NONDISCRIMINATION IN EMPLOYMENT (BP 4030) The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Job applications, eligibility interviews, and processing procedures are handled at the Green Dot home office. Job interviews are held at the local school site.

#### **Staffing**

In an effort to provide our students with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Green Dot Public Schools actively recruits and hires teachers who are fully EL Authorized with a BCLAD, CLAD or equivalent certification. If candidates who hold an EL-Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency Permit. The employee is given a maximum of two school years to obtain a full EL authorization. Teachers who are new to Green Dot and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the CLAD requirement. Annual progress towards becoming EL Authorized is monitored by the Credential Specialist.

Teachers who provide instruction to English Learners must have one of the following documents with the appropriate EL Authorization:

CALIFORNIA COMMIS	CALIFORNIA COMMISSION ON TEACHER CREDENTIALING CCTC Authorizations				
			Primary		
			Language		
Document	Designated ELD	Integrated ELD	Instruction		
Multiple or Single Subject					
Teaching Credential with English					
Learner Authorization or CLAD					
Emphasis	X	X			
Multiple or Single Subject					
Teaching Credential with English					
Learner Authorization or BCLAD					
Emphasis	X	X	X		
Education Specialist Instruction					
Credential with English Learner					
Authorization	X	Х			
Bilingual Cross-cultural					
Specialist Credential	X	X	X		
CLAD Certificate	X	x			
Bilingual Authorization	X	X	X		
Language Development					
Specialist (LDS) Certificate	X	X			
BCLAD Certificate	X	x	X		
Bilingual Certificate of					
Competence (BCC)	X	X	X		
General Teaching Credential	Х				
Supplementary Authorization in					
English as a Second Language					
(ESL) or Introductory ESL	X				

Teachers who provide instruction in English Language Development (ELD), or to EL students in Mainstream English, must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified. If in a self-contained setting, SB 1969/395 is also appropriate.

Teachers who provide SDAIE instruction in content areas must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified, SB 1969/395 or in training. Content teachers must also be credentialed by the California Commission on Teacher Credentialing (CCTC) in their subject area.

Teachers who do not have English Learner Authorization must complete one of the following options to earn a California English learner authorization or CLAD Certificate: 1) Commission-approved CTEL program (requires recommendation from the program sponsor) 2) Pass the CTEL examinations (applicants applying by this option may apply directly to the Commission) 3) A combination of a

Commission-approved CTEL program and CTEL examination(s) (requires recommendation from the program sponsor) 4) Provide a photocopy of a professional-level out-of-state teaching credential with a comparable English learner

# **Overall Procedures for Assuring Sufficient Qualified Staff**

In the spring of each year, the following steps must take place:

# **School Sites**

- Projects need for Designated ELD sections
- Projects need for English Language Arts classrooms or Integrated sections
- Tentatively staffs classrooms/sections with certified staff or anticipates vacancies

# **Human Capital**

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses towards initial certification

# Professional Development for All Educators Who Work with English Learners

The Green Dot ELD Department provides English Learner leads and instructional leadership teams the training and presentation materials required to deliver a professional development series focused on supporting English Learners. This ensures that all Green Dot teachers understand how to identify and support English Learners and learn about the most current resources and requirements for supporting English learners.

This PD series meets the following goals-

- 1. Invest in a shared responsibility to meet the needs of English Learners.
- 2. Learn how to acess EL Passports, ELD standards and instructional resources to support ELs.
- 2. Understand EL Proficiency levels and how to differentiate supports based on data.
- 3. Evaluate and apply ELD strategies to support English learners

In addition, all schools are provided with the following support:

- CELDT/ ELPAC training and certification of examiners
- Curriculum and program implementation guidelines
- Instructional coaching support
- School site trainings or PDs as requested
- DELAC meeting PPT and Data resources
- Support for Categorical Program Complianc
- Resources available on the Green Dot EL CONNECT page, our org-wide intranet and file-sharing services.

- Reclassification training and review of all reclassification paperwork submitted
- Oversight on Title III budgets
- Translations, both written and oral, as requested by sites, other departments and district office personnel

Each school has an **English Learner lead**, a teacher who receives a stipend, and focuses on the following areas:

- School Site Professional Development
- Progress Monitoring of English Learners and RFEPs
- DELAC and EL Parent Engagement

**EL Leads** receive professional development in the form of a summer PD, quarterly group meetings and individual monthly meetings with the district EL Coordinator.

# All **Designated ELD teachers** receive the following training:

- Professional development days with other ELD teachers
- Training and planning time to integrate the CA ELD standards, which are Common Core Aligned, into daily lesson plans
- Strategies to teach academic vocabulary
- Strategies to teach grammar and language functions
- Curriculum training and support
- Individual coaching with the district EL Coordinator
- Ongoing collaboration sessions throughout the year

# **Chapter 4: Monitoring of Student Progress and Reclassification Monitoring of Student Progress**

Student progress is monitored and based on a set of CMO-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate students' academic performance.

Assessment results are maintained in electronic form in Tableau. This allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another and reclassification.

CMO-adopted formative assessments are given during the year to monitor students' progress in English language development (listening, speaking, reading and writing), language arts, math, science, and social studies.

State-mandated Smarter Balanced Assessment Consortium (SBAC) are taken by all students regardless of their language classification. Students with Individualized Education Programs (IEPs) are given accommodations and modifications based on the criteria set in their IEP.

#### Use of Assessment Data for Student Placement and Instructional Planning

Teachers use benchmark assessments, called GD CAPs, to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. CELDT/ELPAC data, supplemented by GD CAPs and RI are used for instructional grouping and student placement in appropriate ELD courses in the middle and high schools.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
- Green Dot EL Leads meet to examine school site data including but not limited to SBAC, CELDT/ELPAC, RI, reclassification rates, graduation rates, and academic performance. EL Leads are tasked with developing a progress monitoring plan with their Admin and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socioemotionally.

An English Learner (EL) is eligible for reclassification when he/she has met the district and state established criteria (EC 313[d] [1]). The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in content area courses. Site administrator, ELA teacher, and a parent/guardian must participate in the reclassification process.

The site administrator collects and reviews the CELDT/ELPAC scores, Lexile scores, students' grades, and teachers' recommendations, for all English Learners. On the basis of this review, students who are eligible for reclassification are identified.

These criteria include multiple measures of:

- English language proficiency on the CELDT/ELPAC (listening, speaking, reading and writing)
- RI Scores (student reading Lexile level)
- ELA grade (c or higher)
- Teacher evaluation
- Parent opinion

The site administrator notifies parents and guardians if a student is eligible for reclassification and provides an opportunity for the parent or guardian to attend a reclassification meeting. The parent may communicate his/her opinion in writing or via phone call.

#### **Provision for Students with Disabilities**

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the district procedures for reclassifying students with disabilities.

#### District and School Site Responsibilities or Reclassification

- The Green Dot Home office provides each school with a list of students who are eligible for reclassification. This happens twice per year (January and May)
- School site does the following:
  - o Invite ELA teachers to provide a recommendation for reclassification
  - Sends notification letters to parents
  - Follow reclassification procedure
  - Schedule parent conferences
  - o Monitor the academic progress of students who were reclassified

#### Reclassified Fluent English Proficient (RFEP) Monitoring Procedures

Students who have been reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring for a minimum of four years after reclassification. In the spring semester, the site administrator and EL Lead reviews the Quarterly progress Monitoring Report. The report contains students' academic progress including current grades, RI, absences, and discipline incidents. The data from this report is used to determine which students need extra support in order to be successful in their classes. The Ed Team supports sites to ensure proper RFEP procedures are being followed.

Assessment Instruction	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)/ English Language Proficiency Assessment of California (ELPAC)	6-12	<ul> <li>Assesses         listening,         speaking,         reading and         writing in         English</li> <li>State mandated</li> <li>Used to         measure         adequate yearly         progress</li> </ul>	<ul> <li>Initial Assessment: Within 30 days of enrollment for students who have never been CELDT tested before</li> <li>CELDT: Annually: July-October at school sites (Ending Fall 2017)</li> <li>ELPAC: Annually         February-March (begins Spring of 2018)</li> </ul>	Trained Staff person
RI (Reading Inventory)	6-12	Assessment of reading level	3 times per year	Classroom teacher

# ${\bf Academic\ Achievement-Assessments\ in\ English}$

Assessment Instruction	Grade Level	Description	When Administered	Who Administers
California Modified Assessment (CMA)	6-11	As determined by the IEP team	Annually in the spring	Teacher
California Alternative Performance Assessment (CAPA)	6-11	As determined by the IEP team	Annually in the spring	Teacher
SBAC	6-8, 11	Common core aligned     Assessment in ELA and     and Math. Contains a     Performance task and     is computer-based.	Annually in the spring	Teacher

# **Reclassification Overview**

CELDT Proficiency	RI	Teacher Evaluation	Parent Notification
Overall CELDT proficiency of Early Advanced or Advanced with no less than	6 <sup>th</sup> ≥800 7 <sup>th</sup> ≥ 850 8 <sup>th</sup> ≥900 9 <sup>th</sup> ≥ 925 10 <sup>th</sup> -12 <sup>th</sup> 950	Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition	Yes
Intermediate on Subtest	6th: 650-799 7th: 650-849 8th: 650-899 9th: 750-924 10th-12th: 800-949	Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition  AND Provide evidence for why the SRI does not reflect language proficiency.	Yes

<sup>\*</sup> Students who score less than the minimum RI score, are not eligible for reclassification

# **Reclassification Criteria**

CELDT Scores (EA or A Overall, NO less than I on subtest)

RI Score

ELA Grade <u>and/or</u> English Teacher Approval

+

Parent Notification

ELs must meet the following criteria for reclassification:

1 .Earn an **overall score on the CELDT of Early Advanced (EA)** with no scores less than Intermediate (I)

+

2. Grade appropriate RI Score (see chart)

+

3. Teacher Approval and/or Earn a score of **C or above** in most recent English course.\*

**Then, provide notice to parents or guardians** of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.



# **Chapter 5: Parent and Community Involvement**

Green Dot Public School's outreach to parents of English Learners includes the following actions:

- Sends notices and holds regular meetings of each school site's School Advisory Council (SAC) and District English Learners Advisory Committee (DELAC). These meetings allow parents the opportunity to provide input and make recommendations to the school site.
- Parent workshops are held at school sites to assist parents in learning ways to help their children attain English proficiency, achieve academically, and meet state standards.
- When 15 percent of students enrolled in a public school speak a single primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, and records sent to parents of such students are written in the primary language and in English.
- In the event that a school fails to meet the Annual Measurable Achievement Objectives (AMAOs), the district will inform parents/guardians of English Learners of such failure no later than 30 days after such failure occurs.

# **District English Learners Advisory Committee**

Whenever there are 51 or more English Language Learners at the school site, there will be an active District English Learners Advisory Committee (DELAC) (Administrative Code Title 5 Section 4312). The DELAC will establish and adhere to the bylaws as approved by the Board of Education. The majority of members should be parents of EL students.

#### Responsibilities

The DELAC advises the school site governing board on all of the following tasks:

- 1. Development of a school site master plan for educational programs and services for ELs.
- 2. Conduct a school-wide needs assessment
- 3. Establishment of school site program, goals, and objectives for programs and services for ELs.
- 4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- 5. Review and comment on the school site's reclassification procedures.
- 6. Review and comment on the written notifications required to be sent to parents and guardians.
- 7. Review school site data and advise School Advisory Council on budget items related to ELs.

# **Training**

The DELAC provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. The training and materials will be available in the primary languages of the members, or translation provided as needed.

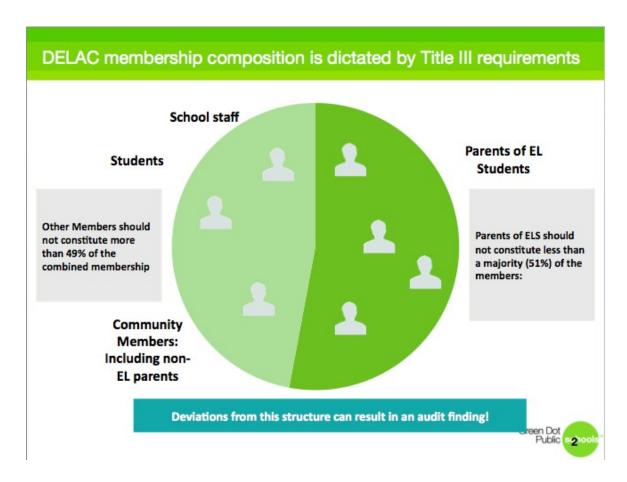
# **Parent Request for Alternative Program**

Parents and guardians of English Learners are informed of the placement of their children in a Structured English Immersion classroom and are notified of Parental Exception Waivers for their children to opt out of the recommended program placement.

Once a year, parents receive written description of the Structured English Immersion Program, English language Mainstream Program and all educational opportunities available to the pupil, and the educational materials to be used in the different options (5 CCR 11309[b][1]).

The district has established procedures for parental exception waivers which include prior written informed consent, annual requests, and a visit to the school to apply for the waiver (Table 5.1). Procedures include the following:

- Upon enrollment, annually, or by request, parents and guardians are provided descriptions of the structured English immersion program, English language mainstream program, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parental Waivers submitted under EC Section 311(c) must be acted on within 20 instructional days of submission of the waiver (5 CCR 11309[c][4]).



English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
Bylaws

Each school with more than 20 English Learners shall establish an elected English Learner Advisory Committee. Each school with more than 50 English Learners will establish and elected District English Leaner Advisory Committee.

**Functions:** The major function of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

### Additional responsibilities shall include:

- Advise and assist the principal and staff on the development, implementation and evaluation of programs for English Learners
- Recommend a budget with sufficient funds for the implementation of programs for English Learners and for DELAC/ELAC
- Participate in any school needs assessments that bear on programs for English Learners
- Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy
- Review the school's annual CELDT results, language census (R30), and reclassification data

# **Composition of DELAC/ELAC**

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot Public Schools constitute membership on DELAC/ELAC in at least the same proportion as the EL student population. They shall not constitute less than a majority (51%) of the membership in this committee. Committees are composed of no fewer than five members.
- Parents representing all identified EL language groups in the school are encouraged to participate.
- Other members: A good faith effort must be made to recruit membership from the following groups. They are elected from their respective groups and constitute no more than 49% of the combined membership.
  - School staff
  - Students
  - Community members (including parents of non-EL students)
  - o Community representatives (not necessarily parents or members of school staff)
- Parents of EL students participating in the local school program for EL students elect parent members of the school DELAC/ELAC and approve non0parent community members.

### **Election of DELAC/ELAC Members**

- Each DELAC/ELAC should have at least three (3) parent members. Parents need not be elected to the team. If the number of parents exceeds 25, schools can follow the procedure below to elect members.
- <u>To elect parent members of DELAC/ELAC</u>: Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including but not limited to: mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
  - Each school should have at least 12 parents present in order to conduct the DELAC/ELAC parent election.
  - Election of members and officers are concluded by the last Wednesday of October (first year only), and by June of each succeeding school year.

#### Officers

- The officers of a DELAC/ELAC consist of a Chair, (or Co-Chairs), and a Secretary.
- o If DELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
- Any member of a DELAC/ELAC is eligible to be an officer of the Committee. However, the Chair (or Co-Chairs) must be parents or guardians of an English Learner and not employees of Green Dot Public Schools.

All officers shall be elected democratically through written ballot. A
 Quorum must be established prior to the election. In order to be
 elected as an officer, all candidates must receive a least 51% of the votes of the members present.

# **Termination of Membership for Officers**

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

### **Bylaws**

• Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. Bylaws are to be written and approved by the Committee, signed and dated by all of the officers, and sent to the school principal.

## **Administrative Responsibility**

- The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. A minimum of three (3) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

#### **Delegation of Authority**

The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site's advisory council for English Learners (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).

This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

- Process for delegating authority to a SAC must include the following:
  - o Elect a DELAC/ELAC with identifiable members.
  - DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
  - At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
  - This decision is recorded in the DELAC/ELAC minutes.
  - At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.

 Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

# **Terms of Membership**

- Every officer will be elected for a term of one year.
- All other members are encouraged to participate for the length of their students' stay at the school.

# **Quorum and Voting**

• A majority of the members of the committee shall constitute a quorum (51%), unless otherwise determined by the council. A quorum must be established in order to vote. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

#### **Duties of the Chair**

- Preside and maintain order at all regular meetings
- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program with (approval of the committee).

#### **Duties of the Secretary**

- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- · Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

#### Meetings

- A minimum of three (3) regular meetings shall be held during the school year.
- The committee shall decide the date, time, and place of the meeting.
- Special meetings may be called by the chair or by a simple majority vote of the membership.
- Chair will post an agenda along with the reminder of each meeting
- All regular and special meetings shall be open to the public.
- Changes in the established date, time or location shall be given special notice.
- All meetings shall be publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted in the home language of the majority of the members. Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

# Amendments

• These bylaws may be amended at any regular DELAC/ELAC meeting by a majority vote of the total membership.

# Ratification

The bylaws will be valid when adopted	d by a simple majority vote of the entire membership.
Date of Draft By-Laws Presented	Date of Adoption
DELAC/ELAC Chairperson	DELAC/ELAC Co-Chair
School Principal	

# Ánimo Charter Span School 2 New Student Enrollment Form (2019-20)



# B. PARENT/GUARDIAN INFORMATION/INFORMACIÓN DEL PADRE O TUTOR LEGAL:

Please provide the parent/guardian contact information for whom the student makes his/her permanent home as listed in the Student Information section/Por favor proporcione la información de contacto de los padres/tutores legales con quien el estudiante vive permanentemente, como indicado en la sección de Información del Estudiante. For Parent/Guardian relationship, please choose from one of the following/Cuando se indica relación, elliparte las siguientes cociones:

se indica relación, elija	entre las siquientes opciones:	, , , , , , , , , , , , , , , , , , , ,		,,,,,,,,	,				
Mother/Madre		Father/ <i>Padre</i>		Stepfather/Padrastro	Stepmother/Madrastra				
Uncle/ <i>Tío</i>		Aunt/ <i>Tía</i>		Grandfather/Abuelo	Grandmother/Abuela				
Foster Father/Padre de acogida Foster Mother/P		Foster Mother/Madre	e de acogida	Other Relative/Otro Pariente	Other Relationship/Otra Relación				
Family Member/ Miembro de la Familia Court Appointed Guardi		n/Tutor legal Caregiver/ Cuidador		Agency Representative/ Representante de la agencia					
	18. First Name/Nombre:		19. Last Name/Apellido:		20. Relationship/Relación:				
Parent/									
Guardian 1	21. Cell Phone/Celular:		22. Home Phone/Teléfono de Casa:		23. Email Address/ Dirección de correo electrónico:				
Guardian I	21. Cell Filolie/ Celular.		22. Home Phone, relejono de casa.		23. Lilian Address, Direction de correo electronico.				
	24 5		25 Occumentary Title / Titule de Occumentións		26 Mark/Day Bharra/Taléfana da Tumbria				
	24. Employer/Lugar de Empleo:		25. Occupation Title/ Título de Ocupación:		26. Work/Day Phone/Teléfono de Trabajo:				
	27 First Name / Name has		20. Lost Name / Anallida		29. Relationship/Relación:				
Parent/	27. First Name/Nombre:		28. Last Name/Apellido:		29. Relationship/Relacion.				
-	20.0		24 11 21 17 17		22 Foreil Address / Dissertion de comme electrónico				
Guardian 2	30. Cell Phone/ <i>Celular</i> :		31. Home Phone/Teléfono de Casa:		32. Email Address/ Dirección de correo electrónico:				
	33. Employer/ <i>Lugar de Empleo</i> :		34. Occupation Title/ Título de Ocupación:						
					35. Work/Day Phone/ <i>Teléfono de Trabajo</i> :				
					Student Information section/Por favor proporcione la información de				
contacto de cualquier p	padre/tutor legal que <u>NO</u> vive en	el hogar permanente, coi	mo indicado en la secció	n de Información del Estudiante.					
Parent/	36. First Name/Nombre:		37. Last Name/Apellido:		38. Relationship/Relación:				
Guardian 3									
	39. Home Address (Num	ber, Street, Apt. #),	Dirección (Numero	o, Calle y Numero de Apartame	nto ):				
	40. City/Ciudad: 41		41. State/Estado:	•	42. Zip/Código Postal:				
			121 State, 2514451						
	43. Cell Phone/Celular:		44. Home Phone/Teléfono de		Casa:				
Parent/	45. First Name/Nombre:		46. Last Name/A	pellido:	47. Relationship/Relación:				
Guardian 4									
	48. Cell Phone/ <i>Celular</i> : – –			49. Home Phone/ <i>Teléfono de Casa</i> :					

# Ánimo Charter Span School 2 New Student Enrollment Form (2019-20)



# C. MEDICAL AND EMERGENCY INFORMATION/ INFORMACIÓN MÉDICA Y DE EMERGENCIA:

PLEASE LIST 3 EMERGENCY CONTACTS. The following information is important in case of an accident, illness, or other emergency when the parent/guardian cannot be located. The following persons have agreed to accept full responsibility in case of an emergency or urgency and are authorized to assume responsibility and make decisions./ POR FAVOR INDIQUE 3 CONTACTOS EN CASO DE EMERGENCIA.La siguiente información es importante en caso de un accidente, enfermedad, u otra emergencia cuando no podamos comunicarnos con el padre/tutor legal. Las siguientes personas han acordado aceptar responsabilidad completa en caso de una emergencia o urgencia y están autorizados para asumir responsabilidad y hacer decisiones:

estan autonzados para asanin responsabilidad y nacer accisiones.							
Emergency Contact #1	50. Full Name/(Nombre, Apellido):	51. Relationship/Relación:	52. Telephone/ <i>Teléfono</i> :				
Emergency Contact #2	53. Full Name/(Nombre, Apellido):	54. Relationship/Relación:	55. Telephone/Teléfono:				
Contact #2							
Emergency	56. Full Name/(Nombre, Apellido):	57. Relationship/Relación:	58. Telephone/Teléfono:				
Contact #3	30. I dii Name, mombre, Apellidoj.	37. Neiddolisiiip/ Neiddioli.					

IN CASE OF EMERGENCY/EN CASO DE UNA EMERGENCIA:										
If paramedics and/or hospital personnel might be involved, my child's medical identification is below. I hereby authorize emergency medical attention by any licensed										
physician or my doctor, listed below, if it becomes necessary. I agree to pay for reasonable professional services or hospitalization, including an ambulance, if used/ Si										
paramédicos y / o el personal del hospital son involucrados, la información médica de mi hijo se encuentra a continuación. Por la presente autorizo la atención médica de										
emergencia por cualquier médico con licencia o mi médico, enumerado a continuación, si es necesario. Estoy de acuerdo en pagar por servicios profesionales razonables u										
hospitalización, incluyendo una ambulancia, si se utiliza.										
59. Health Care Provider or Medic	cal Insura	nce/		60. Member or Card #/						
Proveedor de atención médica o s	eguro me	édico:		Numero de miembro o tarjeta:						
61. Doctor's Name/Nombre del De	octor:			62. Telephone/ <i>Teléfono</i> :						
63. Does the student have any chronic health problems, medical conditions, medications, or allergies that Green Dot should know about? If so, please specify below/¿Tiene										
el estudiante algún problema de salud crónico, condiciones médicas, medicamentos o alergias que Green Dot debe saber sobre? Si es así, por favor especifique a continuación:										
TDAD Office Hee Only	CF	= Massina Camplatad	= NAsdisal Everse	Dan = 0	= No					
TDAP Office Use Only:	65.	□ Vaccine Completed	☐ Medical Exemp	9on □ Over 18	□ No					
	66.	COMPLETED DATE (mm	2/dd/www)							
	00.	COMITELIED DATE (IIIII	1/ 44/ 9999/							

# Ánimo Charter Span School 2 New Student Enrollment Form (2019-20)



D. EDUCATIONAL HISTORY/HISTORIA DE LA EDUCACIÓN:	
64. Prior Elementary School/Escuela primaria anterior:	
65. Prior Middle School (if applicable)/ Escuela secondaria (si es aplicable):	
66. Has the student ever been EXPELLED from a school or is there an expulsion action pending?/	Yes/Sí No
¿ Alguna vez ha sido expulsado el estudiante de la escuela o hay una acción de expulsión pendiente?	
67. If yes, please explain/Si sí, por favor explique:	
SPECIAL SERVICES/SERVICIOS ESPECIALES:	
Your responses to the following questions will not affect the admission status of the student but will be used to properly place your child	in an appropriate classroom
setting. If you answer "yes" to questions 68 or 69, please attach a copy to this packet/ Su respuestas a las siguientes preguntas no afectara	
estudiante, pero serán usadas para colocar adecuadamente a su hijo/a en las clases apropiadas:	
68a. Does the student currently have an individualized education program ("IEP")?/	Yes/Sí No
¿ Tiene actualmente el estudiante un programa de educación individualizado ("IEP")?	
68b. Does the student currently receive any special education services?/	☐ Yes/Sí ☐ No
¿ Recibe actualmente el estudiante algún servicio del programa de educación especial?	<u> </u>
68c. Has the student ever had an individualized education program ("IEP")?/	☐ Yes/Sí ☐ No
¿ Ha tenido el estudiante alguna vez un IEP?	
69. Did the student have a 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 at his/her previous school?/	☐ Yes/Sí ☐ No
¿Tenía el estudiante un plan 504, conforme a la Sección 504 del Acta de Rehabilitación de 1973 en su escuela anterior?	
PARENT EDUCATIONAL HISTORY/ HISTORIA DE LA EDUCIÓN DE LOS PADRES	
70. Please check the highest education level achieved by the parent or guardian in the home/Por favor indique el nivel más alto de educaci	ión logrado por el padre o tutor
legal que vive en la casa:	
Not a High School Graduate/No completo la preparatoria	
High School Graduate/Graduado de la preparatoria	
Some College (e.g. AA/AS)/Algunos estudios universitarios (por ejemplo, AA/AS)	
4-year College Graduate/Graduado de la universidad de 4 años	
Advanced Degree (e.g. MA/MS, EdD, PhD)/Titulo Avanzado (por ejemplo, MA/MS, EdD, PhD)	
Decline to State/Prefiero no declarar	
Office Use Only (Review IEP to determine SPED Program and Eligibility):	
	⊐SDP -ID
73.3. 25 1108.4	.5
76. Primary Disability (circle):	
(210) Mental Retardation/Intellectual Disability (MR/ID) (220) Hard of Hearing (HH) (230) Deafness (DEAF)/Hearing II	mpairment (HI)
(240) Speech and Language Impairment (SLI) (250) Visual Impairment (VI) (260) Emotional Disturbance (ED	• • • • • • • • • • • • • • • • • • • •
(270) Orthopedic Impairment (OI) (280) Other Health Impairment (OHI) (281) Established Medical Disabil	
(290) Specific Learning Disability (SLD) (300) Deaf/Blind (DB) (310) Multiple Disabilities (MD)	
(320) Autism (AUT) (330) Traumatic Brain Injury (TBI)	

# Ánimo Charter Span School 2 New Student Enrollment Form (2019-20)



HOME LANGUAGE SURVEY/ENCUESTA DEL IDIOMA NATAL EN CASA:
Public schools are required to determine the language(s) spoken in the home of all students. This information is very important for providing adequate
instructional programs and services. Please answer the following questions with only one language per line/Las escuelas publica para determinar el
idioma(s) hablado en el hogar de todos los estudiantes. Esta información es muy importante para poder proporcionar los programas y servicios adecuados a
nuestros estudiantes. Por favor conteste las siguientes preguntas con solo un idioma por línea.
70. What language did your child learn when he/she first began to talk (check one only)?/   English Spanish Other:
¿Qué idioma aprendió su hijo/a cuando él/ella comenzó a hablar (marque uno sólo)?
71. What language does your child use most frequently at home (check one only)?/
¿Qué idioma utiliza su hijo/a más frecuentemente en casa (marque uno sólo)?
72. What language do you use most frequently to speak to your child (check one only)?/
¿Qué idioma utiliza usted más frecuentemente para hablar con su hijo/a (marque uno sólo)?
73. What language is most often spoken by the adults in your home? (check one only)?/
¿Qué idioma utilizan los adultos más frecuentemente en su casa (marque uno sólo)?
Please write the year the student first enrolled in a U.S. school./ Por favor escriba el año en que el estudiante fue 74. Year/Año:
matriculado por primera vez en la escuela en EEUU.
75. Has the student ever received any formal English language instruction in an "English as a second language"   Yes/Sí No
("ESL") or "English language development" ("ELD") program?/¿Ha recibido el estudiante cualquier instrucción formal
del idioma ingles en el programa de "ingles como segundo idioma" ("ESL") o "desarrollo del idioma ingles" ("ELD")?
E. PARENT/GUARDIAN SIGNATURE/FIRMA DE PADRE O TUTOR LEGAL:
I ATTEST, UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA, THAT THE INFORMATION SUBMITTED IN AND WITH THIS STUDENT ENROLLMENT
FORM IS TRUE AND CORRECT. / ATESTIGUO, BAJO PENA DE PERJURIO BAJO LAS LEYES DEL ESTADO DE CALIFORNIA QUE LA INFORMACIÓN SOMETIDA EN Y CON ESTE
FORMULARIO DE INSCRIPCIÓNES VERDADERA Y CORRECTA.
Parent or Guardian Signature/Firma de Padre o Tutor legal: Date Fecha:
Please check here if the parent/legal guardian(s) does not wish to be contacted by Green Dot Public Schools California regarding public issues that could impact
your child./Por favor marque aquí si el padre/tutor legal no desea ser contactado por Green Dot Public Schools California sobre temas públicos que podrían afectar a su
hijo/a.
···J=1 **·

Green Dot Public Schools California will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code Section 422.55./ Green Dot Public Schools California no discrimina a base de discapacidad, género o identidad de género, nacionalidad, condición jurídica o económica, lengua nativa o estado de estudiante de Inglés, raza u origen étnico, religión, orientación sexual, o cualquier otra característica que se incluye en la definición de los crímenes de odio establecido en la Sección 422.55 del Código Penal del California.

# Ánimo Charter Span School 2

2019-2020 Lottery Form (Submit online at www.greendot.org/enroll/ca)

Formulario para el Sorteo 2019-2020 (Entregue por internet en www.greendot.org/inscribase)

FORM DUE / Fecha Limite: TBD Lottery Date / Fecha del Sorteo: TBD



1 - Student Information (please print cle	early) / Información del estud	diante (por fa	or escriba clara	mente):	
Student's Legal Name / Nombre Legal de Es	studiante:				
First Name / Primer Nombre  Date of Birth / Fecha de nacimiento:	Middle Name / Segundo Nombre  Current Grade / Grado Actual:  5			Last Name / Apellido Entering Grade / Entrando al Grado:  6	
MM/DD/YY/ Mes/Día/Año					
2 - Family Information (Primary Residen	ice) / Información Familiar (r	esidencia prin	cipal):		
Street Address / Dirección:					
Address / Dirección	City / Ciudad		State .	/ Estado	Zip Code / Código
3 - Family Contact Information / Information	ación Familiar:				
Relationship to Student / Parentesco con el  Mother / Madre		_	to Student / Par Madre	_	tudiante: Guardian / Tutor Legal
First Name / Primer Nombre Last Nam	e / Apellido	First Name / F	Primer Nombre	Last Name /	Apellido
Home Phone / Teléfono de Casa Cell Phon	e / Teléfono Celular	Home Phone	Teléfono de Casa	Cell Phone /	Teléfono Celular
Email Address / Correo Electrónico					
4 - Sibling Information / Información de	l hermano/a:				
Does the applicant have another sibling applying ¿El solicitante tiene otro hermano/a que está aplicar			ar 2019-2020?		☐ Yes / Sí ☐ No
Sibling First Name / Primer Nombre del hermano/a	Sibling Last Name / Apellic	lo del hermano/a	Entering G	rade (6) / Entrando a	al Grado Escolar
5 - General Information / Información q How did you hear about Green Dot Public School ¿Como se enteró de las Escuelas Publicas Green Do	s? (please select only one option)				
Community Organization (i.e, church) Organizacion Comunitaria (iglesia etc.) Referral from my current school Referencia de mi Escuela Actual Green Dot Campus Event (i.e., open house Evento de Green Dot (visita escolar, etc.)	Current Green Dot Family or Estudiante de Green Dot Actur Green Dot Employee Empleado de Green Dot Flyer Volante	Alumni	Mailer/Postca Correo/Postal Website Pagina de Inte. Other (please Otro (por favor	rnet specify):	
6 - Signature / Firma:	volunto		, (p - 1)		
I am meaningfully interested in enrolling m Estoy realmente interesado/a en inscribír a mi	-		ic Schools		
Signature of Parent or Guardian / Firma de Padre	/Madre o Tutor Legal			Date: MM/DD/Y	YYY / Fecha: Mes/Día/Año
Green Dot Public Schools does not discriminate against an any other characteristic that is contained in the definition of Green Dot Public Schools no discrimina a base de discapad que se incluye en la definición de los cr		the Penal Code. acionalidad, u origei			
	se return this form to /Por olic Schools, 1149 Hill St, Ste 60	•			
Office Use Only			☐ Sib	lina 🗖 F	Founding Family   Staff
Received by: Date & Time Stamp:	Processed	by:	—— <u> </u>	endance Area 🔲 [	

# Agreement Between

# **Green Dot Public Schools California**

# And

# **Ánimo Classified Employees Association, CTA/NEA**

July 1, 2016

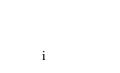
To

June 30, 2019

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# **AGREEMENT**

- 1.1 This Agreement is made and entered into by and between Green Dot Public Schools California, a nonprofit public benefit California corporation, which together with its administrative staff and representatives shall be referred to in this Agreement as the "GDPS" and the Ánimo Classified Employees Association, CTA/NEA, the classified employees' exclusive representative, which together with its officers and representatives shall be referred to in this Agreement as the "ACEA."
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code which shall be referred to as the "EERA."
- 1.3 This Agreement shall remain in full force and effect from July 1, 2016 until June 30, 2019.

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# RECOGNITION

GDPS recognizes ACEA as the exclusive representative of all classified employees for GDPS, excluding all day-to-day substitutes, all management, all confidential, and all supervisory personnel, as defined by the EERA.

Effective August 1, 2008, except for the positions of Facilities Associate, a "Home Office employee" shall be defined as any employee who: (1) is based at the physical location known as GDPS' Home Office; or (2) performs information technology services at numerous GDPS school sites:

(3) is a GDPS confidential employee and is directly supervised by a Home Office employee, and in carrying out his or her duties, serves multiple school sites. All Home Office employees have been and are excluded/severed from the ACEA unit.

Effective July 1, 2010, all GDPS Office Managers shall be excluded/severed from the ACEA unit.

# **GDPS RIGHTS**

3.1 It is understood and agreed that GDPS retains all of its powers and authority to direct, manage and control to the full extent of the law. While input from the staff may be considered and decisions will be derived in a collaborative model, final decisions will rest with GDPS.

GDPS' rights include, but are not limited to, the following rights to:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respect to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain GDPS' operations; move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations in this Agreement.
- 3.2 The exercise of the foregoing powers, rights, authority, duties, responsibilities by GDPS, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.
- 3.3 GDPS retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency, which shall be considered only when there is a clear and present danger to the safety of students or employees, or when failure to act would result in cessation of operation of GDPS.
- 3.4 GDPS understands that in the formative years of a school certain leeway and flexibilities are necessary to build it. GDPS recognizes that for its schools to succeed, GDPS and ACEA must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

# **ACEA RIGHTS**

4.1 ACEA has the right under the EERA to represent bargaining unit members in their employment relations with GDPS. Nothing in this Agreement shall be construed as a waiver of such rights.

# 4.2 Unit Member Mailboxes

Consistent with legal requirements, any authorized ACEA representative shall have the right to use unit member mailboxes for communications to unit members.

# 4.3 Bulletin Boards

- 4.3.1 ACEA shall have the right to post notices of activities and matters of ACEA concern on ACEA bulletin boards, at least one of which shall be provided at each school site in areas frequented by unit members.
- 4.3.2 ACEA shall have the right to post notices of activities and matters of ACEA concern on electronic bulletin boards maintained by GDPS. Unit members shall have access to GDPS' bulletin boards at each unit member's workstation or classroom.

# 4.4 <u>Use of Buildings and Equipment</u>

- 4.4.1 With appropriate approvals, which shall not be unreasonably denied, ACEA shall have the right to use GDPS buildings, sites, and equipment during all reasonable hours for meetings and other ACEA activities.
- 4.4.2 ACEA shall have the right to use GDPS educational technology equipment and/or studios so long as such use does not interfere with the GDPS' regular instructional programs. In the event any cost accrues to GDPS under this provision, ACEA shall reimburse GDPS that cost.
- 4.4.3 Long distance or toll calls related to ACEA business shall be made on unit members' personal cell phones and reimbursed by ACEA.

# 4.5 Reserved Meeting Times

GDPS and Site Administration shall not schedule activities requiring the presence of ACEA members during the period from 3:30 p.m. to 5:00 p.m. on the first and third Monday of each month. If the first or third Monday is a non-work day, the meeting shall be rescheduled for the next available Monday. This time shall be reserved for the conduct of ACEA business except when waived by express written mutual agreement of the parties.

# 4.6 ACEA President Release Time

The ACEA President shall have available release time with twenty-four (24) hours prior notice to the administration for up to twenty (20) days per school year to perform ACEA business. The time shall be provided in a manner mutually acceptable to the ACEA President and his/her immediate supervisor. ACEA will reimburse GDPS for one-half (1/2) of the release time salary.

4.7 ACEA retains the right to question policies and decisions and will expect in situations where mistakes are made that remedies will be discussed and worked out for the future so that mistakes will not be repeated. ACEA understands that in the formative years of a school, certain flexibilities are necessary to build a school. ACEA recognizes that for GDPS to succeed, ACEA and GDPS must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

# 4.8 <u>Union Leave Days</u>

ACEA officers and/or bargaining team representatives shall be provided with a combined total of twenty-four (24) days leave to use for union related business. Notification to GDPS of use of these days shall be made by the ACEA President.

# 4.9 <u>Participation on Calendar Committee</u>

ACEA shall be entitled to one (1) representative on each school site's Calendar Committee.

# 4.10 Safety Committee

- 4.10.1 An organization-wide Safety Committee shall be established and convene no less than quarterly each school year to review and make recommendations to GDPS regarding safety concerns, policies, and related protocols.
- 4.10.2 ACEA shall be entitled to two (2) representatives on the Safety Committee, and the following stakeholders shall be offered membership on the Safety Committee: two (2) AMU representatives; GDPS' COO; GDPS' Senior Manager of Security or designee; two (2) school site administrators; and a GDPS Area Superintendent or designee. The parties may add members to the Safety committee as mutually agreed upon by ACEA and GDPS.
- 4.10.3 The comprehensive school safety plan and related materials shall be available to the Safety Committee and unit members.

#### **GRIEVANCE PROCEDURES**

# 5.1 Definitions

- 5.1.1 A "grievance" is a claim by one or more unit members or ACEA that there has been a violation, misinterpretation or misapplication of a provision of this Agreement.
- 5.1.2 The "grievant" is the unit member, unit members, or ACEA making the claim.

# 5.2 Rights of Representation

A grievant may be represented at all stages of the grievance by an ACEA representative(s).

# 5.3 No Reprisals

No reprisals of any kind will be taken by GDPS or by any member or representative of the administration or GDPS against any grievant, any party in interest, any bargaining unit member, ACEA, or any other participant in the grievance procedure by reason of such participation.

# 5.4 Procedures

If a unit member has a grievance, it helps to bring it to the attention of the correct people. In general, if a unit member has a grievance that does not involve discrimination or harassment, the unit member should communicate first with the school and then with the appropriate person in the GDPS administration. Please follow the steps below:

#### Informal Level

5.4.1 Every effort should be made to resolve the grievance informally between the grievant and the supervisor involved. A conference between the grievant and the supervisor shall take place within ten (10) business days of the occurrence or omission which caused the grievance.

# Level One: Principal

5.4.2 If the grievance is not resolved with the grievant, a concise summary of the grievance shall be submitted to the Principal or, if applicable, Home Office department manager, in writing within five (5) business days from the initial conference, detailing the article or articles of the contract allegedly violated and any supporting documents or materials. A conference shall take place within eight (8) business days of submission of the grievance summary. A written response will be returned by the Principal within five (5) business days of the conference.

Level Two: Vice President of Operations

5.4.3 If the grievance is not resolved with the grievant, the grievant may appeal to the Vice President of Operations or designee within ten (10) business days from the date of receipt of the Principal's written responses. The Vice President of Operations or designee will then facilitate another meeting to attempt to resolve the grievance. Resolution of the grievance will be discussed and a written response will be returned within five (5) business days of the conference.

Level Three: Chief Operating Officer ("COO")

5.4.4 If the grievance is not resolved with the grievant, the grievant may appeal to GDPS' COO or designee. The COO or designee will facilitate a meeting in an attempt to resolve the grievance. In the event that the issue cannot be resolved within twenty (20) days of the conference, the grievance may be taken to mediation/arbitration as detailed below.

Level Four: Mediation

- 5.4.5 If the grievance is not resolved with the grievant, ACEA may request that a conciliator/mediator from the California Mediation/Conciliation Service or any other mutually agreeable dispute resolution center, be assigned to assist the parties in the resolution of the grievance.
- 5.4.6 Unless impractical, the mediator, within ten (10) business days of the request shall meet with the parties for the purpose of resolving the grievance.
- 5.4.7 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. This agreement shall be nonprecedential and shall constitute a settlement of the grievance.

Level Five: Arbitration

- 5.4.8 In the event that the parties have not resolved the grievance with the assistance of the conciliator/mediator, the parties shall seek an arbitrator from the State Mediation and Conciliation Services.
  - The decision of the arbitrator shall be submitted to ACEA and GDPS and will be final and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the conciliator/mediator only after she/he has had an opportunity to hear the merits of the grievance.
- 5.4.9 All costs for the services of the conciliator/mediator and/or arbitration, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by GDPS and ACEA. All other costs, except for release time for the grievant(s), ACEA representative(s), and witnesses, shall be borne by the party incurring them.

# 5.5 Miscellaneous

- 5.5.1 ACEA, either in its own behalf or in behalf of more than one affected unit member, may initiate a grievance at Level Two.
- 5.5.2 If a grievance arises from action or inaction of GDPS at a level above the principal or immediate supervisor, the grievant shall submit such grievance in writing directly to GDPS' COO or designee.
- 5.5.3 When it is necessary for a representative designated by ACEA to investigate a grievance or attend a grievance meeting or hearing during the day, she/he shall be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.
- 5.5.4 Except for disciplinary records and attachments deemed valid by an arbitrator, all documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.
- 5.5.5 Upon mutual agreement of ACEA and GDPS, a grievance may be taken directly to conciliation/mediation.

#### WORK DAY/YEAR AND HOURS OF EMPLOYMENT

# 6.1 Initial Employment

Upon initial employment, each unit member shall receive a copy of the applicable job description, a specification of the monthly and hourly rates applicable to his/her position, a statement of the duties of the position, and the unit member's regular work site, regularly assigned work shift, the hours per day, days per week, and months per year.

# 6.2 Work Year

Unit members will not be paid based on a designated work year but will be compensated for the actual hours worked. Holidays shall be as designated herein and time off other than authorized leave(s) shall be during those days when the Home Office or school site is not open for business.

All full-time unit members will be paid for GDPS designated holidays. Part-time unit members will be paid the average daily hours they have worked during the previous ninety (90) day period.

Unit members will be paid for the following holidays during the school year:

- July 4 Independence Day (Home Office employees only)
- Labor Day
- November 11 Veterans Day
- Three (3) work days during Fall Break
- Thanksgiving
- Day after Thanksgiving
- Eight (8) work days during Winter Break
- December 25 Christmas Day
- January 1 New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Ten (10) work days during Spring Break
- Cesar Chavez Day (school site unit members only)
- Memorial Day

Should Fall Break not be included in a school calendar for a particular school year, GDPS and ACEA shall meet and negotiate in good faith to redistribute the monetary value of such paid holidays.

Employees will receive holiday pay as long as they are on active, paid status the day before the day after a designated holiday. If a unit member's employment terminates with GDPS the day before a holiday, the unit member will not be paid for that holiday.

Unit members may ask for time off for religious and other holidays not observed by GDPS. Time off must be requested and approved in advance by the department manager. Time off will be deducted from the unit member's PTO.

# 6.3 Work Day and Work Week

The work day for a full-time unit member is eight (8) hours per day, not including a thirty (30) minute duty-free lunch, and the work week for a full-time unit member is forty (40) hours per week. Circumstances may warrant a unit member being required to work beyond the regular work day or work week.

# 6.4 Lunch

Bargaining unit members working five (5) hours or more per day shall receive a duty free lunch period of thirty (30) minutes.

The meal period shall be scheduled by the appropriate administrator at any time other than during the first or last hour of the assignment, but whenever practicable it shall be scheduled at approximately the half-way point of the work schedule.

# 6.5 Travel

Unit members who travel from one school to another on a regular basis shall have the same rights to a lunch period and physical relief breaks as do other unit members. Adequate time to travel between sites shall be provided. Further, unit members shall be reimbursed for actual miles driven between sites at the current IRS mileage rate.

# 6.6 Overtime Defined

6.6.1 Overtime is defined to include any time required to be worked in excess of eight (8) hours in any one day or in excess of forty (40) hours in any calendar week in order to complete assigned duties.

# 6.6.2 Compensation for Overtime

A unit member who works overtime shall be paid at a rate equal to one and one-half (1½) times his/her regular rate of pay for the overtime worked. Shift and special assignment differentials regularly received by the unit member shall be included in determining his/her regular rate of pay.

# 6.6.3 7<sup>th</sup> day and Holiday Overtime

All work on the 7<sup>th</sup> consecutive day or Holidays will be compensated at the legal rate in accordance with state law.

# 6.6.4 Call-In (Emergency) Time

Call-in time is non-scheduled working time for a guaranteed minimum in accordance with state law. Call-in time must be authorized by the unit member's immediate supervisor.

# 6.6.5 Call-Back Time

Any unit member called back to work after completion of his/her work shall be compensated in accordance with the requirements of this Article.

# 6.7 Rest Breaks

Unit members working four (4) hours per day shall receive not less than a ten (10) minute paid rest period for each four (4) hours of service. Except as set forth herein, the rest period shall be scheduled as near the middle of the work period as possible.

# **SAVINGS**

- 7.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.
- 7.2 It is further agreed that within twenty (20) days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.

# **STATUTORY CHANGES**

- 8.1 Improvements in benefits included in this Agreement which are brought about by applicable amendments or additions of statutory guarantees now provided in California or federal law to California charter schools shall be incorporated into this Agreement.
- 8.2 Reduction or elimination of benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this Agreement shall obligate the parties within twenty (20) working days of such amendment or repeal to negotiate whether or not such amendments or repeals shall be incorporated into this Agreement.

# **ORGANIZATIONAL SECURITY**

# 9.1 Dues Deduction

- 9.1.1 The right of payroll deduction for payment of membership dues, initiation fees, and general assessments shall be accorded exclusively to ACEA. GDPS shall deduct other voluntary payments as authorized by unit members and ACEA. ACEA members who currently have authorization cards on file for the above purposes need not be re-solicited. Membership dues, initiation fees, and general assessments, upon formal written request from ACEA to GDPS, shall be increased or decreased without re-solicitation and authorization from unit members.
- 9.1.2 Any unit member who is a member of ACEA or who has applied for membership may sign and deliver to GDPS an assignment authorizing deduction of membership dues, initiation fees, and general assessments of ACEA. Pursuant to such authorization, GDPS shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.
- 9.1.3 With respect to all sums deducted by GDPS pursuant to this Article, GDPS agrees to remit such moneys promptly to ACEA accompanied by an alphabetical list of unit members, including their names, addresses, and work locations for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

# 9.2 Maintenance of Membership

9.2.1 ACEA and GDPS agree that any unit member who is a member of ACEA at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership for the duration of this Agreement. This provision shall not deprive any member of the right to terminate her or his membership within the 30 day period following expiration of the Agreement. If a member who is covered by the maintenance of membership requirement withdraws authorization for dues deduction and/or refuses to provide ACEA with a lump sum cash payment of dues for the year, GDPS shall deduct membership dues as provided in Education Code Section 45061 and in the same manner as set forth in this Article.

# 9.3 Agency Fee

9.3.1 Any unit member who is not a member of ACEA, or who does not make application for membership within 30 days of the effective date of this Agreement, or within 30 days from the date of commencement of assigned duties within the bargaining unit, shall become a member of ACEA or pay to ACEA a fee in an amount equal to membership dues, initiation fees and general assessments, payable to ACEA in

one lump-sum cash payment in the same manner as required for the payment of membership dues. In the event that a unit member does not pay such fee directly to ACEA, ACEA shall so inform GDPS, and GDPS shall immediately begin automatic payroll deductions as provided in Education Code Section 45061 and in the same manner as set forth in this Article. There shall be no charge to ACEA for such mandatory agency fee deductions.

9.3.2 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support ACEA as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organization, charitable funds exempt from taxation under Section 501 (c)(3) of Title 26 of the Internal Revenue Code:

# 9.3.2.1 Cesar Chavez/Martin Luther King, Jr. Memorial Scholarship Fund

To receive a religious exemption, the unit member must submit a detailed written statement establishing the basis for the religious exemption. The ACEA executive board shall communicate in writing to the unit member its acceptance or rejection of the exemption. If accepted, the unit member shall make the payment to an appropriate charity as described above. Such payment shall be made on or before the due date for cash dues/fees for each school year.

- 9.3.3 Proof of payment shall be made on an annual basis to ACEA and GDPS as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.
- 9.3.4 With respect to all sums deducted by GDPS pursuant to sections above, whether for membership dues or agency fee, GDPS agrees to remit such moneys promptly to ACEA accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in ACEA, and indicating any changes in personnel from the list previously furnished.
- 9.3.5 ACEA and GDPS agree to furnish to each other any information needed to fulfill the provisions of this Article. GDPS will notify ACEA in writing when a new unit member is hired and when the employment of a unit member terminates.

# **DISCRIMINATION**

- 10.1 GDPS will comply with all applicable state and federal law regarding discrimination and will maintain a comprehensive process to ensure any employee with a complaint or concern may bring such matters to GDPS' attention for resolution. Further, nothing in this Article shall constitute a waiver of a unit member's rights to process a discrimination claim through an appropriate government agency or a court of competent jurisdiction.
- 10.2 Application forms and oral interview procedures shall not refer to membership in, or preferences for, employee organizations.

# **DISCIPLINE PROCEDURE**

# 11.1 General Provisions

This article enumerates the basis for just cause discipline which shall be utilized by GDPS for disciplinary action (demotion, suspension without pay or dismissal) affecting regular classified ACEA bargaining unit members. This article does not apply to the release of substitute or probationary classified employees which may be carried out without cause.

The probationary period for unit members at GDPS shall be one (1) year of continuous service.

The following independently or collectively are causes for discipline:

- Unsatisfactory performance;
- Dishonesty, including but not limited to any falsifying of employment records, employment information, or other GDPS records;
- Theft or deliberate or careless damage or destruction of any GDPS property, or the property of any employee or student;
- Unauthorized use of GDPS equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on GDPS premises at any time;
- Possession of any intoxicant on GDPS grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Failure to comply with job duties;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct;
- Violating any safety, health, security, or GDPS policy, rule, or procedure, or engaging in any conduct which risks injury to the employee or others;
- Engaging in conduct which constitutes a material conflict of interest;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate certificate(s)/license(s) required for the position;
- Abandonment of position.

Unit members shall have the right to sign or initial any adverse material, and within ten (10) calendar days of issuance, prepare a written response which shall be attached to the material and included therein to his/her personnel file. Upon reasonable prior notice, unit members shall have the right to inspect his/her personnel file and have copies of the contents provided to him/her during normal office hours.

# 11.2 <u>Discipline without Progression</u>

GDPS shall utilize progressive discipline for regular unit members. However, nothing in this provision shall prohibit GDPS from dismissing a regular unit member from employment on the first offense where the offense is serious and so warrants.

# 11.3 Suspension or Dismissal Process

Conference memoranda or letters of reprimand do not constitute disciplinary action and are not subject to the grievance procedures of this Agreement, unless such documents are included in the unit member's official personnel file.

Suspension or dismissal shall be initiated in writing by GDPS' Chief Operating Officer (or equivalent position) or designee providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the unit member in person or by certified mail. A copy of the Recommendation shall also be provided to the ACEA President. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Chief Operating Officer (or equivalent position) or designee and the unit member, this deadline is extended. Following this period, the Chief Operating Officer (or equivalent position) or designee may provide Notice of Discipline to be served upon the unit member in person or by certified mail.

# 11.4 Appeal of Discipline

If the unit member wishes to appeal the imposition of disciplinary action to GDPS' Board of Directors ("Board"), the appeal must be filed with GDPS' COO or designee within five (5) work days from the time the Notice of Discipline is served on the unit member. The appeal must be made in writing and delivered to the COO's office.

Upon appeal, the unit member shall be entitled to have the matter first heard by the COO or designee and, if not resolved, shall be entitled to appear personally before the Board or its designee (e.g., Discipline Appeal Committee) to present any evidence or testimony to contest the Notice of Discipline. This appeal to the Board is not an evidentiary hearing. If the unit member chooses to be accompanied by legal counsel at such meeting, the unit member shall bear any cost involved therein. The unit member shall be provided a written decision setting forth the decision of the Board within five (5) work days of the completion of the meeting.

However, once the procedures outlined in this Article 11 are exhausted, the unit member may grieve the disciplinary action, within twenty (20) days, pursuant to Article 5, Grievance Procedures, Sections 5.4.8 and 5.4.9, Level Five: Arbitration.

# **EVALUATION PROCEDURE**

- 12.1 <u>Schedule</u>: Employees shall be evaluated in accordance with the following schedule:
  - 12.1.1 Probationary employees shall be given performance evaluations at least once during their probationary period. Failure to evaluate an employee shall not impact the right of GDPS to reject an employee during the probationary period.
  - 12.1.2 Permanent employees shall participate in an Interim Guiding Conference in January or February of each school year and shall be given performance evaluations at least once (and no more than three times) per school year to be held in May of each school year.
  - 12.1.3 As part of a performance evaluation, unit members shall complete a self-review to be submitted to the unit member's evaluating manager or designee via GDPS' designated evaluation portal online or otherwise. GDPS shall provide unit members with approximately two (2) weeks to complete any self-review.
  - 12.1.4 Unit Members shall be informed of their right to representation if any evaluation meeting will likely lead to disciplinary action.
  - 12.1.5 Subject to the maximum number of performance evaluations given per semester in Article 12.1.2, school administrators should consider multiple performance evaluations of a Unit Member prior to placing him or her on a Development Plan.
- Annual Performance Evaluations: Annual performance evaluations shall be made via GDPS' designated evaluation portal but other evaluation observations or comments or development/assistance may be done by separate memorandum. Such memorandum shall include:
  - (a) statement of the problem or concern,
  - (b) the desired improvement,
  - (c) suggestions as to how to improve, and
  - (d) provisions for assisting the employee.
  - 12.2.1 Evaluations shall be based on observations or knowledge, and not upon unsubstantiated charges or rumors. In completing an evaluation, the evaluator shall consider the employee's performance over the entire evaluation period. In evaluating the quality and/or quantity of an employee's work, the supervisor shall also consider employee workload and the extent to which established priorities of work assignments are met. In addition, no evaluation shall be based upon derogatory materials in the employee's personnel file unless the employee has

- previously been given prior notice of same, an opportunity to review and comment upon it, and had such comments attached to the materials.
- 12.2.2 The evaluator shall be at a supervisory level or higher, and where applicable, shall consult with the staff person (outside of the bargaining unit) responsible for directing the employee's work. The evaluator shall discuss the semester written performance evaluation report with the employee. Both the evaluator and the employee will sign the evaluation. Signature of the employee means only that the employee has received a copy of the evaluation. The employee may attach any written comments to the evaluation at his/her option. Copies of the evaluation will be available to both the employee and evaluator via GDPS' designated evaluation portal.
- 12.2.3 If any category on the performance report is rated lower than "Partially Meets Standard," the following will be included on the evaluation:
  - (a) statement of the problem or concern,
  - (b) the desired improvement,
  - (c) suggestions as to how to improve, and
  - (d) provisions for assisting the employee.
- 12.3 Appeal: If the employee disagrees with the evaluation, he/she shall have the right to appeal the evaluation in writing to GDPS' Chief Operating Officer or designee within ten (10) working days of receipt of the evaluation. A meeting may take place within five (5) working days from receipt of the appeal if the employee so requests. The employee may be represented in this meeting by ACEA if the employee so desires. The reviewer shall reply in writing to the employee within ten (10) working days after the meeting, or if no meeting is held, within ten (10) working days after receipt of the written appeal. The decision of the reviewer shall be final.
  - 12.3.1 No grievance arising under this Article shall challenge the substantive objectives, standards, or criteria determined by the evaluator or GDPS, nor shall it contest the judgment of the evaluator. Grievances concerning evaluations filed under Article V (Grievance Procedures) shall be limited to a claim that the procedures of this Article have not been followed.
- 12.4 <u>Private Consultation</u>: Discussions between a Unit employee and a supervisor concerning the employee's unsatisfactory work performance or work-related problems shall, to the extent practicable, be conducted privately. For the purpose of this Section, "privately" means either a private location, or a location which may be in public view but is not within earshot of other employees. Supervisors and employees shall be expected to interact with each other in a respectful and professional manner.
- 12.5 <u>Derogatory Personnel Information</u>: Information of a derogatory nature shall not be entered or filed unless and until the Unit Member is given notice and an opportunity to review and comment thereon. A Unit Member shall have the right to enter, and have attached to any such derogatory statement, her/his own comments thereon.

# MAINTENANCE OF STANDARDS

- 13.1 GDPS shall not unilaterally reduce or eliminate any negotiable benefits or professional advantages, which were enjoyed by unit members as of the effective date of this Agreement.
- 13.2 The parties to this Agreement shall not interpret or apply this Agreement, any of its terms, or the work rules, which implement this Agreement in a manner that is arbitrary, capricious, or discriminatory.

# **COMPENSATION**

14.1 Effective July 1, 2018, the following identifies the hourly rate for newly hired unit members in the listed positions:

		Entry with an	Entry with a
Title	Entry	Associate's Degree	Bachelor's Degree
Campus Security Officer	\$16.00	\$16.56	\$17.12
Office Assistant	\$15.00	\$15.53	\$16.05
Instructional Aide	\$15.00	\$15.53	\$16.05
Parent Coordinator	\$16.00	\$16.56	\$17.12
Facilities Associate*	\$17.00	\$17.60	\$18.19

<sup>\*</sup>Facilities Associates who hold a trade certificate or a trade license shall have an hourly rate equivalent to holding an associate's degree or a bachelor's degree, respectively.

The hourly rate for newly hired unit members in positions not listed in this Article 14.1 shall be \$15.00 per hour for Entry, \$15.53 for Entry with an Associate's Degree, and \$16.05 for Entry with a Bachelor's Degree, unless otherwise agreed upon by and between ACEA and GDPS.

- 14.2 Effective July 1, 2018, the following shall apply to existing unit members:
  - 14.2.1 All existing unit members as of July 1, 2018 who hold a bachelor's degree shall receive a seven percent (7.0%) increase to their individual existing hourly rate.
  - 14.2.2 All existing unit members as of July 1, 2018 who hold an associate's degree shall receive a three and one-half percent (3.5%) increase to their individual existing hourly rate.
  - 14.2.3 Unit members who hold both a bachelor's degree and an associate's degree as of July 1, 2018 shall receive only the seven percent (7.0%) increase described in Article 14.2.1.
  - 14.2.4 All existing unit members whose hourly rate during the 2017-2018 school year is below the hourly rates identified in Article 14.1 shall be adjusted upward to equal the hourly rate identified in Article 14.1. If such upward adjustment will not result in an increase of one thousand dollars (\$1,000.00) prospectively over the course of the 2018-2019 school year for a full-time unit member, then the hourly rate for such unit members will be increased in one percent (1%) increments until an increase of one thousand dollars (\$1,000.00) prospectively over the course of the 2018-2019 school year for a full-time unit member is achieved.
  - 14.2.5 Unit members with at least ten (10) years of experience at GDPS (i.e., hire date precedes July 1, 2008) shall receive an additional two and one-half percent (2.5%)

increase to their hourly rate as calculated above in this Article 14.2.14.2.6 After July 1, 2018, existing unit members who receive an associate's degree or a bachelor's degree in successive years shall receive a three and one-half percent (3.5%) increase and a seven percent (7.0%) increase to their individual existing hourly rate, respectively. If an existing unit member receives a bachelor's degree after already holding an associate's degree, the unit member shall receive a three and one-half percent (3.5%) increase to their individual existing hourly rate.

- 14.2.6 After July 1, 2018, existing unit members who receive an associate's degree or a bachelor's degree in successive years shall receive a three and one-half percent (3.5%) increase and a seven percent (7%) increase to their individual existing hourly rate, respectively. If an existing unit member receives a bachelor's degree after already holding an associate's degree, the unit member shall receive a three and one-half percent (3.5%) increase to their individual existing hourly rate.
- 14.2.7 Unit members must present an official transcript to GDPS' Human Resources Department to be eligible for the related increases to their individual hourly rate. Hourly rate increases shall take effect on the first payroll processed after receipt of such official transcript.

# **SAFETY CONDITIONS**

- 15.1 Employees shall be responsible to report, in writing to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame, which reflects the urgency of the concern, but in no event later than two weeks.
- 15.2 GDPS shall assume the responsibility to investigate all conditions, which are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. GDPS shall institute such emergency safety precautions as deemed necessary.
- 15.3 Employees shall continue to assume liability for their own vehicles.
- 15.4 Should a unit member's vehicle be damaged or stolen on school property, GDPS will reimburse the employee up to the amount of their deductible or \$250, whichever is lesser. The burden of proof for demonstrating that the damage occurred on school property shall rest on the employee.
- 15.5 Personal property, which is to be used within the classroom for instructional purposes, must be registered in the school office and authorized by the administrator in charge before being brought onto the campus. All such items must be insured by the unit member. GDPS will be responsible for damages or theft to said items up to the amount of the insurance deductible.
- 15.6 Unit members shall immediately report cases of assault suffered in connection with their employment to their Principal or immediate supervisor and to local law enforcement. GDPS or designee shall comply with any reasonable request from the unit member for information in the possession of GDPS relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the unit member, local law enforcement and the courts.
- 15.7 In responding to disruptive persons on campus, unit members may request GDPS to take appropriate action to eliminate such disruption. Such action to be taken shall be in the discretion of GDPS but may include ouster measures or possibly injunctive relief.
- 15.8 In any instance when there is an immediate threat of physical danger to others, unit members may contact law enforcement for assistance. However, whenever reasonably possible, unit members should immediately report such circumstances to the administration for appropriate resolution which may include reporting to law enforcement.
- 15.9 When reasonably feasible, Campus Security Officers ("CSO") will be notified of any school specific instances of the following: pending or current suspensions or expulsions, or any known criminal convictions involving threat of violence or violence for students at the school.

# 15.10 <u>Campus Security Officer Uniforms</u>

GDPS and ACEA acknowledge that consistent visual recognition and confirmation of CSOs may improve campus safety. Accordingly GDPS may require unit members assigned to a CSO position to wear a distinctive uniform, and other items of personal identification, which shall be supplied by GDPS at no expense to the unit member. The uniform shall be issued to unit members assigned to a CSO position only upon the approval of the uniform's design by the ACEA President or designee. Upon issuance, CSOs shall wear such uniform at all times during work hours.

GDPS shall supply each unit member assigned to a CSO position with five uniform shirts and one jacket per school year. Additional uniforms may be purchased at the unit member's expense. Only unit members assigned to a CSO position shall be eligible to purchase such uniforms. Should a uniform become damaged as a result of job-related activity, GDPS shall provide a replacement uniform at no cost to the unit member.

#### **BENEFITS**

- 16.1 GDPS shall pay all medical, dental, vision, life insurance, long and short term disability and employee assistance program premiums for ACEA members at the rate for Anthem Blue Cross Vivity HMO ("Vivity"). Unit members may select Anthem Blue Cross Traditional HMO, or Kaiser Permanente Southern California Traditional HMO instead of Vivity, but shall pay an amount equal to eight percent (8%) of the cost of the Anthem Blue Cross Traditional HMO or Kaiser Permanente. The costs of additional coverage will be paid by the unit member.
- 16.2 Unit members who select the Anthem Blue Cross EPO ("EPO") shall pay an amount equal to fourteen percent (14%) of the premium costs of the EPO. Unit members who select the Anthem Blue Cross PPO ("PPO") shall pay an amount equal to thirty-one percent (31%) of the premium costs of the PPO. This cost shall be deducted from the unit member's pay on a semi-monthly basis.
- 16.2 Unit members electing a PPO option shall have access to a written statement of their maximum monthly contribution to health insurance premiums at the time of their enrollment.
- An organization-wide Health Benefits Committee shall convene annually by November 1 to review and make recommendations to GDPS regarding options for health benefits.
- 16.4 ACEA shall be entitled to two (2) representatives on the Health Benefits Committee, and the following stakeholders shall be offered membership on the Health Benefits Committee: two (2) Asociación de Maestros Unidos representatives; GDPS' COO or designee; GDPS' Director of Human Capital or designee; and two (2) school site administrators. The parties may add members to the Benefits Committee as mutually agreed upon by ACEA and GDPS.
- 16.5 Upon a unit member's signed affirmation that he or she has alternative coverage, unit members who waive coverage shall receive \$125.00 per month for a period of ten (10) months.

# PROFESSIONAL GROWTH PROGRAM

GDPS shall reimburse bargaining unit members for tuition and/or fees for approved course work for job-related courses or workshops at institutions of higher learning (i.e. colleges, universities, community colleges, technical schools) or other approved and/or agreed upon institutions as long as the Principal approves such course work in advance.

# LEAVE PROVISIONS

- 18.1 Leaves shall be reported in actual time missed from work.
- 18.2 Personal Illness and Injury Leave (and Personal Time Off Only for 12-Month Employees)
  - 18.2.1 For those full-time unit members who work less than 12 months per calendar year and are assigned to a school site, such unit members shall receive personal illness and injury leave for each school year at a rate of five (5) days per year for the first three years of service, ten (10) days for the next three years of service, and fifteen (15) beyond six full years of service.

For those full-time unit members who work 12 months per calendar year, such unit members shall accrue personal time off at the semi-monthly rate of five (5) hours per pay period. Such paid time off includes time off for illness or injury, and vacation. Such time shall be vested and may accrue from year to year up to a maximum of 30 days. If a unit member reaches this cap, personal time off must be used before further time is accrued.

Unit members who work less than full time shall be entitled to that portion of the number of hours per week that scheduled duty relates to the number of hours for a full-time unit member in a comparable position. The number of days shall not exceed 11.25 days per school year.

Personal illness and injury leave shall accumulate from year to year and is not paid out upon termination of employment.

- 18.2.2 Unit member with perfect attendance (i.e., no use of personal illness or injury leave, including use of personal necessity or any other leave) will be awarded a pay bonus equivalent to the value of five (5) days at the end of the year. Unit members who use three (3) days or less of personal necessity leave, with no other use of personal illness or injury leave or any other leave, will be awarded a pay bonus equivalent to the value of three (3) days at the end of the year. Unit members who use three (3) days or less of personal illness or injury leave, excluding use of personal necessity leave, with no use of any other leave, will be awarded a pay bonus equivalent to the value of two (2) days at the end of the year. The award will be based upon the employee's pay rate.
- 18.2.3 Pay warrants shall record accumulated sick days.
- 18.2.4 Whenever possible, a unit member must call his/her administrator or supervisor, as designated by the school site, as soon as the need to be absent is known, but in no event less than forty-five (45) minutes prior to the start of the unit member's work day, unless it was an emergency, to permit GDPS time to secure a substitute.
- 18.2.5 Unit members may report their absence as a one-day only absence. If the absence

- needs to be extended the unit member needs to notify the principal or designee as soon as possible. This practice can help assure consistency of coverage.
- 18.2.6 Unit member shall be entitled to sick days accrued from previous employment in a school district, charter school or public school.
- 18.2.7 In the event a unit member is absent due to illness or injury for five (5) consecutive days or longer, the unit member shall submit a medical authorization supporting his or her absence and authorizing return to work.

# 18.3 Personal Necessity Leave

- 18.3.1 A unit member may use, at her/his election, up to three (3) days of unused sick leave for the purpose of personal necessity leave.
- 18.3.2 Unit members shall submit a request for personal necessity leave to their immediate supervisor at least one (1) day prior to the beginning date of the leave, except where extenuating circumstances make this impossible. The basis for the leave must constitute a personal necessity for the unit member. The unit member shall not be required to give verification or explain the reason for the leave.

# 18.4 Bereavement Leave

18.4.1 A unit member shall be granted a leave of absence for the death or imminent death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless travel of more than 200 miles is required; in such case the length of the leave shall be for five (5) days.

# 18.5 Leave Rights

- 18.5.1 Unit members on a paid leave of absence shall continue to receive wages, health and welfare benefits, and retirement credit in the same amounts as if they were not on leave. Except when required by law, when a unit member is on an unpaid leave, continuation of health benefits is at the expense of the employee.
- 18.5.2 Consistent with legal requirements, a unit member returning from any type of paid leave shall be entitled to return to the same position and assignment she/he had prior to the leave.

# 18.6 Industrial Accident Leave

- 18.6.1 Unit member shall be entitled to industrial accident and illness leave according to applicable California law and subject to the provisions of the existing insurance carrier.
- 18.6.2 Such leave shall not exceed sixty (60) days during which school is in session or when the employee would otherwise have been performing work for GDPS in any

one fiscal year for the same industrial accident or illness.

18.6.3 A unit member claiming an industrial accident or illness leave shall be subject to examination by a physician designated by GDPS' insurance carrier, or a physician previously designated by the unit member to assist in determining the qualification and the length of time during which the unit member will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

### 18.7 <u>Judicial Leave</u>

- 18.7.1 It is encouraged for unit members to attend jury duty during a time when they are not in work status.
- 18.7.2 Unit members shall be granted leave, without loss of pay, to appear in court as a witness, other than as a litigant, or to respond to an official order from duly authorized government agencies, or to serve as a juror for up to five (5) days of pay reimbursement.
- 18.7.3 Any compensation, less any mileage expenses, received for appearance as a witness or from serving as a juror under this section shall be endorsed over to the school site so that the unit member's compensation for any days of absence for the above purposes shall not be in excess of, nor less than, her/his regular pay.

### 18.8 <u>Leaves Without Pay</u>

Applications for leaves of absence without pay shall be made in writing to GDPS' Human Resources Department and the Principal. Applications shall be given careful consideration and any denial will be set forth in writing.

Unit members on leaves without pay shall be permitted participation in the GDPS' insurance programs by making premium payments directly to GDPS. In addition, a unit member on such leave shall notify GDPS' Human Resources Department and the Principal by March 1<sup>st</sup> of the school year as to the intent to return to employment in the school. Failure to notify may be considered an abandonment of position and forfeiture of all insurance benefits.

### 18.8.1 Child Bearing Preparation and Child Rearing

- 18.8.1.1 Unit members may use their accrued personal illness and injury leave for purposes of preparation for child birth, post-birth bonding, or adoption.
- 18.8.1.2 Upon exhaustion of their accrued personal illness and injury leave, unit members may request the donation of additional leave time from other unit members. The donated leave will be deducted from the accrued personal illness and injury leave of the unit member who donates it. No unit member may contribute more than one (1) additional day of leave

per incident.

- 18.8.1.3 Notwithstanding any other section of this article, receipt of donated leave is contingent upon the agreement of the recipient of such leave returning to employment at GDPS. This condition may be waived by the mutual agreement of the parties.
- 18.8.1.4 Upon the exhaustion of accrued and donated personal illness and injury leave, leave without pay may be granted to a unit member for preparation for child bearing, for child rearing, or adoption.

### 18.8.2 Family Care and Medical Leave

Under state and federal law, unit members who have served GDPS more than 12 months and have at least 1,250 hours of service with GDPS during the previous 12-month period, have the right to an unpaid family care and medical leave of up to 12 work weeks in a 12-month period for the birth of a child, for the placement of a child for adoption or foster care, for the serious health condition of their child, parent or spouse, or for their own serious health condition which makes them unable to perform their job. When granting this leave, GDPS guarantees reinstatement to the same or a comparable position at the end of the leave, subject to any exceptions or limitations provided by law.

If possible, at least 30 calendar days written advance notice must be provided for foreseeable events such as the expected birth of a child or the planned medical treatment of yourself or a family member. For events which are unforeseeable 30 days in advance, GDPS must be notified as soon as practicable. Failure to comply with these notice rules is grounds for, and may result in, denial or deferral of the requested leave.

### 18.8.3 Miscellaneous Leaves Without Pay

Upon recommendation of GDPS' Chief Executive Officer or designee and approval by GDPS, leave without compensation, may be granted for a period not to exceed one school year. Extension of such leaves may be granted at the sole discretion of GDPS.

### 18.8.4 Military Leave

GDPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, GDPS shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

GDPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

### 18.8.5 California Military Spousal Leave

GDPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide GDPS with: (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment; and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **LAYOFFS**

- 19.1 This Article shall not be interpreted in a manner which is inconsistent with the rights of unit members as enumerated in the Article of this Agreement entitled, "ACEA Rights."
- 19.2 A decision to lay off unit members may occur due to programmatic changes or a reduction in funds and shall be preceded by forty-five (45) days advance written notice to the unit member.
- 19.3 If a layoff takes place and there are no open positions in the affected classification in the organization, the decision as to which unit members are to be laid off will be based upon the following criteria:
  - GDPS experience (35% weighting)
    - 7 + years 4 points
    - 4-6 years -3 points
    - 1-3 years 2 points

Years of experience in a classification (15% weighting)

- 7 + years 4 points
- 4-6 years -3 points
- 1-3 years 2 points
- Performance evaluations (50% weighting) The average score on all performance evaluations completed during employment with GDPS between July 2011 and the time of the layoff.

GDPS shall generate a list that includes each unit member subject to potential layoff and his/her score calculated by the above weighted criteria. Depending upon the number of positions needed to be reduced, as decided by GDPS, the lowest scoring unit member(s) will be notified of the potential layoff. The unit member at the campus where the layoff occurs will be placed in that open position. If a unit member requests details regarding the scoring, or he/she believes there is additional information that was not considered in determining the rankings, the Chief Operating Officer or designee shall provide such information when the notification of layoff meeting is conducted.

- 19.4 If a layoff occurs and affects multiple unit members, and there is an open position within classification in the organization, the above weighted criteria will be used to determine which unit member(s) is selected to fill the open position(s). This process shall occur before the available position is made available for purposes of a vacancy pursuant to Article 24, Vacancies and Voluntary Transfers.
- 19.5 GDPS shall offer any laid-off unit member any vacant position for which he or she is qualified for a period up to one (1) calendar year from the date of layoff. In the event that a laid-off employee refuses such a re-employment offer for any vacant position for which he or she is qualified, GDPS shall not be required to offer that individual employment thereafter.

### **RETIREMENT**

All unit members shall be participants in the PERS System. Additionally, employees may make contributions to the GDPS 401(k) plan per plan requirements. The current GDPS 401(k) plan does not mandate employer contributions.

### **NEGOTIATIONS**

- 21.1 No later than June 30<sup>th</sup> of the year in which this Agreement expires, ACEA and GDPS shall submit their initial proposals to each other for a successor Agreement. GDPS shall give proper public notice of such proposals at the first Board meeting following the submission of the proposals.
- The parties shall commence to meet and negotiate on re-openers or a successor Agreement beginning no later than five (5) days after the completion of the public notice requirements listed above. Any Agreement reached between the parties shall be reduced to writing and signed by them. Each party shall be entitled to re-open three (3) articles in addition to Compensation and Health Benefits each year during the Agreement.
- 21.3 Within thirty (30) days of ratification of the Agreement by both parties herein, GDPS shall post the ratified Agreement on the GDPS intranet and notify unit members via e-mail of the internet link. GDPS shall give a hard copy of the Agreement to any new bargaining unit members hired during the term of the Agreement. GDPS shall make available a hard copy of the Agreement in a teacher common area at each site.
- 21.4 Negotiations meetings will be scheduled as mutually agreed upon by both parties. ACEA representatives appointed for the purpose of meeting and negotiating will receive release time from duties without loss of compensation as per the EERA. (Govt. Code Section 3543.1).

### NO STRIKE, NO LOCKOUT

There shall be no strike conducted by ACEA during the term of this Agreement.

There shall be no lockout conducted by GDPS during the term of the Agreement.

Violations of this Article shall be remedied through the binding arbitration provision of this Agreement or the processes of the Public Employment Relations Board as is appropriate.

It is understood that the provisions of this Article 22 are not in effect, and shall lapse, at the expiration of this Agreement.

Nothing herein shall be deemed to in any way waive or impede the exercise of rights under the EERA, State or Federal statutory or constitutional law.

### **SUBCONTRACTING**

Subcontracting may occur consistent with legal requirements.

Any subcontracted positions contracted by GDPS as of the ratification date of the 2008-09 agreement shall not become unit work and may be subcontracted unless the parties agree in writing otherwise. For any positions being performed by unit members as of January 1, 2009, such positions will be grandfathered into the unit. Such work which may be contracted out includes custodial, armed or patrol-based security personnel, transportation, and food services.

### VACANCIES AND VOLUNTARY TRANSFERS

### 24.1 Vacancies

A "vacancy" is hereby defined as any open or newly created classified position at GDPS.

At least five calendar days prior to posting a vacant position on GDPS' website, GDPS shall simultaneously provide the ACEA Executive Board and its unit members with notice of the vacancy, which shall contain:

- The closing date, which is at least ten work days following the posting date.
- The job description for the posted position.
- The qualifications necessary to meet the position's requirements.

Upon written request, GDPS shall notify the unit member, by mail, of any vacancies that may arise during Summer Break or a period of leave. A unit member's request must include an e-mail address and/or mailing address at which the unit member may be reached.

### 24.2 Voluntary Transfers

A unit member may request a transfer when GDPS posts an open classified position.

To determine whether to grant a unit member's request, GDPS shall adhere to the following:

- All open classified positions shall be posted as part of the open hiring process.
- If at least two qualified individuals apply for an open position, a Hiring Committee shall be created by the principal of the school site in which the open position exists.
- The Hiring Committee's purpose is to provide input and make recommendations regarding the hiring of unit members.
- The Hiring Committee's membership will vary from school to school and will depend on the knowledge of the available position needed to make a hiring recommendation.
- The Hiring Committee shall give preference (i.e., an opportunity to interview) to unit members who meet or exceed performance expectations.
- The Hiring Committee shall make a recommendation regarding hiring to the principal of the school site in which the open position exists.
- Should the Hiring Committee be unable to reach a consensus to recommend a particular applicant for the available position, the Hiring Committee shall meet with the relevant Area Superintendent or designee to attempt to reach such a consensus.

The school principal shall consider the Hiring Committee's recommendation but shall retain final hiring decision authority.

If a unit member is not selected to fill a vacancy (i.e., the voluntary transfer request is denied), the unit member may submit a written request to GDPS to be informed of the reason(s) for the decision. GDPS shall respond with such reason(s) in writing.

# AGREEMENT BETWEEN GREEN DOT PUBLIC SCHOOLS CALIFORNIA AND ANIMO CLASSIFIED EMPLOYEES ASSOCIATION/CTA/NEA

This collective bargaining agreement is made and entered into on this 30th day of June, 2017, by and between Green Dot Public Schools California ("Employer") and Animo Classified Employees Association/California Teachers Association/National Education Association ("Association"), which includes all of the articles, provisions, and appendices enclosed herewith.

Agreed in bargaining and ratified by the Employer and Association:

6/29/18

For Green Dot Public Schools California:

For Animo Classified Employees

6/29/2018

Association/CTA/NEA:

Dr. Cristina de Jesus

President & Chief Executive Officer

LaTonia Lopez

President

# APPENDIX A



Classified Employee Competency Framework & Rubric

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### INTRODUCTION TO THE COMPETENCY FRAMEWORK & RUBRIC

Green Dot's Classified Employee Competency Framework provides a guide to expectations for excellent performance for all Green Dot Classified Employees. A competency can be thought of as a grouping of skills and abilities that an employee can constantly improve. The competencies included in this framework are by no means exhaustive, but they are thought to be the ones that are most important to excellent performance at Green Dot.

The purpose of the competency framework is to create a common language and common definition of excellence among all Classified Employees. With this common language, employees can give each other formal and informal feedback about their competency levels and performance. It is also the basis of our formal evaluation system, since evaluation ratings are made by managers for each of their direct reports on each of the indicators in this framework; upward feedback is based on this framework as well. While the rubric helps create more common language, it by no means spells everything out, nor does it remove all subjectivity from evaluation.

The competency framework forms the lynchpin of a broader system for professional growth, which includes formal evaluation, professional development, informal feedback and coaching, rewards and recognition, career progression, recruitment and selection.

### **Professional Growth System** Informal feedback PD & coaching Rewards & Recruitment recognition Common definition of excellence & basis for formal feedback and Career Selection evaluation progression Competency Framework

### **Snapshot of Domains and Indicators**

ALL CLASSIFIED EMPLOYEES 4 domains, 8 indicators	SCHOOL OPERATIONS MANAGERS ONLY 7 additional indicators (totaling 15 indicators)
Domain 1 - Planning a) Effective Planning b) Decision Making	Domain 1 - Planning  a) Sustainable Planning
Domain 2 - Execution  a) Relentless Pursuit of Results b) Quality of Service	Domain 2 - Execution  a) Supervising the Work b) Keeps team focused and aligned in terms of goals, strategy, and resources
Domain 3 - Collaboration and Communication  a) Cultivate Connection to Mission and Team b) Effective Communication	Domain 3 - Collaboration and Communication  a) Sets Clear Expectations b) Feedback
Domain 4 - Professional Growth  a) Feedback and Reflection b) Seeks Growth Opportunities	Domain 4 - Professional Growth  a) Fostering Development b) Balanced Supervision and Availability

### **Design Process & Ongoing Feedback Mechanism**

The Classified Employee Competency Framework and Rubric is based on the Home Office Employee Competency Framework and Rubric. The framework was designed through a collaborative process in Semester 2 of SY 2014-2015 that included a Classified Committee composed of both Classified and Home Office employees. The Human Capital Team provided input at several points along the way.

We know it is not perfect, so we will welcome ongoing feedback, so that we can make refinements during a planned annual review process.

### **Green Dot's Leading Green Principles & Relationship with Competency Framework**

Abiding by and embodying Green Dot's values is expected of all employees and is an important part of excellent performance. The table below illustrates the relationship between competencies in the framework and Green Dot's values.

Competency Framework	Leading Green Principles
Planning     a) Effective Planning     b) Decision Making     c) Sustainable Planning (Manager Only)	Own It
Execution     a) Relentless Pursuit of Results     b) Quality of Service     c) Supervising the Work (Manager Only)     d) Keeps the Team Focused and Aligned (Goals, Strategy and Resources) (Manager Only)	It's About The Students
Collaboration and Communication     a) Cultivate a Connection to the Mission, Culture and Core Values     b) Effective Communication     c) Sets Clear Expectations (Managers Only)     d) Feedback (Managers Only)	<ul><li> Get It Right</li><li> Teamstrong</li></ul>
4. Professional Growth  a) Feedback  b) Seeks Growth Opportunities  c) Fostering Development (Manager Only)  d) Balanced Supervision (Manager Only)	Stretch It

### **Guide to Reading the Rubric**

The rubric consists of domains, indicators for each domain, performance levels for each indicator, and descriptors for each performance level. These terms are the same terms that teachers and administrators use to describe the College Ready Teaching Framework rubric. So even if you have different preferred terminology, staying consistent will keep everyone "speaking the same language."

	Domain	DOMAIN 1: PLANNING	G – OWN IT	Performance Level
	Does Not Meet Standard	Partially Meets Standard - 2		Exemplifies Standard -
A) Effective Planning Creates effective, efficient, and prioritized work — with excellent follow through	Rarely demonstrates ability to break down, prioritize, and sequence work into manageable pieces     Rarely tracks tasks in an organized and effective manner to enable follow through     Rarely collaborates with others as appropriate; either	Inconsistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces     Inconsistently tracks tasks in an organized and effective manner to enable follow through     Inconsistently collaborates with others as appropriate, leveraging colleagues' assistance through an efficient process	Consistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces Consistently tracks tasks in an organized and effective manner to enable follow through Consistently leverages colleagues' assistance through an efficient process	All of "3" plus:  Plans for multiple contingencies in order to ensure meeting goals and objectives  Demonstrates ability to tack projects and situations that are significantly multifaceted and complex
ndicator	doesn't recognize when collaboration and assistance is needed or doesn't leverage colleagues time through an efficient process			No. 10.000 - 20.000 - 000
B) Decision Making Gathers input, considers situation from multiple angles, and synthesizes all available information, in order to develop insights, strategic options, and decisions about next actions	Rarely generates sound options and solutions (e.g. options are limited, solutions if any are flawed) Decisions rarely reflect strong understanding of team objectives, organization mission, and impact on various parties Rarely uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	<ul> <li>Inconsistently generates sound options and solutions</li> <li>Decisions Inconsistently reflect strong understanding of team objectives, organization mission, and impact on various parties</li> <li>Inconsistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.</li> </ul>	Consistently employs several problem-solving techniques* to generate sound options and solutions Decisions consistently reflect strong understanding of team objectives, organization mission, and impact on various parties Consistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	All of "3" plus:  Expert at wide-range of problem-solving techniques  Not only seeks input from all relevant parties, but also skillfi at building consensus where appropriate
MANAGERS ONL	Υ			L AU -5 YOU -1
C) Sustainable Planning – Leader in creating planning thinking planning processes that aid team efficiency and effectiveness	Rarely empowers team to develop long-term solutions to immediate problems and recurring tasks.     Rarely identifies and codifies best practices to streamline future planning and decision making.	Inconsistently empowers team to develop long-term solutions to immediate problems and recurring tasks.     Inconsistently identifies and codifies best practices to streamline future planning and decision making.	Consistently empowers team to develop long-term solutions to immediate problems and recurring tasks.     Consistently identifies and codifies best practices to streamline future planning and decision making.	All of "3" plus:

### "Degree of Consistency" Terms

Competency level is related to an employee's degree of consistency in demonstrating excellent performance. Do they demonstrate excellent performance every time? Applied to all situations? Few people are perfect 100% of the time, but excellence or mastery is defined as meeting the standard consistently, with no more than 1-2 noticeable exceptions during a review period. Throughout the rubric, the three words that describe degree of consistency are defined as follows:

Term	Definition
Consistently	All of the time or almost all the time with 1-2 isolated incidents that had no impact on the work of others
Inconsistently	Overwhelming majority of the time, though more than 1-2 noticeable incidents that impact the work of others
Rarely	A number of noticeable incidents with high impact or several isolated incidents that hinders performance

# **DOMAINS AND INDICATORS**

		DOMAIN 1: PLANNING	S – OWN IT	
	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Effective Planning	Rarely demonstrates ability to break down, prioritize, and sequence work into manageable pieces     Rarely tracks tasks in an organized and effective manner to enable follow through     Rarely collaborates with others as appropriate; either doesn't recognize when collaboration and assistance is needed or doesn't leverage colleagues time through an efficient process	<ul> <li>Inconsistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces</li> <li>Inconsistently tracks tasks in an organized and effective manner to enable follow through</li> <li>Inconsistently collaborates with others as appropriate, leveraging colleagues' assistance through an efficient process</li> </ul>	Consistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces     Consistently tracks tasks in an organized and effective manner to enable follow through     Consistently leverages colleagues' assistance through an efficient process	All of "3" plus:     Plans for multiple contingencies in order to ensure meeting goals and objectives     Demonstrates ability to tackle projects and situations that are significantly multifaceted and complex
B) Decision Making	<ul> <li>Rarely generates sound options and solutions (e.g. options are limited, solutions if any are flawed)</li> <li>Decisions rarely reflect strong understanding of team objectives, organization mission, and impact on various parties</li> <li>Rarely uses evidence, facts, data and rigorous thinking to articulate and support a point of view.</li> </ul>	<ul> <li>Inconsistently generates sound options and solutions</li> <li>Decisions Inconsistently reflect strong understanding of team objectives, organization mission, and impact on various parties</li> <li>Inconsistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.</li> </ul>	<ul> <li>Consistently employs several problem-solving techniques to generate sound options and solutions</li> <li>Decisions consistently reflect strong understanding of team objectives, organization mission, and impact on various parties</li> <li>Consistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.</li> </ul>	All of "3" plus:  Expert at wide-range of problem-solving techniques  Not only seeks input from all relevant parties, but also skillful at building consensus where appropriate
MANAGERS ONL				
C) Sustainable Planning	<ul> <li>Rarely empowers team to develop long-term solutions to immediate problems and recurring tasks.</li> <li>Rarely identifies and codifies best practices to streamline future planning and decision making.</li> </ul>	<ul> <li>Inconsistently empowers team to develop long-term solutions to immediate problems and recurring tasks.</li> <li>Inconsistently identifies and codifies best practices to streamline future planning and decision making.</li> </ul>	<ul> <li>Consistently empowers team to develop long-term solutions to immediate problems and recurring tasks.</li> <li>Consistently identifies and codifies best practices to streamline future planning and decision making.</li> </ul>	All of "3" plus:     Promotes the establishment of planning processes and systems that are replicated and executed by other school operations managers

## **DOMAIN 2: EXECUTION- IT'S ALL ABOUT THE STUDENTS**

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Relentless Pursuit of Results	Rarely completes work with urgency and quality and/or     Rarely attempts to overcome challenges and obstacles, and often demonstrates patterns of blaming, giving up, or decreasing effort.     Rarely seeks out and incorporates input from others and often prefers to work solo unless absolutely needed	Inconsistently completes work with the quality and urgency that meets expectations     Inconsistently attempts and succeeds at overcoming challenges and obstacles, but sometimes obstacles are accepted as reasons for lowering the quality or missing deadlines     Inconsistently seeks out and incorporates input from others to improve ideas, decision-making, and deliverables	Consistently completes work with quality and urgency that meets expectations     Consistently succeeds at overcoming challenges and obstacles to meet goals, deadlines, and deliverables by focusing on results to measure success     Consistently seeks out and incorporates input from others to improve ideas, decision-making, and deliverables	All of "3" plus:         Quality of work far exceeds expectations and deadlines         Inspires others to focus on results and exceed expectations         Pre-empts challenges and obstacles through pro-active analysis
B) Quality of Service	Rarely checks emails and voicemail and prioritizes responses to school and/or other Home Office department needs appropriately, and often receives a follow-up request before an initial response     Rarely identifies the root cause and is able to provide a long term solution resulting in repeated issues and requests      Rarely identifies the appropriate staff to help fulfill requests and solve problems, delaying resolution of request	Inconsistently checks voicemail and emails and prioritizes response to school and/or other Home Office department needs in a timely manner     Inconsistently identifies the root cause and is able to provide long-term solutions, however sometimes after one or two tries     Inconsistently enlists the right staff to fulfill school and/or other Home Office department requests for timely resolution	Consistently identifies communications (voicemails and emails and text messages) which need immediate attention and prioritizes response to school and/or other Home Office department needs in a timely manner Consistently identifies the root cause and is able to provide long-term solutions the first-time an issue arises in an efficient and timely manner Consistently enlists the right staff to fulfill school and/or other Home Office department requests ensuring all staff are working effectively and collaboratively for an efficient and timely resolution	All of "3" plus:  Responds above and beyond expected timeline (or service level agreement) to other Home Office department or school requests  Anticipates customer needs prior to school and/or Home Office departments realizing a need exists
MANAGERS ONLY	/			

C) Supervising the work	Rarely is able to identify when employees need assistance with their work     Rarely helps employees prioritize and remove roadblocks, as needed     Rarely demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problemsolving	Inconsistent in the ability to identify when an employees need assistance with their work Inconsistently helps employees prioritize and remove roadblocks, as needed     Inconsistently demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problemsolving	Consistently able to identify when individuals need assistance with their work Consistently helps individuals prioritize and remove roadblocks, as needed Consistently demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problem-solving	All of 3, plus:  • Manager has built the capacity of individual team members to consistently problem-solve on their own
D) Keeps team focused and aligned in terms of goals, strategy, and resources	Rarely formulates team goal(s) or aligns them with organization's overall priorities     Rarely expends resources (e.g. time, money) on aligned activities, or sometimes lacks a strategy to achieve goals resulting in resources being expended on non-aligned activities	<ul> <li>Inconsistently formulates team goal(s) that are aligned with organization's overall priorities</li> <li>Manager inconsistently ensures resources (e.g. time, money) are expended on strategically aligned activities</li> <li>Manager inconsistently keeps the team laser focused on goals and strategy, even in the midst of multiple demands</li> </ul>	Team's goal(s) are consistently aligned with organization's overall priorities Manager consistently ensures resources (e.g. time, money) are expended on strategically aligned activities Manager consistently engages team in setting and achieving ambitious, measurable goals and strategy	Manager builds team's     capacity to develop     innovative solutions using     available resources (time,     budget, feedback) to meet     team goals

DOMAIN 3	B-COLLABORATION AN	ND COMMUNICATION-	· GET IT RIGHT & TEAI	MSTRONG
	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Cultivate connection to mission, culture and core values	<ul> <li>Rarely-contributes to activities and conversations which promote the mission and core values of the organization</li> <li>Rarely holds others accountable for promoting the organization's mission and core values</li> <li>Rarely takes time to establish rapport with team members.</li> </ul>	Inconsistently contributes to activities and conversations which promote the mission and core values of the organization     Inconsistently holds others accountable for promoting the organization's mission and core values     Inconsistently takes time to establish rapport with team members.	Consistently contributes to activities and conversations which promote the mission and core values of the organization     Consistently holds others accountable for promoting the organization's mission and core values     Consistently takes time to establish rapport with colleagues throughout the organization	Has demonstrated the ability to serve as an example for other teams on how to connect their work to the mission.
B) Effective communication	Rarely tailors length and relevance of message to audience and situation Rarely displays understanding of who to communicate with, when, and how often, in order to promote open flow of information Rarely uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of view.	Inconsistently tailors length and relevance of message to audience and situation Inconsistently displays understanding of who to communicate with, when, and how often, in order to gather feedback and promote open flow of information Inconsistently uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of views	Consistently tailors length and relevance of message to audience and situation Consistently exhibits a strong sense of who to communicate with, when, and how often, in order to gather feedback and to promote open flow of information Consistently uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of views	All of 3 plus:     Able to skillfully facilitate group discussions     Actively role models and coaches others to achieve a culture of open communication     Consistently ensures all stakeholders are aware of roles and responsibilities, and performs appropriate follow-up to meet stated goals

MANAGERS ONLY				
C) Set clear expectations	Rarely do direct reports have or understand department goals/strategic plans and standards for high quality completion of assignments     Degree of detail provided in instructions often is rarely calibrated to employee competency level	Inconsistently ensures that direct report has and understands department goals/strategic plans and standards for high quality completion of assignments     Inconsistently ensures the degree of detail provided in instructions calibrated to employee competency level     Inconsistently ensures that expectations for roles and performance standards are communicated and discussed to enable high functioning teams and team members	Consistently ensures his/her direct reports understand team goals/strategic plans and standards for high quality completion of assignments     Consistently ensures the degree of detail provided in instructions is calibrated to employee competency level     Consistently ensures that expectations for roles and performance standards are communicated and discussed to enable high functioning teams and team members	Manager shares and models own goals and progress on completion of key tasks/assignments     Manager collaborates with other teams to calibrate performance goals and expectations
D) Feedback	Rarely provides feedback which emphasizes the positive and is specific, actionable, and example-based     Rarely provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	Inconsistently provides feedback which emphasizes the positive and is specific, actionable, and example-based     Inconsistently provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	Consistently provides feedback which emphasizes the positive and is specific, actionable, and example-based on this rubric     Consistently provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	All of 3, plus:  • Mentors others in providing meaningful feedback  • Creates structures to facilitate open and ongoing feedback among team members

	DOMAIN 4: PROF	FESSIONAL GROW	TH -STRETCH IT	
	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A)-Feedback and Reflection	Rarely seeks feedback from manager     Rarely receives feedback with openness     Rarely shows evidence of acting on feedback	Inconsistently seeks feedback from manager     Inconsistently receives feedback with openness     Inconsistently shows evidence of acting on feedback	from manager, colleagues, and direct reports on goals or products	All of 3 plus:     Engages in structured reflection     Goes beyond own team for feedback (and shares learning with manager)     Takes proactive steps which improves the quality of feedback one is able to receive (e.g. creating a system or structure which elicits feedback from one's manager or peers)
B) Seeks growth opportunities	Rarely sets development goals with manager and takes purposeful actions to meet those goals     Rarely seeks opportunities to develop skills, related to development goals	Inconsistently sets     development goals with     manager and takes     purposeful actions to meet     those goals     Inconsistently seeks     opportunities to develop skills,     related to development goals	Consistently sets development goals with manager and takes purposeful actions to meet those goals     Consistently seeks opportunities to develop skills, related to development goals	All of 3 plus: Proactively tracks own progress in measurable/demonstrable ways that is a model used by others in the organization Manager and direct report share development goals with others as a means of defining how goals drive growth. Seeks additional opportunities to positively impact other teams and/or the organization at large

MANAGERS ONLY				
C) Fostering development	Rarely facilitates process to jointly set PD goals with employee     Rarely develops a plan with specific actions that help employee make progress towards goals     Rarely gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goal	Inconsistently facilitates process to jointly set PD goals with employee     Inconsistently develops a plan with specific actions that help employee make progress towards goals     Inconsistently gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goals	Consistently facilitates process to jointly set PD goals with employee Consistently develops a plan with specific actions that help employee make progress towards goals Consistently gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goals	All of 3, plus:  • Through action plans designed by manager and direct report, a direct report makes rapid progress towards development goals as identified by qualitative and quantitative data  • Direct reports consistently develop increased selfefficacy with respect to fostering their own development
D) Balanced supervision and availability	Rarely matches level of direction (Directing, Coaching, Supportive, Delegating) to direct report need, based on shared perception of competency level     The manager is vaguely aware of direct report's work, so guidance and feedback is of limited usefulness and results often suffer     Direct reports rarely feel a sense of ownership or being supported     The manager is rarely available to direct reports who are in need of assistance	Inconsistently matches level of direction (Directing, Coaching, Supportive, Delegating) to direct report need, based on shared perception of competency level Inconsistently takes the time and attention to become informed about direct report work, enough to provide useful guidance, problem-solving, and developmental feedback and ensure high quality results  Direct reports inconsistently report feeling strong sense of ownership of work and feeling I supported  Inconsistently available for direct reports in need of assistance	Consistently matches level of direction (Directing, Coaching, Supportive, Delegating) to the needs of the direct report, based on shared perception of competency level     Consistently takes the time and attention to become informed about a direct reports work, in order to provide useful guidance, problem-solving, and developmental feedback to ensure high quality results     Direct reports consistently report feeling strong sense of ownership of work and well supported	All of 3 plus:  Manager has clearly articulated rationale for degree of decision making autonomy released to direct report, specifically tailored to situation  Manager's approach and style for providing suggestions and guidance maximizes respect for direct report's point of view

# APPENDIX B

# SIDE LETTER BETWEEN GREEN DOT PUBLIC SCHOOLS

#### &

### ANIMO CLASSIFIED EMPLOYEES ASSOCIATION

# AGREEMENT TO JOINTLY SEEK UNIT MODIFICATION TO EXCLUDE GDPS HOME OFFICE EMPLOYEES FROM ACEA UNIT

This Side Letter between Green Dot Public Schools ("GDPS") and the Animo Classified Employees Association ("ACEA") is to memorialize the parties' agreement to jointly seek unit modification with the Public Employment Relations Board ("PERB") to exclude from the unit all GDPS Home Office employees from the ACEA unit as follows:

WHEREAS, on October 20, 2005, in PERB Case No. LA-RR-1117-E, ACEA was recognized by PERB as the exclusive representative of all GDPS classified employees, excluding management, supervisory or confidential employees; and

WHEREAS, the parties did not commence negotiations nor did ACEA engage in any representation until May 2008; and

WHEREAS, at the time of recognition, there were approximately 3 classified employees working for GDPS at its Home Office; and

WHEREAS, the number of classified employees currently working for GDPS at its Home Office is approximately 33; and

WHEREAS, distinct and separate from the Home Office, GDPS currently maintains 12 schools which operate with significant autonomy and are served at the site level by approximately 54 classified employees who are members of ACEA; and

WHEREAS, the classified employees working at the school sites share a community of interest amongst each other but not with Home Office classified employees; and

WHEREAS, more than a majority of Home Office employees currently do not prefer representation by ACEA; and

WHEREAS, the efficiency of operations for GDPS is best served by not including GDPS Home Office employees in the ACEA bargaining unit; and

WHEREAS, the Home Office classified employees are free to designate their exclusive representative in the future if they so desire.

NOW THEREFORE, based upon the foregoing, the parties do hereby agree to jointly submit a unit modification petition to PERB by August 1, 2008, subject to the following conditions:

Except for the positions of Outreach Manager, Outreach Coordinator, Facilities 1. Assistant and Lead Facilities Services Associate (included in the ACEA unit), the parties agree that a Home Office employee is defined as any employee who is based at the physical location known as GDPS Home Office, or at the GDPS IT office, directly supervised by a Home Office manager, and in carrying out his or her duties, serves multiple school sites.

2.	The	parties	ackn	owledge	and	agree	that	this	Side	Letter	was	arrived	at	as	a
mutually	beneficial	agreen	nent i	n respon	se to	a par	ticula	r ne	ed and	there:	fore i	its terms	are	n	ot
precedent	ial.									177					

GDPS Representative
Date: 6/30/08

## **AGREEMENT BETWEEN**

# GREEN DOT PUBLIC SCHOOLS CALIFORNIA,

# A CALIFORNIA NOT-FOR-PROFIT CORPORATION

# **AND THE**

# ASOCIACIÓN DE MAESTROS UNIDOS/CTA/NEA

Effective: Through June 30, 2019

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### **Article I – Agreement**

- 1.1 This Agreement is made and entered into by and between Green Dot Public Schools California, a non-profit public benefit California corporation, which together with its administrative staff and representatives shall be referred to in this Agreement as "GDPS" and the Asociación de Maestros Unidos, CTA/NEA, the certificated employees' exclusive representative, which together with its officers and representatives shall be referred to in this Agreement as "AMU."
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code which shall be referred to as the "EERA."
- 1.3 This Agreement shall remain in full force and effect from July 1, 2016 until June 30, 2019.

### <u>Article II – Recognition</u>

2.1 GDPS recognizes AMU as the exclusive representative of all Certificated employees for GDPS, excluding all day-to-day substitutes, all management, all confidential, and all supervisory personnel, as defined by the EERA

### **Article III – Definition**

- 3.1 [Deleted.]
- 3.2 "AMU" means the Asociación de Maestros Unidos, CTA/NEA, its officers, and representatives. AMU is the exclusive representative of the certificated bargaining unit in GDPS.
- 3.4 "Unit Member" means any certificated employee of GDPS who is included in the appropriate unit as defined in Article II and therefore covered by the terms and provisions of this Agreement.
- 3.5 "Instructional Day(s)" means any day(s) pupils are present for instruction.
- 3.6 "Pupil-Free Day" means any day of service required of unit members for the purposes of staff development, preparation, planning, or other professional activity.
- 3.7 "Paid Leave of Absence" means that a unit member shall be entitled to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, return to the same or similar assignment which she/he enjoyed immediately preceding the commencement of the leave, and receive credit for annual salary increments provided during her/his leave.
- 3.8 "Immediate Family" means any spouse, domestic partner, mother (stepmother, mother-in-law), father (stepfather, father-in-law), daughter (stepdaughter, daughter-in-law), son (stepson, son-in-law), grandmother, grandfather, granddaughter, grandson, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law), niece, nephew, aunt, uncle, and any person living in the household of the unit member.

- 3.9 "Daily Rate of Pay" means the unit member's annual scheduled salary divided by the number of duty days required by the Agreement.
- 3.10 "Site" means a building or location where unit members work.

### **Article IV - Board Rights**

4.1 It is understood and agreed that the Board retains all of its powers and authority to direct, manage and control to the full extent of the law. While input from the staff will be considered and decisions will be derived in a collaborative model; final decisions will rest with the Board.

The Board's rights include, but are not limited to, the following rights to:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respects to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations; move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations in this Agreement.
- 4.2 The exercise of the foregoing powers, rights, authority, duties, responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.
- 4.3 The Board retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency, which shall be considered only when there is a clear and present danger to the safety of students or employees, or when failure to act would result in cessation of operation of the Board.
- 4.4 The Board understands that in the formative years of a school certain leeway and flexibilities are necessary to build it. The Board recognizes that for GDPS's schools to succeed the Board and AMU must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

### Article V – AMU Rights

5.1 AMU has the right under the Educational Employment Relations Act to represent bargaining unit members in their employment relations with the Board. Nothing in this Agreement shall be construed as a waiver of such rights.

### 5.2 GDPS Service

- 5.2.1 AMU shall have the right to use GDPS mail service and unit member mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.
- 5.2.2 AMU shall have the right to use GDPS electronic mail service and unit member electronic mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.
- 5.2.3 AMU shall have an electronic mailbox in the GDPS's electronic mail system.

### 5.3 Bulletin Boards

- 5.3.1 AMU shall have the right to post notices of activities and matters of AMU concern on AMU bulletin boards, at least one of which shall be provided in each building in areas frequented by unit members.
- 5.3.2 AMU shall have the right to post notices of activities and matters of AMU concern on electronic bulletin boards maintained by GDPS. Unit members shall have access to GDPS's bulletin boards at each unit member's workstation or classroom.

### 5.4 <u>Use of Buildings and Equipment</u>

- 5.4.1 AMU shall have the right to use GDPS buildings, sites, and equipment during all reasonable hours for meetings and other AMU activities.
- 5.4.2 AMU shall have the right to use GDPS educational technology equipment and/or studios so long as such use does not interfere with GDPS's regular instructional program. In the event any cost accrues to GDPS under this provision AMU shall reimburse GDPS that cost.
- 5.4.3 Long distance or toll calls related to AMU business shall be made on unit members' personal cell phones and reimbursed by AMU.

### 5.5 Appointment to GDPS and Joint Committees

AMU reserves the right to select unit member representatives to serve on all GDPS and site committees.

### 5.6 Reserved Meeting Times

GDPS agrees to provide forty-five (45) minutes per month of AMU time during weekly professional development allocation to be determined by a majority vote of unit members at the site. GDPS and Site Administration shall not schedule activities requiring the presence of AMU members during the period from 3:30 to 5:00 PM on the First Monday of each month. This time shall be reserved for the conduct of AMU business except when waived by express written mutual agreement of the parties.

### 5.7 AMU President & Officer Release Time

The AMU President shall have available 100% of his/her time released to perform AMU business. AMU will reimburse GDPS for thirty percent (30%) of the release time salary and fifty percent (50%) of health benefits. The AMU President will be given the option to return to the position held prior to assuming the Presidency.

In addition, all AMU officers shall have available thirty (30) total days per year for AMU business.

### **Article VI – Work Year And Hours of Employment**

### 6.1 Work Year

Subject to section 26.1 of Article 26, the Unit Members will work up to one hundred ninety-three (193) days to include one hundred eighty-three (183) days of instruction, and ten (10) pupil free days. New teachers may have five (5) additional pupil free days.

### 6.1.1 Counselor Flex Calendar

Recognizing that a counselor's duties may require work outside of the work year scheduled for other unit members, each counselor and his/her principal may mutually agree on a flexible work calendar ("Flex Calendar") to address such needs. Counselors shall work the same number of days as other unit members during each school year (i.e. from July 1 to June 30). Flexible workdays may only be provided for purposes of attending college tours for students outside of the work year scheduled for other unit members and preparing a school's master calendar during Summer Break.

- 6.1.1.1 For each scheduled day attending a college tour outside of the work year scheduled for other unit members, the counselor will receive one flexible workday (i.e. a 1:1 ratio).
- A principal may permit up to five flexible workdays for work during Summer Break for purposes of preparing a school's master calendar. For any additional time needed to prepare a school's master calendar, including during Winter Break, the counselor shall be paid at his/her hourly rate.
- 6.1.1.3 A Flex Calendar must be documented and signed by the counselor and his/her principal by May 15 for the following school year. Should no mutual

agreement be reached by May 15, the counselor will work the same schedule as other unit members.

### 6.2 Work Day

- 6.2.1 The professional workday shall include the student day, staff meetings and time needed for preparation. For periods during which teachers are scheduled to teach, teachers shall be present in their classroom to meet and greet students and be prepared to teach before instruction is scheduled to commence. When unavoidable delays arise (e.g. use of restroom, required meeting with a student or administrator, etc.) teachers shall adhere to protocols recommended by the School Site Safe and Civil Committee. Unit members shall also notify the administration (via the School's designated process) when leaving campus during the school day.
- Once a week, students will have a shortened day while teachers meet and plan together for an allotted amount of time set by each site. A committee made up of site administrators and teachers will create the staff development calendar for these meetings. If meetings are held in the morning, teachers will be released a reasonable amount of time before the start of school. In addition, staff meetings may be called after school to take up school business that was otherwise not completed in the regularly scheduled meetings. It is at the discretion of the principal to cancel these meetings. If appropriate according to administration, such meetings may offer an electronic participation option.
  - 6.2.2 Each full time teacher will be given the equivalent of 1/6 (17%) of a monthly class schedule devoted to preparation time. However, in any month shortened by school breaks, when less than 17% is afforded, in the month immediately thereafter, sufficient preparation time shall be provided to ensure on average 17% is provided. In no case shall the preparation time in any given month fall below 15% of the class schedule. Acknowledging that site schedules vary significantly, the parties agree that in the event this requirement is not met, the parties shall meet and confer to negotiate a solution for the site. Unit members teaching a 50% or greater schedule shall receive a pro-rated amount of preparation time. While the goal is that preparation time is provided on a regular basis, it is understood by the parties that variations in the provision of preparation time may occur from site to site. Preparation time includes pupil free time during the workday excluding professional development and staff meeting times. Preparation time is not for personal business or conducting personal appointments.
  - 6.2.3 For full-time unit members, there will be a duty free lunch period that is equivalent to that of the students but not less than 30 minutes. Supervisor and counselor shall agree upon a duty free lunch period.
  - 6.2.4 Unit members who travel from one school to another on a regular basis shall have the same rights to a planning/preparation period, lunch period, and physical relief breaks as do other unit members. Adequate time to travel between sites shall be provided. Further, unit members shall be reimbursed for actual miles driven between sites at the current IRS mileage rate.

### **Article VII – Savings**

- 7.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.
- 7.2 It is further agreed that within twenty (20) days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.

### <u>Article VIII – Statutory Changes</u>

- 8.1 Improvements in benefits included in this Agreement which is brought about by the amendment or addition of statutory guarantees now provided in California or federal law shall be incorporated into this Agreement.
- 8.2 Reduction or elimination of benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this Agreement shall obligate the parties within ten (10) days of such amendment or repeal to negotiate whether or not such amendments or repeals shall be incorporated into this Agreement. Absent an agreement, no reduction or elimination of statutory guarantees of benefits included in this Agreement shall apply.

### <u>Article IX – Professional Responsibilities</u>

- 9.1 It is understood and agreed that AMU retains the power and authority to lead students to academic success; work collaboratively and team teach; participate in school leadership and parent outreach; and organize students toward community service. To the extent possible input from the Board will be considered for all issues when appropriate.
- 9.2 AMU retains the right to question policies and decisions and will expect in situations where mistakes are made that remedies will be discussed and worked out for future so that mistakes will not be repeated. AMU understands that in the formative years of a school, certain flexibilities are necessary to build a school. AMU recognizes that for GDPS to succeed AMU and the Board must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

### **Article X – Discrimination**

- 10.1 The Board will comply with all applicable state and federal law regarding discrimination and will maintain a comprehensive process to ensure any employee with a complaint or concern may bring such matters to the School's attention for resolution. Further, nothing in this Article shall constitute a waiver of a unit member's rights to process a discrimination claim through an appropriate government agency, or a court of competent jurisdiction.
- 10.2 Application forms and oral interview procedures shall not refer to membership in or preferences for employee organizations.

## Article XI - Maintenance of Standards

- 11.1 The Board shall not unilaterally reduce or eliminate any benefits or professional advantages, which were enjoyed by unit members as of the effective date of this Agreement.
- 11.2 This Agreement shall supersede any rules, regulations, or practices of the Board, except as provided in Section 11.1 above, which are, or may in the future be, contrary to or inconsistent with the express terms of this Agreement.
- 11.3 The parties to this Agreement shall not interpret or apply this Agreement, any of its terms, or the work rules, which implement this Agreement in a manner that is arbitrary, capricious, or discriminatory.
- 11.4 The parties shall administer this Agreement, all its terms, and the work rules, which implement this Agreement with uniform application and effect taking into account all relevant facts and circumstances. The parties shall treat all bargaining unit members equitably in the interpretation of this Agreement, its terms, and the work rules, which implement this Agreement.

### **Article XII - Modification or Waiver of Provisions**

12.1 The Parties to this agreement recognize that there may exist circumstances where specific modifications or waiver of provisions may be mutually deemed desirable. Such agreements to modify or waive provisions shall be specific as to the provisions affected, set forth in writing, signed and dated by the parties.

### **Article XIII – Grievance Procedures**

Green Dot encourages free and open communication from employees and other individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any Green Dot employee

### 13.1 Definitions

- 13.1.1 A "grievance" is a claim by one or more unit members or the Asociación that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, a violation of the right to fair treatment, or a violation, misapplication, or misinterpretation of any Board policy, or regulation.
- 13.1.2 The "grievant" is the unit member, unit members, or the Asociación making the claim.
- 13.1.3 For purposes of this Article XIII, a "work day" is a day in which Green Dot's Home Office is open for regular business.

# 13.2 Rights of Representation

A grievant may be represented at all stages of the grievance by an Asociación representative(s).

# 13.3 <u>No Reprisals</u>

No reprisals of any kind will be taken by the Board or by any member or representative of the administration or the Board against any grievant, any party in interest, any bargaining unit member, the Asociación, or any other participant in the grievance procedure by reason of such participation.

### 13.4 Procedures

If a unit member has a grievance, it helps to bring it to the attention of the correct people. In general, if a unit member has a grievance that does not involve discrimination or harassment, the unit member should communicate first with the school and then with the appropriate person in the GDPS administration. Should a "work day" fall upon a day in which unit members are on a scheduled break (i.e., Summer, Winter, and Spring Breaks), the grievant and Green Dot may agree mutually to toll the timelines set forth in this Article 13.4 until the unit member returns from the scheduled break. Please follow the steps below:

### Informal Level

13.4.1 Every effort should be made to resolve the grievance informally between the grievant and the supervisor involved. A conference between the grievant and the supervisor shall take place within ten (10) work days of the occurrence or omission which caused the grievance.

## Level One: Principal

13.4.2 If the grievance is not resolved with the grievant, a concise summary of the grievance shall be submitted to the principal in writing within ten (10) work days from the initial conference, detailing the article or articles of the contract allegedly violated and any supporting documents or materials. A conference shall take place within ten (10) work days of submission of the grievance summary. A written response will be returned by the principal within ten (10) work days of the conference.

Level Two: Chief Academic Officer or Designee

13.4.3 If the grievance is not resolved with the grievant, the grievant may appeal to the Chief Academic Officer or designee within ten (10) work days from the date of receipt of the principal's written responses. The Chief Academic Officer will then facilitate another meeting to attempt to resolve the grievance. Resolution of the grievance will be discussed and a written response will be returned within ten (10) work days of the conference.

### Level Three: Mediation

- 13.4.4 If the grievance is not resolved with the grievant, within ten (10) work days of the date of GDPS' Level Two written response, either party may request that a conciliator/mediator from the California State Mediation & Conciliation Service or any other mutually agreeable dispute resolution center, be assigned to assist the parties in the resolution of the grievance.
- 13.4.5 Unless impractical, the mediator, within ten (10) work days of the request shall meet with the parties for the purpose of resolving the grievance.
- 13.4.6 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. This agreement shall be nonprecedential and shall constitute a settlement of the grievance.
- 13.4.7 All costs for the services of the conciliator/mediator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a conference room, shall be borne equally by GDPS and AMU. All other costs, except for released-time for the grievant(s), AMU representative(s), and witnesses, shall be borne by the party incurring them.

Level Four: GDPS's Board's Executive Committee or Designee

13.4.8 If the grievance is not resolved with the grievant, the grievant may appeal to the GDPS's Board's Executive Committee or, if determined by the Executive Committee, its designee (e.g., Designated Discipline Appeal Committee). The Executive Committee or designee will facilitate a meeting in an attempt to resolve the grievance. This meeting is not an evidentiary hearing. In the event that the issue cannot be resolved by GDPS's Board's Executive Committee within thirty (30) days of the conference, the grievance may be taken to arbitration as detailed in Article 13.4.9.

### Level Five: Binding Arbitration

13.4.9 In the event that the grievance is taken to arbitration pursuant to Article 13.4.8, the parties shall seek an arbitrator from the State Mediation and Conciliation Service.

13.4.10 The decision of the arbitrator shall be submitted to AMU and GDPS and will be final and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after she/he has had an opportunity to hear the merits of the grievance.

13.4.11 All costs for the services of the arbitration, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by GDPS and AMU. All other costs, except for released-time for the grievant(s), AMU representative(s), and witnesses, shall be borne by the party incurring them.

### 13.5 Miscellaneous

- 13.5.1 AMU, either in its own behalf or in behalf of more than one affected unit member, may initiate a grievance at 13.4.1.
- 13.5.2 If a grievance arises from action or inaction of GDPS at a level above the principal, the grievant shall submit such grievance in writing directly to the Vice president of Human Capital.

- 13.5.3 When it is necessary for a representative designated by AMU to investigate a grievance or attend a grievance meeting or hearing during the day, she/he shall be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.
- 13.5.4 Except for disciplinary records and attachments deemed valid by an arbitrator, all documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.
- 13.5.5 Upon mutual agreement of AMU and GDPS, a grievance may be taken directly to conciliation/mediation.

## <u>Article XIV – Safety Conditions</u>

- 14.1 Employees shall be responsible to report, in writing to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame, which reflects the urgency of the concern, but in no event later than two weeks.
- 14.2 GDPS shall assume the responsibility to investigate all conditions, which are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. GDPS shall institute such emergency safety precautions as deemed necessary.
- 14.3 Unit members who elect to drive students on an extra-curricular field trip shall have the prior approval of the principal. All drivers shall present a valid driver's license and proof of liability insurance. As required by State Law, in case of an accident the driver's insurance shall be primary; GDPS's insurance shall be secondary.
- 14.4 Employees shall continue to assume liability for their own vehicles.
- 14.5 Should a unit member's vehicle be damaged or stolen on school property, GDPS will reimburse the employee up to the amount of their deductible or \$250, whichever is lesser. The burden of proof for demonstrating that the damage occurred on school property shall rest on the employee.
- 14.6 Personal property, which is to be used within the classroom for instructional purposes, must be registered in the school office and authorized by the administrator in charge before being brought onto the campus. All such items must be insured by the unit member. GDPS will be responsible for damages or theft to said items up to the amount of the insurance deductible.
- 14.7 Unit members shall immediately report cases of assault or attacks suffered in connection with their employment to their principal or assistant principal and to the local law enforcement. There shall be no reprisals to the unit member for making reports to law enforcement. The Board or designee shall comply with any reasonable request from the unit member for information in the possession of the Board relating to the incident or the persons involved,

- and shall act in appropriate ways as liaison between the unit member, local law enforcement and the courts.
- 14.8 In responding to disruptive persons on campus, unit members may request GDPS to take appropriate action to eliminate such disruption. Such action to be taken shall be in the discretion of GDPS but may include ouster (removal) measures or possibly injunctive (restraining order) relief.
- 14.9 Unit members will be notified of any known instances of the following for students assigned to their individual caseloads/teacher rosters: pending or current suspension or expulsions, or any criminal convictions involving threat of violence or violence. When a pupil has been referred to a school's administrative office by a unit member for behavior that is physically dangerous or repeatedly disruptive, which cannot be addressed through appropriate classroom management and intervention strategies, an administrator or designee shall contact the unit member to discuss returning the pupil to the classroom prior to the pupil's actual return to the classroom.

### 14.10 Safety Committee

- 14.10.1 A Safety Committee shall be established and convene no less than quarterly each school year to review and make recommendations to GDPS regarding safety concerns, policies, and related protocols.
- 14.10.2 AMU shall be entitled to two (2) representatives on the Safety Committee, and the following stakeholders shall be offered membership on the Safety Committee: two (2) ACEA representatives; GDPS's Chief Operating Officer; GDPS's Security Manager or equivalent position; two (2) school site administrators; and a GDPS Cluster Director. The parties may add members to the Safety Committee as mutually agreed upon by AMU and GDPS.
- 14.10.3 The comprehensive school safety plan and related materials shall be available to the Safety Committee and unit members.

## <u>Article XV – Class Size</u>

- 15.1 The Board shall maintain a staffing ratio of no more than twenty-four (24) pupils to one full time classroom teacher.
- 15.2 While a discussion of possible ameliatory measures may occur at any time, if any individual class exceeds thirty-three (33) students (or any intervention classes as defined herein that exceed 27) for 20 consecutive school days, there shall be a conference between the affected teacher and the principal. Through this dialogue ameliatory measures will be offered (unless declined by the unit member), e.g., lower class sizes in other sections, instructional aide support, limited adjunct supervisorial duties, additional curricular support materials, stipends or other ideas which may come into the discussion. Appendix C will be signed by both parties and filed with Human Resources and AMU.

An intervention class is defined as a Math or Literacy support class.

For stipends as referenced herein, the stipend amount is based on the contractual teacher hourly rate of \$35.00 or a maximum of \$280.00. This stipend may be provided each semester and may be nullified if the class size does not exceed the contractual cap after a semester.

15.3 Based on the GDPS board approved enrollment in each campus' budget, if any high school counselor case load exceeds 350 students, there will be a conference between the affected counselor and the principal. If any middle school counselor caseload exceeds 450 students, there will be a conference between the affected counselor and principal. Through this dialogue ameliatory measures shall be offered (unless declined by the unit member). Due to the site specific differences, the parties understand that ameliatory measures offered may vary from site to site.

## Article XVI - Organizational Security

### 16.1 Dues Deduction

- 16.1.1 The right of payroll deduction for payment of membership dues, initiation fees, and general assessments shall be accorded exclusively to AMU. The Board shall deduct other voluntary payments as authorized by unit members and AMU. AMU members who currently have authorization cards on file for the above purposes need not be resolicited. Membership dues, initiation fees, and general assessments, upon formal written request from AMU to the Board, shall be increased or decreased without resolicitation and authorization from unit members.
- 16.1.2 Any unit member who is a member of AMU or who has applied for membership may sign and deliver to the Board an assignment authorizing deduction of membership dues, initiation fees, and general assessments of AMU. Pursuant to such authorization, the Board shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.
- 16.1.3 With respect to all sums deducted by the Board pursuant to Section 16.1.2 above, the Board agrees to remit such moneys promptly to AMU accompanied by an alphabetical list of unit members, including their names, addresses, and work locations for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

### 16.2 Maintenance of Membership

AMU and the Board agree that any unit member who is a member of AMU at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership for the duration of this Agreement. This provision shall not deprive any member of the right to terminate her or his membership within the 30 day period following expiration of the Agreement. If a member who is covered by the maintenance of membership requirement withdraws authorization for dues deduction and/or refuses to provide AMU with a lump sum cash payment of dues for the year, the Board shall deduct membership dues as

provided in Education Code Section 45601 and in the same manner as set forth in Sections 16.1.1 and 16.1.2 above.

# 16.3 Agency Fee

- 16.3.1 Any unit member who is not a member of AMU, or who does not make application for membership within 30 days of the effective date of this Agreement, or within 30 days from the date of commencement of assigned duties within the bargaining unit, shall become a member of AMU or pay to AMU a fee in an amount equal to membership dues, initiation fees and general assessments, payable to AMU in one lump-sum cash payment in the same manner as required for the payment of membership dues. In the event that a unit member does not pay such fee directly to AMU, AMU shall so inform the Board, and the Board shall immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in this Article. There shall be no charge to AMU for such mandatory agency fee deductions.
- 16.3.2 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support AMU as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organization, charitable funds exempt from taxation under Section 501 c(3) of Title 26 of the Internal Revenue Code:
  - 16.3.2.1 Foundation to Assist California Teachers
  - 16.3.2.2 Christa McAuliffe Institute for Education Pioneering
  - 16.3.2.3 Hilda Maehling Grants Program
  - 16.3.2.4 Cesar Chavez/Martin Luther King, Jr. Memorial Scholarship Fund

To receive a religious exemption, the unit member must submit a detailed written statement establishing the basis for the religious exemption. AMU executive board shall communicate in writing to the unit member its acceptance or rejection of the exemption. If accepted, the unit member shall make the payment to an appropriate charity as described above. Such payment shall be made on or before the due date for cash dues/fees for each school year.

16.3.3 Proof of payment shall be made on an annual basis to AMU and GDPS as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.

- 16.3.4 With respect to all sums deducted by GDPS pursuant to sections above, whether for membership dues or agency fee, GDPS agrees to remit such moneys promptly to AMU accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in AMU, and indicating any changes in personnel from the list previously furnished.
- 16.3.5 AMU and GDPS agree to furnish to each other any information needed to fulfill the provisions of this Article.

### <u>Article XVII – Discipline</u>

- 17.1 **Employment Rights:** Except for substitutes or temporary employees as described herein, no regular unit member shall be disciplined, non-renewed, dismissed, reduced in rank or compensation without just cause.
- 17.2 <u>Coaches, Substitutes & Temporary Employees</u>: Coaching assignments, substitutes and temporary employees are hired on an at-will basis and are not subject to these just cause procedures. Employees serving as substitutes (90 consecutive days or less per school year) or temporary (serving over 90 consecutive days in a school year) employees are defined as employees hired and assigned to cover absences of regular employees or to cover unexpected vacancies which occur during the school year. Such substitute/temporary assignments utilized to cover absences/vacancies during the school year shall not extend beyond the school year in which they are made.

When a temporary teacher is utilized for at least 75% of a school year and hired in the following school year, he or she shall be hired as a regular employee.

Following 30 days of employment as a temporary employee, pursuant to Article XVI Organizational Security, such employees shall become members of AMU, except that such employees (during temporary status) shall not be afforded just cause discipline rights as stated above, the work year provisions of Article VI, Article XX Assignments, Article XXI Evaluation, Article XXV Leave Provisions and Article XXVII Layoffs. Temporary employees will receive one day of sick leave for each month served. At a minimum, GDPS administration shall conduct an informal observation of each temporary employee and provide feedback every eight weeks.

- 17.3. <u>Just Cause Process</u>: As such, GDPS retains the right to discipline unit members provided its reason is based upon just cause (including progressive discipline), as specified herein. The following are just causes for discipline that include but are not limited to:
  - 17.3.1 Unsatisfactory performance as defined by this Agreement's article concerning evaluation:
  - 17.3.2 Dishonesty, including any falsifying of employment records, employment information, or other school records;
  - 17.3.3 Theft or deliberate or careless damage or destruction of any school property, or the property of any employee or student;

- 17.3.4 Possession of any firearms or any other dangerous weapons on school premises at any time;
- 17.3.5 Possession or use of any intoxicant on school grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- 17.3.6 Conviction of any felony or crime of moral turpitude;
- 17.3.7 Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- 17.3.8 Absence without leave or abuse of leave privileges;
- 17.3.9 Unprofessional conduct;
- 17.3.10 Violating any safety, health, security or school policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;
- 17.3.11 Committing of or involvement in any act of unlawful harassment of another individual:
- 17.3.12 Failure to maintain appropriate credential(s) required for the position;
- 17.3.13 Abandonment of position.
- 17.4 **Progressive Discipline:** Absent egregious conduct, GDPS shall utilize a discipline process which includes the following progression: verbal warning; written warning; written reprimand; suspension without pay; and termination.

### 17.4.1 **Verbal Warning**

A verbal warning may result in a written summary thereafter by the administrator. In such instances, the summary shall confirm the matter is a verbal, not a written warning. This written summary shall not be entered into the unit member's personnel file unless in the event of subsequent discipline, the matter is referenced by GDPS.

### 17.4.2 Written Warning

A written warning may be issued when the verbal warning fails to bring about the proper conduct. Within ten (10) work days of receipt of the written warning, the employee has the right to provide a written response which shall be attached to warning.

#### 17.4.3 Written Reprimand

Unless conduct warrants a written reprimand in the first instance, a written reprimand shall not be used unless the employee has been warned about similar actions within the last four (4) proceeding years. Within ten (10) work days of receipt of the written reprimand, the employee has the right to provide a written response which shall be attached to the reprimand.

# 17.4.4 **Suspension Without Pay**

Suspension may be without pay but shall not reduce or deprive the employee of seniority or any other benefits. Any suspension shall not exceed fifteen (15) work days.

- 17.5 <u>Discipline Without Progression</u>: Nothing in this Article shall prohibit the use of a more serious discipline consequence in the first instance (violation) when an offense so warrants. Specifically, a unit member may be suspended without pay or dismissed from employment in instances where the offense is serious or egregious.
- 17.6 Suspension or Dismissal Process: Suspension without pay or dismissal for all other offenses shall be initiated in writing by the Vice President of Human Capital providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the unit member in person or by certified mail. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Vice President of Human Capital and the employee, this deadline is extended. Following this period, the Vice President of Human Capital may provide Notice of Discipline to be served upon the unit member in person or by certified mail.
- 17.7 <u>Appeal of Suspension</u>: For suspensions without pay, the Notice of Suspension shall be final. If the unit member wishes to grieve the suspension, he or she may request a meeting with the Chief Academic Officer ("CAO") pursuant to the procedures below (see Appeal of Dismissal) but such meeting will constitute the initiation of the grievance process. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. If the unit member is not satisfied with the decision of the CAO, within ten (10) work days, he or she may then directly proceed to the grievance procedures commencing with Article 13.4.4 (Mediation).
- 17.8 **Appeal of Dismissal:** If the unit member wishes to appeal the imposition of a dismissal action, the appeal must be filed with the CAO within ten (10) work days from the time the Notice of Dismissal is served on the employee. The appeal must be made in writing and delivered to the office of the CAO.

Upon appeal, the employee shall be entitled to appear personally before the CAO or designee to present any evidence or testimony to contest the Notice of Dismissal. This appeal to the CAO or

designee is not an evidentiary hearing. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. The employee shall be provided a written decision setting forth the decision of the CAO.

The CAO or designee shall render a written decision within ten (10) work days of the completion of the hearing. If the unit member is not satisfied with the decision of the CAO, within ten (10) work days, he or she may then directly proceed the grievance procedures commencing with Article 13.4.4 (Mediation).

17.9 Reference to or Reliance upon the Education Code: The parties expressly agree that the Education Code provisions for certificated discipline (suspension or dismissal) and interpreting case law do not apply to GDPS.

## **Article XVIII – Retirement**

18.1 All unit members shall be participants in the State Teachers Retirement System.

# Article XIX – Subcontracting

- 19.1 The parties to this agreement recognize that the duties and work performed by the bargaining unit described in Article II above shall be performed only by unit members and shall not be subcontracted or otherwise transferred out of the bargaining unit
- 19.2 Any changes to this provision shall be subject to the meeting and negotiating process described in the Educational Employment Relations Act.
- 19.3 The appropriateness of the placement of any newly created position shall first be discussed by the parties and then subject to the unit clarification provisions of the Educational Employment Relations Act.
- 19.4 The parties recognize that this article is intended to preserve work currently performed by members of the bargaining unit and to provide a process to determine appropriate placement of newly created positions. Nothing in this article is intended to change current GDPS practices regarding the hiring of employees.

### **Article XX – Assignments and Transfers**

### 20.1 Definitions

An "Assignment" is the placement of a unit member in a course for which they hold an appropriate credential.

A "Re-assignment" is the movement of a unit member from one course or subject area to another or from one grade level to another.

A "Transfer" is move from one Green Dot School Site to another. The transfer may involve a change in grades or subject area as long as the move involves changing worksite.

An "Incumbent unit member" is a currently employed, credentialed unit member.

A "Vacancy" is any position that does not have a unit member assigned to it. This includes any vacated, promotional or newly created position whose work is part of the bargaining unit.

# 20.2 Assignments

- 20.2.1 On or before January 15<sup>th</sup> of each year, the Board will distribute to all unit members a notice of intent to return. On or before February 14 of each year all bargaining unit members must sign a notice of intent to return in order to assure assignment with Green Dot for the following school year. Members who indicate that they do not intend to return may change their election until March 1st of each year and will be assured an assignment for the following year. The unit member and Green Dot may extend the March 1st deadline by mutual written agreement. The notice of intent to return may include a statement of preferred assignment for the following school year. Absent such a statement, the assumption is that the bargaining unit member desires to continue in their current assignment, and, if they have satisfactory evaluations, shall be so assigned.
- 20.2.2 In determining initial assignments for the following year for teachers desiring a change within their existing department the following procedure shall be followed.
  - On or before April 1st of each year, the Board shall provide each Department with the list of classes for the following year. Each Department shall meet to mutually determine initial assignments for the following year. The Department shall present the list of initial assignments to the principal on or before April 14th of each year, including any positions remaining open.
- 20.2.3 Following the posting of open positions and the initial hiring of new certificated personnel, the initial assignments may be reviewed. Department members will consult with the goal of reaching mutual agreement on final assignments for the following year.
- 20.2.4 In the event that mutual agreement is not reached in either of the preceding sections, the Board shall make the final determination on assignments using the following criteria:
  - --Legal requirements and qualifications
  - --Satisfactory evaluation
  - --Expertise and relevant experience

In the absence of substantial distinguishing differences in the above criteria, length of service at the site shall be the determining factor.

### 20.3 Reassignments

In determining initial assignments for the following year for teachers desiring a reassignment outside their existing department the following procedure shall be followed.

- The opening shall be posted as part of the open hiring process
- Preference shall be given to incumbent unit members with satisfactory performance and appropriate credentialing by the Hiring Committee.
- The Hiring Committee shall make a recommendation on hiring to the Board
- The Board will hire based on the recommendation of the Hiring Committee and the principal.

Unit members shall be notified of their final assignments for the next school year on or before June 1.

If a request for reassignment is denied, the unit member, upon request, shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. Following the meeting the unit member shall, upon request, receive written reason(s) for the denial.

## 20.4 Voluntary Transfers

A member may request a transfer at any time, whether or not a vacancy exists. A unit member may also submit a request for a transfer after the posting of a vacancy notice.

In determining initial assignments for the following year for teachers desiring a transfer, the following procedure shall be followed.

- The opening shall be posted as part of the open hiring process
- Preference shall be given to incumbent unit members with an Effective Rating performance and appropriate credentialing by the Hiring Committee.
- In the instance of a first-year unit member or if a unit member's evaluation scores do not exist, GDPS and AMU may waive the Effective Rating requirement.
- The Hiring Committee shall make a recommendation on hiring to GDPS.
- GDPS shall hire based on the recommendation of the Hiring Committee and the principal.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy, which may include demonstrable financial need.

# 20.5 <u>Involuntary Transfers</u>

Involuntary transfers may only be made for just-cause and if no qualified voluntary applicants come forward.

### 20.6 Vacancies

Upon knowledge of vacancies, GDPS shall deliver to the Asociación and post at all work sites a list of all vacancies for the next school year that they are aware of. The list shall

#### contain:

- A closing date, which is at least ten (10) working days following the posting date
- A job description
- Credentials and qualifications necessary to meet the requirements of the position

Unit members shall, upon request, be notified by mail of any vacancies which may arise during the summer recess or a period of leave. The unit member's request must be in writing and must include a mailing address.

Vacancies shall be filled using the process described in section 20.3 above.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy.

## 20.7 Job Share Agreement

- 20.7.1 <u>Job Share Defined</u>: The Job Sharing Program is one in which two (2) employees share the full responsibilities of one (1) identifiable full-time position for an entire school year. The participants shall share a proportional division of the professional work day, which includes the school day, school week, or weekly instructional minutes, including professional development, based on the two employees' proposal. Each job share assignment terminates at the end of the school year, and in the event such participants wish to job share again, a new proposal for the following year must be submitted and will be subject to the same conditions and requirements noted herein.
- 20.7.2 Review of Applications for Job Shares: Job share proposals for the following school year shall be submitted no later than January 15, and such proposals will normally be evaluated prior to February 1. A decision with respect to the acceptance or continuance of a job share proposal will be made on or before March 1. A job share application (see Appendix E) shall be reviewed by the Principal unless there are multiple applications for the same site, in which case the procedures noted herein are utilized.
- Minimum One (1) Year Commitment: Job share applicants must be willing to provide a written commitment to serve a minimum of one (1) year in the shared position. If, because of extenuating circumstances, one of the participants cannot continue in a part-time assignment during the school year, GDPS is under no obligation to return the individual to a full-time assignment until the following year.
- 20.7.4 <u>Job Share Written Agreements</u>: Upon approval of a job share assignment, along with the school's Principal and GDPS's Chief Operating Officer or designee, the participants will sign a separate agreement detailing plans for the job share assignment. This separate agreement will include the calculation of salary.

- 20.7.5 <u>Minimum Conditions Required to Submit Proposal</u>: Job share participants must be current AMU members, and cannot be brought in from outside GDPS to participate. Participants must also have a valid credential as a job share will not be allowed when the participant only possesses a short-term staff permit, limited assignment permit, or any other temporary credentialing solution. Further, job share assignments shall only be filled by unit members who have jointly requested to work together.
- 20.7.6 <u>Limitations On Number of Job Share Arrangements</u>: No GDPS school may approve more than two (2) job share arrangements at any time. In the event that more than two job share applications are received by a school for the same school year, a decision on which job share application will be approved will be made by GDPS's Chief Operating Officer and Chief Talent Officer or their designee(s). This final decision will be made based on the information provided in the job share application along with consultation with the Principal.
- 20.7.7 <u>Salary & STRS Contributions Prorated</u>: During the job share arrangement, salary for the participants will be at the prorated share of the amount a Unit Member would have earned had the employee not elected to exercise the option to participate in job sharing. The contribution to STRS/PERS will be based upon the amount of salary actually earned by the participant.
- Health Benefits: Job share participants have the option to receive full medical, dental, and vision benefits subject to the provisions in this subsection. If an employee serves 75% or greater of the job share assignment, he/she will be provided health benefits at the normal rate of a full-time GDPS employee. If an employee serves less than 75% of the job share assignment, he/she will have the option to pay the difference of the required premium in order to retain his/her health benefits. (For instance, if a Unit Member serves in a 60% job share assignment, that Unit Member must pay 40% of the required premium at the normal rate of a full-time GDPS employee to retain his/her health benefits.)

If such benefits are waived by both job share participants in a job share assignment, each participant shall receive the then-current designated in-lieu payment for waiver of such benefits. If such benefits are waived by one (1) job share participant, the other job share participant in that particular assignment shall receive health benefits at the normal rate of a full-time GDPS employee. (For instance, if a Unit Member who serves in a 60% job share assignment waives his/her health benefits, the Unit Member who serves in the corresponding 40% job share assignment may receive health benefits at the normal rate of a full-time GDPS employee.)

- 20.7.9 <u>Accrual of Sick Leave</u>: Accrual of sick time will be the prorated share of the amount an employee would have earned had the employee not elected to exercise the option to participate in job sharing.
- 20.7.10 Coverage of Job Share Participant Absences: If an employee on shared

assignment is absent, the other party, whenever possible and with the approval of the school's principal, will trade days with his/her partner or will agree to substitute for his/her partner in a regular substitute status at the regular substitute rate.

- 20.7.11 Required Participation in School Community: Each employee on a job share contract will be expected to fully participate in professional responsibilities such as, but not limited to, the following: departmental and grade level meetings; faculty meetings; professional development; parent/teacher conferences; Back to School Night; and Open House. Principals will further define the responsibilities with the job share participants.
- 20.7.12 <u>Early Termination of Job Share Assignments</u>: If, because of extenuating circumstances, one job share partner cannot continue in the job share assignment, one of the following shall occur:
  - i. The remaining participant fills the previously shared position on a full-time basis:
  - ii. A new partner, mutually agreeable to parties, replaces the non-continuing partner;
  - iii. The remaining participant submits his/her resignation.
- 20.7.13 Possible Layoffs When No Position is Available: If no position at the school is available at the termination of a job share assignment, a reduction in force at the school may be necessary. In such instances, the two (2) job share participants shall be the first positions subject to the reduction. In the event further reduction in force is required, such reductions would be based on the criteria outlined in the AMU contract. The possibility of a reduction in force will be considered prior to the execution of the Job Share agreement. If the agreement creates a hardship for the school in this regard, it may not be approved.

### <u>Article XXI – Multiple Measures of Effectiveness</u>

### 21.1 Teacher Evaluation

### **Purpose**

Every student deserves to be taught by an effective teacher. Research has shown that effective teaching is the most important school-based factor which can impact student learning. GDPS is committed to the goal of ensuring that an effective teacher is in every one of our classrooms. To that end, GDPS will develop effective educators through the use of a robust and multidimensional teacher evaluation system; this system will include comprehensive tools aimed at evaluating

teachers, both in terms of determining their effectiveness and providing them with high quality, targeted supports and opportunities to engage in their own development.

Teacher evaluation is part of an ongoing process in which a teacher will reflect on their own practice in partnership and with coaching from an administrator. Teacher evaluation will help differentiate areas of growth and areas of strength for teachers. GDPS will provide a range of supports to help teachers improve their practice and a teacher will be responsible for accessing and utilizing those supports to meet their career goals.

### **Measures Included in Teacher Evaluation**

Throughout Article XXI, reference will be made to the College-Ready Teaching Framework (CRTF). *The College Ready Teaching Framework* is comprised of five domains. The domains were derived from Charlotte Danielson's research-based *Framework for Teaching*, and adapted to align to the core values of all the collaborating charter management organizations of The College-Ready Promise. Each domain has several "standards," and each standard has several "indicators." Indicators are descriptors of practice that we know to be indicators of great teaching (See Appendix "B" for the College-Ready Teaching Framework.)

<u>The Classroom Observation Measure</u> All teachers will be placed into one of four groups based upon the eligibility criteria described below.

# I. Group Placement

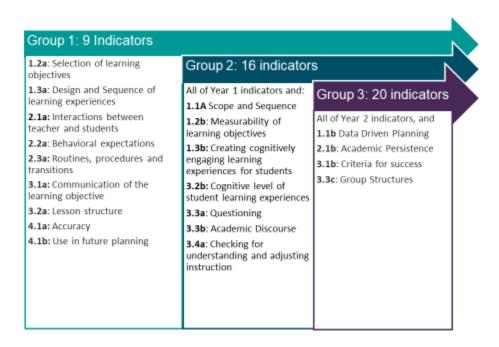
Group	1	2	3	4
Teachers	All first-year teachers in their first year of teaching at GDPS	All second-year teachers in their second year of teaching at GDPS	All third-year teachers in their third year of teaching at GDPS  OR  A teacher in at least his/her fourth year of teaching at GDPS with the prior school year's Summative Score below a 3.0	A teacher in at least his/her fourth year of teaching at GDPS with the prior school year's Summative Score** between a 3.0 and a 4.0
ON/OFF Semesters per School Year	One Semester: ON One Semester: OFF	One Semester: ON One Semester: OFF	One Semester: ON One Semester: OFF	OFF Year: Both Semesters: OFF ON Year: One Semester: ON One Semester: OFF
CRTF Indicators	9 indicators make up Summative Score	16 indicators make up Summative Score	20 indicators make up Summative Score	No Summative Score during OFF Year  20 indicators make up Summative Score during ON Year

- A. Group status shall not change if the teacher does not receive a Summative Score for the current school year or if the teacher was awarded a 3.0 or his/her prior year's Summative Score for the current school year.
- B. A teacher placed in Group 4 during the prior school year will remain in Group 4 unless his/her Summative Score falls below a 3.0 during an ON Year. If a Group 4 teacher's Summative Score falls below a 3.0, he/she will be placed in Group 3 for the following year.
- C. A teacher hired on or after December 1st may move into Group 2 in the following year, if he/she receives a Summative Score in the spring semester. If the teacher has an "Off Semester" in the spring semester, he/she will remain in Group 1 in the following year.

D. Any teacher who is returning to a teaching position (after leaving the organization or leaving the teaching position) with a prior Summative Score will be placed in the group he or she would have been in, had he or she stayed within the position/organization, with the exception of Group 4. Any teacher who would have qualified for Group 4 ON upon returning to a teaching position will be placed in Group 3.

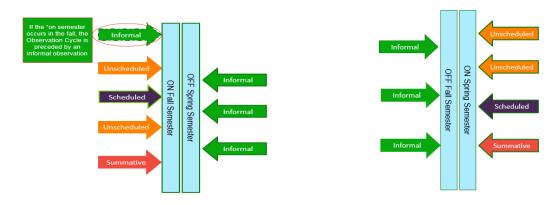
# II. Applicable CRTF Indicators by Group

An evaluating administrator may discuss any aspect of a teacher's professional practice with the teacher being evaluated. However, Summative Scores will be calculated using the evenly weighted average of the following applicable CRTF indicators for each group:



# III. The Observation Cycle: ON/OFF Semesters

#### A. On Semester



- 1. During the On Semester, the evaluating administrator shall conduct, in any order, two (2) Unscheduled Observations and one (1) Scheduled Observation. The results of these three observations will generate aggregated evidence that will be scored in summation for purposes of the Summative Conference at the end of the On Semester.
- 2. A teacher may suggest whether the On Semester occurs in either the fall or spring semester, but the teacher's evaluating administrator shall make the final decision.
- 3. If the On Semester occurs in the fall semester, the Scheduled Observation and Unscheduled Observations shall be preceded by an Informal Observation. After the initial Informal Observation, any other Informal Observations shall be conducted after the second Unscheduled Observation.
- 4. Informal Observations and Informal Observation Debriefs are not required when the On Semester occurs in the spring semester unless the teacher did not receive a minimum of three Informal Observations and Informal Observation Debriefs in the preceding fall semester. In such cases, the teacher's Scheduled Observation and Unscheduled Observations shall be preceded by an Informal Observation and Informal Observation Debrief, unless the teacher and his/her evaluating administrator agree to forego the Informal Observation and Informal Observation Debrief.
- 5. If the On Semester occurs in a manner that prohibits the completion of a teacher's observation cycle, the teacher and administrator shall work together in good faith to reschedule missed observation cycle events to ensure completion of the observation cycle. If a teacher's observation cycle is still not complete solely as a result of administrative failure to meet required timelines, the teacher will be awarded a 3.0 or his/her prior year's Summative Score, whichever is greater.
- 6. If a teacher is absent during the fall semester in a manner that prohibits the completion of his/her "On Semester" evaluation, the evaluating administrator shall conduct and/or complete his/her evaluation during the following spring semester. If a teacher is absent during the spring semester in a manner that prohibits the completion of his/her "On Semester" evaluation, the teacher shall not receive a Summative Score for that school year.
- B. <u>Off Semester</u>: During an Off Semester, a teacher's evaluating administrator shall conduct three (3) Informal Observations and no other elements of the Observation Cycle.

C. <u>Mid-Semester Hires</u>: Teachers hired fewer than forty-five (45) days before the last day of the semester shall not be eligible to participate in an Observation Cycle for that semester.

# **IV.** Elements of the Observation Cycle

- A. <u>Informal Observation</u>: Informal Observations are intended to support teachers in their efforts to improve, and are non-evaluative. Each Informal Observation is a minimum of fifteen (15) minutes and evidence from Informal Observations will not impact a teacher's Summative Score.
  - 1. During an Informal Observation, the teacher's evaluating administrator shall reduce to writing observations of classroom instruction, dialogue, and activities related to all observable CRTF indicators (the "script" or "evidence").
  - 2. Shortly after an Informal Observation, the teacher's evaluating administrator shall share evidence with the teacher via EdReflect (GDPS' closed-circuit, online evaluation and support portal).
  - 3. Following an Informal Observation, the teacher's evaluating administrator shall provide the teacher with one-on-one, in-person feedback on the evidence gathered during the Informal Observation (the "Informal Observation Debrief"). The Informal Observation Debrief may be replaced by an administrator-offered coaching service (e.g., data analysis, co-planning, role play, video analysis, or guided peer observation).
- B. <u>Unscheduled Observation</u>: An Unscheduled Observation is a twenty-five to thirty (25-30) minute observation that may occur in any class period the teacher is scheduled to teach. The evaluating administrator should observe a class for which the teacher is responsible for preparing the lesson. The teacher to be evaluated may suggest preferred periods in which to be observed; however, the evaluating administrator will make the final decision. Evidence from the Unscheduled Observation will be used to inform a Summative Score for the semester and the evaluating administrator may provide the teacher with sample ratings (i.e., not used for Summative Score) on CRTF indicators for which feedback is provided.
  - 1. During an Unscheduled Observation, the teacher's evaluating administrator shall script.
  - 2. Shortly after an Unscheduled Observation, the teacher's evaluating administrator shall align evidence to any observed CRTF Domain 2 and 3 indicators and share such evidence with the teacher via EdReflect.
  - 3. Following an Unscheduled Observation, the teacher's evaluating administrator shall schedule an "<u>Unscheduled Observation Debrief</u>" to be held within seven (7) work days from the Unscheduled Observation. Each Unscheduled

Observation Debrief shall last approximately fifteen to thirty (15-30) minutes, during which the evaluating administrator will provide targeted, CRTF indicator-aligned feedback.

## C. Scheduled Observation

- 1. A Scheduled Observation lasts a minimum of forty-five (45) minutes.
- 2. Evidence from the Scheduled Observation will be used to inform a teacher's Summative Score for the semester.
- 3. The evaluating administrator shall provide the teacher with scheduling options for observation times. When feasible, the administrator and teacher shall coordinate the time for the Scheduled Observation.
- 4. At least four (4) work days prior to the Pre-Observation Conference (described below), the teacher shall upload to EdReflect a Green Dot Lesson Plan ("<u>Lesson Plan</u>") created by the teacher that describes the lesson the teacher plans on implementing during his/her Scheduled Observation. The Lesson Plan template is available on Connect.
  - a. A teacher shall utilize the applicable CRTF indicators, as indicated in "Applicable CRTF Indicators by Group" above, when preparing his/her Lesson Plan.
  - b. The evaluating administrator shall use the teacher's uploaded Lesson Plan to align evidence with all applicable CRTF Domain 1 indicators and share this evidence with the teacher no later than two (2) work days prior to his/her Pre-Observation Conference. The administrator will then determine scores for applicable CRTF Domain 1 indicators prior to the Pre-Observation Conference.
  - c. Prior to the Pre-Observation Conference, the teacher shall independently score the Lesson Plan based upon applicable CRTF Domain 1 indicators and share his/her scores with his/her evaluating administrator via EdReflect.
  - d. If a teacher fails to turn in a Lesson Plan within the timeframe described above, the teacher shall be given a score of "1.0" for all applicable CRTF Domain 1 indicators.
- 5. Each Scheduled Observation shall be preceded by a "<u>Pre-Observation</u> <u>Conference</u>", which is an in-person review of the teacher's lesson planning process.

- a. The Pre-Observation Conference must be scheduled with at least ten (10) work days advance notice and occur no less than three (3) work days prior to the Scheduled Observation.
- b. During the Pre-Observation Conference, the teacher's evaluating administrator shall review applicable CRTF Domain 1 indicator ratings from the teacher's Lesson Plan and provide actionable suggestions for improvement.
- c. During the Pre-Observation Conference, the evaluating administrator shall increase the rating of an applicable CRTF indicator if the teacher is able to provide valid evidence on his/her submitted Lesson Plan that justifies an increase.

## 6. Following a Scheduled Observation:

- a. No later than two (2) work days prior to the Post-Observation Conference (described below), the teacher's evaluating administrator shall align the evidence to any observed, applicable CRTF Domains 2 and 3 indicators and share such evidence with the teacher via EdReflect.
- b. No later than two (2) work days prior to the Post-Observation Conference, the teacher shall upload to EdReflect student work samples that demonstrate mastery of the Scheduled Observation's learning objective. If uploading student work is not feasible, the teacher shall submit evidence of student mastery of the Scheduled Observation's learning objective to the evaluating administrator no later than two (2) work days prior to the Post-Observation Conference.
- C. No later than two (2) work days prior to the Post-Observation Conference, the teacher shall upload to EdReflect answers to the Post-Observation Reflection Questions (document available on Connect). The evaluating administrator shall score each Post-Observation Reflection Question using CRTF indicators 4.1a and 4.1b. The teacher shall score each reflection question independently based upon CRTF indicators 4.1a and 4.1b. (Although this self-scoring does not impact the teacher's Summative Score, it allows the evaluating administrator to coach regarding the teacher's perceived performance.)
- d. If a teacher fails to submit student work samples and the Post-Observation Reflection Questions within two (2) work days prior to the Post-Observation Conference, the teacher shall receive a score of a "1.0" for CRTF indicators 4.1a and 4.1b.
- 7. A <u>Post-Observation Conference</u> is an in-person meeting between the teacher and his/her evaluating administrator that is conducted within seven (7) work days from the

Scheduled Observation. The purpose of the Post-Observation Conference is for the evaluating administrator to provide targeted feedback based upon the teacher's performance on CRTF Domains 2 and 3 indicators during his/her Scheduled Observation.

- D. A <u>Summative Conference</u> is an in-person meeting between the teacher and his/her evaluating administrator that occurs near the end of an On Semester.
  - 1. During the Summative Conference, the teacher and his/her evaluating administrator shall review the teacher's Summative Scores for CRTF Domains 1, 2, 3 and indicators 4.1a and 4.1b.
  - 2. A Summative Conference can be scheduled concurrently with a Post-Observation Conference or an Unscheduled Observation Debrief.
  - 3. The fall semester Summative Conference shall be held by the last pupil day of the semester.
  - 4. The spring semester Summative Conference shall be held at least fifteen (15) work days prior to the last pupil day of semester.
- E. <u>Summative Score</u>: Teachers in Groups 1, 2, and 3 shall each receive a Summative Score, which is the average of the teacher's On Semester's ratings based upon the applicable CRTF indicators.
  - 1. CRTF Domain 1's scores are obtained from the teacher's Lesson Plan and reviewed during the Pre-Observation Conference.
  - 2. CRTF Domains 2 and 3's scores are obtained from the preponderance of the evidence from the teacher's two (2) Unscheduled Observations and one (1) Scheduled Observation.
  - 3. CRTF indicators 4.1a and 4.1b's scores are obtained from the teacher's Post-Observation Reflection Questions.
  - 4. Observation of the teacher beyond the minimum requirements for the semester may be conducted by the evaluating administrator, but the evidence from these observations shall not impact a teacher's Summative Score.
  - 5. If no evidence can be gathered for a CRTF indicator, the teacher shall receive a score of a "1.0" for that particular CRTF indicator.

# F. Eligibility of Summative Scores

1. As previously indicated, if the On Semester occurs in a manner that prohibits the completion of a teacher's observation cycle as a result of

- administrative failure to meet required timelines, the teacher will be awarded a 3.0 or his/her prior year's Summative Score, whichever is greater
- 2. Teachers who are absent in a manner which prohibits the completion of an On Semester's observations, shall not receive a Summative Score for that semester.

# G. Petition for Group or Score Change

- 1. A teacher who is awarded a 3.0 or his/her prior year's Summative Score as a result of administrative failure to meet required timelines may petition to move into the next group. The teacher shall complete and adhere to the guidelines in the "Petition to Advance to the Next Group" form (see Appendix B), which may be obtained on Connect or from an administrator. The petition process allows a teacher's individual case to be evaluated by an impartial members of GDPS' Education Team and AMU. GDPS' Chief Academic Officer or designee shall inform the teacher and administrator regarding the result of his/her petition. and its process can be accessed in Appendix B of the CBA
- 2. If a teacher disagrees with any of his/her Summative Scores, the teacher may complete an "Independent Third Rater Submission" form (see Appendix B), which may be obtained on Connect or from an administrator. This process allows a teacher's scores (for up to three CRTF indicators) to be re-rated by an impartial third party. GDPS' Chief Academic Officer or designee shall inform the teacher regarding his/her re-rated scores for the selected CRTF indicators. GDPS shall change any re-rated scores in EdReflect, if applicable.

### **Interim Guiding Conference**

- 1. An Interim Guiding Conference ("IGC") is a one-on-one, in-person meeting wherein the evaluating administrator reviews the teacher's historical evaluation data and progress on existing goals, if any, to agree upon several data-driven, CRTF-aligned goals for the following two semesters.
- 2. For all Group 1 and Group 2 teachers, the evaluating administrator shall hold the IGC during one of the first two debriefs of the teacher's "On Semester". For all Group 3 and 4 teachers, the evaluating administrator shall hold the IGC during one of the first two debriefs of the school year.
- 3. Three (3) work days prior to the IGC, the teacher shall respond in writing to several questions proposed by his/her evaluating administrator. During the IGC, the teacher and administrator shall discuss the teacher's responses as well as several additional questions posed by the administrator. The IGC process and specific questions to be asked by an administrator are outlined in an "Interim Guiding Conference One Sheet" document that is available in Appendix B and on Connect.

## **The Stakeholder Feedback Measure**

### 360° Survey

The 360° Survey will provide each teacher's colleagues (teachers) the opportunity to provide unit member with feedback on indicators 4.1(c) - 4.3(e) of the CRTF, "Developing Professional Practice." The survey will be taken by five (5) various teachers. Where possible, the colleagues taking the survey will be:

- · Two (2) randomly selected teacher from the teacher's grade level;
- · Two (2) randomly selected teacher from the teacher's department;
- · One (1) randomly selected teacher from either the teacher's department OR grade level; and
- The teacher's designated observing administrator.

The teacher will also answer the survey for him/herself. The scores a teacher provides for him/herself will not be factored into the individual overall 360° Survey process.

If it is not possible for the above listed teachers to participate, other teachers may participate on the survey process.

The 360° Survey will be given once per year in the fall semester. The 360° Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual 360° Surveys together.

The 360° Survey questions are available in Appendix B.

### **The Student Survey**

The questions on the Student Survey will solicit information from students related to the school and unit members individually.

The Student Survey is a survey taken by approximately thirty (30) computer generated randomly chosen students of each teacher from varying class periods.

In the instance that a teacher has fewer than thirty (30) students, all of his/her students will take the survey.

Students are eligible for their scores to count if they have been present for 85% or more of the days between CBEDS and administration of the Survey.

The Student Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual Student Surveys together. The Student Survey is given once per year in the spring semester. The Student Survey questions are listed in Appendix B

## The Family Survey

The Family Survey is a stakeholder feedback survey asking families to provide feedback on the school's performance in Domain 5 of the College-Ready Teaching Framework, "Developing Partnerships with Family and Community."

Taken once each year, a response rate of at least 20% of the families as measured by the student population at the school is required. Should any school receive a response rate of less than 20%, the pies shall be altered so that the total score will be measured out of a 95% possible score. If the requisite threshold of 20% or more family surveys is received, student survey results will be factored in to the family survey in a manner that is proportionate to the number of parent questions on the survey.

The Family Survey score will be calculated by averaging each individual Survey respondent's responses, then averaging all individual Family Surveys together. This score will be assigned to each teacher at the school because it is a school-level survey.

The Family Survey questions can be found in Appendix B.

### **The Special Education Teacher Measure**

# IEP Quality and Compliance

GDPS shall evaluate special education teachers on their teaching performance, including individualized education program ("IEP") quality and compliance based upon GDPS' IEP Rubric. IEP quality and compliance is based on appropriate prescription and implementation of services to students with disabilities, adhering to state and federal mandates, including data reporting, provision of services, timelines, meeting any applicable Modified Consent Decree outcomes, and dispute management. IEP quality and compliance shall be assessed for all special education teachers and account for ten percent (10%) of their final Performance Evaluation Score. If a special education teacher is "OFF" for the school year, IEP compliance shall still be assessed and the scores shall be shared with the teacher for purposes of reflection and improvement.

### Process for Developing IEP Compliance Rating

During the spring semester, prior to an Informal Observation Debrief, Post Observation Conference, or calendared meeting, admin shall request the special education teacher to identify

five (5) IEPs that contain academic goals and were written by that teacher within the current school year.

The special education teacher shall bring the identified five (5) IEPs to the Debrief, Conference, or meeting.

During the Debrief, Conference, or meeting, the admin will select two (2) of the five (5) IEPs to score using the IEP Compliance Rubric and, subsequently, enter the results on GDPS' closed circuit online performance evaluation portal.

## **Post-IEP Survey**

The Post-IEP Survey requests feedback from the holder of educational rights (e.g. parent, guardian, or student of at least eighteen years of age) regarding a special education teacher's facilitation of the IEP team meeting. Admin or his/her designee (other than the teacher being evaluated) shall administer the Post-IEP Survey immediately after every IEP team meeting. The results of the Post-IEP Survey shall be used to develop a special education teacher's Post-IEP Survey score. The Post-IEP Survey shall account for five percent (5%) of a special education teacher's Performance Evaluation Score. To be eligible for scoring, at least six (6) Post-IEP Surveys must be submitted during the school year in which the teacher is being evaluated. If a special education teacher is "OFF" for the school year, the Post-IEP Survey shall still be administered and the scores shall be shared with the teacher for purposes of reflection and improvement.

## Weighting of multiple measures

Teachers' effectiveness ratings will be calculated using the following weight-factors.

	Observatio	360	Student	Family	IEP Quality	Post-IEP
	n	Survey	Survey	Survey	and	Parent
					Compliance	Survey
General	65%	15%	15%	5%	NA	NA
Education						
Teachers						
Special	50%	15%	15%	5%	10%	5%
Education						
Teachers						

# **Scoring each Measurement of Effectiveness**

Weighted scores for each measure are calculated using the following method:

- · Observation: Final Classroom Observation Score x 100 x weight = Classroom Observation Weighted Score
- · 360 Survey: Final 360 Survey Score x 100 x weight = 360 Survey Weighted Score

- · Student Survey: Final Student Survey Score x 100 x weight = Student Survey weighted Score
- Family Survey: Final Family Survey Score x 100 x weight = Family Survey Weighted Score
- · IEP Quality and Compliance: Final Compliance Score x 100 x weight = Compliance Weighted Score
- · Post-IEP Parent Survey: Final Post-IEP Parent Survey Score x 100 x weight = Post-IEP Parent Survey weighted score

Once weighted scores are calculated, they are summed. Their sum equals the teacher's Effectiveness Rating.

Should any general education teacher not receive a score for the 360 Survey, Family Survey, or Student Survey, the measures shall be proportionately weighted so that the total score will be measured out of a reduced score (akin to the weight of the missing measure). For example, if a teacher was absent during the Student Survey, his or her overall score shall be reduced by 15% and measured out of an 85% possible score. Each of the weights of the remaining measures shall increase proportionally (Observation: 76.4%, 360 Survey: 17.6%, Family Survey: 5.8%). A general education teacher who is missing a score for the Observation Cycle or more than one other measure (i.e., 360 Survey, Student Survey, or Family Survey), shall not receive a Performance Evaluation Score for the school year.

Should any special education not receive a score for the 360 Survey, Family Survey, Student Survey, IEP Quality and Compliance measure, or Post-IEP Parent Survey, the measures shall be proportionately weighted so that the total score will be measured out a reduced score (akin to the weight of the missing measure). For example, if a special education teacher was absent during the Student Survey and didn't receive a Post-IEP Parent Survey score, his or her overall score shall be reduced by 20% and measured out of an 80% possible score. Each of the weights of the remaining measures shall increase proportionally (Observation: 62.5%, 360 Survey: 18.75%, Family Survey:

6.25%, IEP Quality and Compliance: 12.5%). A special education teacher who is missing a score for the Observation Cycle or more than two other measures (i.e., 360 Survey, Student Survey, Family Survey, Post-IEP Parent Survey, or IEP Quality and Compliance), shall not receive a Performance Evaluation Score for the school year.

### **The Student Growth Measure**

### **Individual Student Growth Percentile**

Individual Student Growth Percentiles ("SGP") are measures of student growth that were included in all teachers' performance evaluation in 2012-2013. Per the "Teacher Evaluation Changes Due to The Absence of Student Growth Percentile During the 2013-2014 School Year,"

the parties shall continue to collaborate to determine how to evaluate student growth as a measure of teacher effectiveness as soon as possible.

### **Development Plan**

The Evaluation Committee will continue to develop applicable standards for placement of unit members on a development/improvement plan. The AMU and GDPS bargaining team will receive reports from the above referenced committee.

### **Purpose**

A development plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources, supports and coaching is being provided to assist with improvement, it is also the responsibility of the teacher to access and utilize those supports as a way to impact and improve his or her own development. The affected teacher may provide input and make recommendations on the development plan supports. However, the administrator retains the final authority on all supports and resources provided on the development plan.

# Criteria for Placement on a Development Plan

At the discretion of the administrator, a unit member with less than two (2) years of service with GDPS may be placed on a development plan after two observations/debriefs that reveal two (2) or more indicators scoring 1.0. During the debrief, the administrator will review the evidence and provide a score of the indicators of concern.

At the discretion of the administrator, a unit member with two (2) or more years of service with GDPS may be placed on a development plan if:

- the unit member receives less than 2.0 on his or her Summative Score; OR
- in the last two years of consecutive service, a teacher has received an overall, On Semester (if applicable) average score between 2.0-2.3. (for example 13-14 Semester 1: 2.0 + 14-15 Semester 1: 2.2 = 4.2/2 = 2.1)
  - If a teacher did not receive a fall semester observation score because of absences or he or she received a 3.0 or higher because the observation timelines were not met, the teacher's spring semester observation score shall be used (because it does not include any transferred scores) to determine eligibility for a Development Plan.

The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific expected outcomes for improvement;

- Supports and resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

During informal observation debriefs while on the development plan, the administrator of record will provide the teacher with hypothetical scores based on the CRTF that reflect observed performance.

A report of the teacher's progress toward reaching the development plan's expected outcomes will be provided to the teacher in the middle of the development plan, which is approximately between the 20<sup>th</sup> and 30<sup>th</sup> working days on the development plan.

If an administrator places a teacher on a development plan with fifteen (15) or fewer working days prior to the end of the school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

There are two options to consider when determining the next steps for a teacher on a development plan:

If at the end of forty-five (45) working days, the teacher makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the teacher is removed from the development plan.

If at the end of forty-five (45) working days, the teacher improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

# **Improvement Plan**

If at the end of forty-five (45) working days has been given for the teacher to improve as specified in the development plan, and there is insufficient progress based on the chosen indicators identified in the development plan, a forty-five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Expected outcomes recommendations for improvement;
- Supports and resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the teacher correct any cited areas of improvement. The affected teacher may provide input and make recommendations on the improvement plan supports. However, the administrator retains the final authority on all supports and resources provided on the teacher's improvement plan. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other GDPS schools.

A report of the teacher's progress toward reaching the improvement plan's specified targets will be provided to the teacher in the middle of the improvement plan, which is approximately between the  $20^{\text{h}}$  and  $30^{\text{h}}$  working days on the improvement plan.

If an administrator places a teacher on an improvement plan with fifteen (15) or fewer working days prior to the end of a school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

In the event a teacher on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

### **Termination**

- The teacher will be given written notice of the termination on or before May15th of that school year;
- The notice shall include the reason for the action and notification of an opportunity to appeal;
- The teacher may request a conference in writing within ten working days of receiving the notice;
- If the teacher does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;
- The conference, if requested, shall follow the grievance process as described in Article XIII of the collectively bargained agreement between GDPS and AMU;
- The teacher may have an Association representative present at the conference if he/she desires.

### 21.2 Counselor Evaluation

# FALL SEMESTER

# SPRING SEMESTER



During the fall semester, Counselors must participate in a Fall Individual Conference and a Check-In. During the spring semester, Counselors must participate in a Spring Individual Conference and a Performance Evaluation. Between the Check-In and the Spring Individual Conference, in either the fall semester or spring semester, an Observation of the Counselor must occur and be followed by an Observation Debrief. These five steps must occur in chronological order as identified by the above graphic.

#### I. Fall Individual Conference

- A. A Fall Individual Conference is a meeting during which the Counselor and his/her evaluating administrator reflect upon two (2) College Ready Counselor Framework ("CRCF") indicators in which the Counselor has been successful and two (2) CRCF indicators that are identified as areas of growth for the Counselor. During the Fall Individual Conference, the Counselor and his/her evaluating administrator shall collaboratively agree upon strategies for addressing the Counselor's identified areas of growth.
- B. The Fall Individual Conference shall occur within the first thirty (30) work days of the fall semester and is scheduled by the Counselor's evaluating administrator.
- C. At least five (5) work days prior to the Fall Individual Conference, the Counselor shall complete the Fall Individual Conference Template ("FICT") on EdReflect (or other applicable platform provided by GDPS) by reflecting on two (2) CRCF indicators in which he/she has been successful and two CRCF indicators that are areas of growth for the Counselor.
- D. At least two (2) work days prior to the Fall Individual Conference, the Counselor's evaluating administrator shall review the Counselor's FICT, complete the evaluating administrator's reflection portion of the FICT, and share it with the Counselor on EdReflect.

### II. Check-In.

A. Prior to the Check-In, the Counselor shall prepare, and bring to the Check-In, a written data-driven update on a form that will be available on EdReflect (or other applicable platform provided by GDPS) that aligns to the Counselor's areas of growth that were identified during the Fall Individual Conference.

# B. During the Check-In:

- 1. the Counselor's evaluating administrator shall capture and share evidence in EdReflect (or other applicable platform provided by GDPS) of the Counselor's progress regarding the indicators identified during the Fall Individual Conference. At this time, the Counselor's evaluating administrator may identify additional CRCF indicators that are areas of growth for the Counselor;
- 2. the Counselor and his/her evaluating administrator shall discuss the Counselor's prepared data-driven update; and
- 3. the Counselor and his/her evaluating administrator shall collaboratively agree upon strategies for addressing the Counselor's identified areas of growth.

### III. Observation and Observation Debrief

#### A. Observation

- 1. An Observation shall be conducted by the Counselor's evaluating administrator for a minimum of fifteen (15) minutes. The administrator should not have a participatory role in the Counselor's job-related activities during the Observation.
- 2. Observations include, but are not limited to, staff professional development sessions, parent conferences, parent and student informational sessions, and college presentations.
- 3. During the Observation, the administrator shall use EdReflect (or other applicable platform provided by GDPS) to reduce to writing observations of dialogue and activities that occurred in the Observation (the "Script"). The administrator shall use EdReflect to share the Script with the Counselor within three (3) work days after the Observation.
- 4. When possible, the Observation date shall be collaboratively determined between the Counselor and his/her evaluating administrator.

### B. Observation Debrief

- 1. An Observation Debrief is a meeting between the Counselor and his/her evaluating administrator to discuss the Observation.
- 2. The Observation Debrief must occur within seven (7) work days after the Observation.
- 3. The Observation Debrief shall include discussions regarding the Counselor's performance based upon the Script and/or other evidence collected by the evaluating administrator.

## **IV.** Spring Individual Conference

- A. A Spring Individual Conference is a meeting during which the Counselor and his/her evaluating administrator reflect upon the CRCF indicators not discussed during the Fall Individual Conference and/or the Check-In. Previously identified CRCF indicators that remain as areas of growth for the Counselor may be reflected upon again. During the Spring Individual Conference, the Counselor and his/her evaluating administrator shall collaboratively agree upon strategies for addressing the Counselor's identified areas of growth.
- B. The Spring Individual Conference shall occur within the first thirty (30) work days of the spring semester and is scheduled by the Counselor's evaluating administrator.
- C. At least five (5) work days prior to the Spring Individual Conference, the Counselor shall complete the Spring Individual Conference Template ("SICT") on EdReflect (or other applicable platform provided by GDPS) by reflecting on indicators not discussed during the Fall Individual Conference and/or the Check-In.
- D. At least two (2) work days prior to the Spring Individual Conference, the Counselor's evaluating administrator shall review the counselor's SICT, complete the evaluating administrator's reflection portion of the SICT, and share it with the Counselor on EdReflect.

#### V. **Performance Evaluation**

### A. Performance Evaluation Meeting

- 1. The Counselor's evaluating administrator shall schedule a meeting with the Counselor to occur at least ten (10) work days prior to the last pupil day of the spring semester to review his/her performance evaluation and its ratings (the "Performance Evaluation Meeting").
- 2. At least three (3) work days prior to the Performance Evaluation Meeting, the Counselor shall self-rate, provide rationale for such ratings, and share such ratings

with the Counselor's evaluating administrator on EdReflect (or other applicable platform provided by GDPS)

# B. Performance Evaluation Ratings

- 1. Counselors shall be evaluated and receive performance evaluation ratings for work that was performed or completed based on the CRCF.
- 2. A Counselor will be evaluated and receive performance evaluation ratings only on CRCF indicators that align to his/her job duties assigned. (For example, a high school Counselor who is assigned to students in the ninth and tenth grades only will not be evaluated on, and will not receive a performance evaluation rating for, CRCF Indicator 3.2(B) (Financial Aid and Scholarship Application).)
- 3. Evidence need not be captured and shared in EdReflect to inform a Counselor's performance evaluation ratings.
- 4. If a Counselor disagrees with any of his or her evaluation ratings, he/she may provide
  - one (1) written response, which shall be filed with the Counselor's evaluating administrator and GDPS' Director of Counseling and College Persistence (or equivalent position) within ten (10) work days from receipt of the ratings. This response will be placed in the Counselor's personnel file and attached to his/her performance evaluation ratings. The evaluating administrator shall respond to the Counselor within ten (10) work days of receipt of the written response; such response shall inform the Counselor whether any new evidence presented in the written response will modify his/her performance evaluation ratings.

## C. Eligibility of Summative Ratings

- 1. Counselors who are hired after December 1<sup>st</sup> shall receive coaching from an administrator, but are not eligible to receive performance evaluation ratings.
- 2. When a Counselor goes on an approved leave of absence during the school year, the Counselor and his or her evaluating administrator shall collaborate to determine whether it is feasible to restructure the evaluation such that a Counselor can receive performance evaluation ratings. Counselors who are absent in a manner which prohibits the completion of their performance evaluation will not receive performance evaluation ratings.
- 3. If solely due to the fault of the Counselor's evaluating administrator, the Counselor's performance evaluation is not completed pursuant to required timelines, the Counselor shall receive an overall performance rating of a 3.0.

#### **Purpose**

A development plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources, supports and coaching is being provided to assist with improvement, it is also the responsibility of the counselor to access and utilize those supports as a way to impact and improve his or her own development. The affected counselor may provide input and make recommendations on the development plan supports. However, the administrator retains the final authority on all supports and resources provided on the development plan.

# Criteria for Placement on a Development Plan

At the discretion of the administrator, a counselor with less than two (2) years of service with GDPS may be placed on a development plan after level of practice **reveals two (2) or more indicators scoring 1.0.** 

At the discretion of the administrator, a counselor with two (2) or more years of service with GDPS may be placed on a development plan if:

- the counselor receives less than 2.0 on his or her Summative Score;
- in the last two years of consecutive service, a counselor has received an overall average score between 2.0-2.3. (for example 13-14 Semester 1: 2.0 + 14-15 Semester 1: 2.2 = 4.2/2 = 2.1)

The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific expected outcomes for improvement;
- Supports and resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

During informal observation debriefs while on the development plan, the administrator of record will provide the counselor with hypothetical scores based on the CRCF that reflect observed performance.

A report of the counselor's progress toward reaching the development plan's expected outcomes will be provided to the counselor in the middle of the development plan, which is approximately between the 20<sup>th</sup> and 30<sup>th</sup> working days on the development plan.

OR

If an administrator places a counselor on a development plan with fifteen (15) or fewer working days prior to the end of the school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

There are two options to consider when determining the next steps for a counselor on a development plan:

If at the end of forty-five (45) working days, the counselor makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the counselor is removed from the development plan.

If at the end of forty-five (45) working days, the counselor improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

## **Improvement Plan**

If at the end of forty-five (45) working days has been given for the counselor to improve as specified in the development plan, and there is insufficient progress based on the chosen indicators identified in the development plan, a forty-five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Expected outcomes recommendations for improvement;
- Supports and resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the counselor correct any cited areas of improvement. The affected counselor may provide input and make recommendations on the improvement plan supports. However, the administrator retains the final authority on all supports and resources provided on the counselor's improvement plan. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the counselor to visit and observe counselors in other GDPS schools.

A report of the counselor's progress toward reaching the improvement plan's specified targets will be provided to the counselor in the middle of the improvement plan, which is approximately between the  $20^{th}$  and  $30^{th}$  working days on the improvement plan.

If an administrator places a counselor on an improvement plan with fifteen (15) or fewer working days prior to the end of a school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

In the event a counselor on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

#### **Termination**

- The counselor will be given written notice of the termination on or before May15th of that school year;
- The notice shall include the reason for the action and notification of an opportunity to appeal;
- The counselor may request a conference in writing within ten working days of receiving the notice;
- If the counselor does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;
- The conference, if requested, shall follow the grievance process as described in Article XIII of the collectively bargained agreement between GDPS and AMU;
- The counselor may have an Association representative present at the conference if he/she desires.

# **Article XXII – Working Conditions Related to Special Education Requirements**

22.1 The regular classroom teacher will be informed of and have immediate access to view the Individualized Educational Program for each assigned pupil with exceptional needs from

- GDPS on the first day of the school; IEPs for students in their first year in GDPS schools will be made available for viewing as soon as possible.
- 22.2 All IEPs will be developed and maintained consistent with all legal requirements.
- 22.3 The caseload for a special education teacher shall adhere to all applicable federal and state law.

## **Article XXIII - Complaints Against Unit Members**

- 23.1 Complaints against unit members shall be handled according to applicable GDPS policies and legal requirements. When appropriate, complainants may be asked to attempt to informally resolve such complaints with the involved unit member. If a unit member requests an administrator to facilitate a meeting with the complainant, the administrator shall participate in such a meeting, unless in the opinion of the administrator the meeting should not take place (such as for safety or legal concerns).
- As soon as is reasonable or allowed under the circumstances, the written complaint or a written summary of the material allegations shall be reduced to writing by GDPS and shared with the unit member for review and response.
- 23.3 Any disciplinary action taken by GDPS following an investigation of complaints must be in compliance with Article XVII of this Agreement. This includes the requirement that unit members be given a reasonable opportunity for review and respond to material allegations relied upon by GDPS to support the personnel action before personnel action is taken.

## **Article XXIV -- Negotiations**

- 24.1 No later than June 30th of the year in which this Agreement expires, the Asociación and GDPS shall submit their initial proposals to each other for a successor Agreement. GDPS shall give proper public notice of such proposals at the first Board of Directors meeting following the submission of the proposals
- 24.2 The parties shall commence to meet and negotiate on re-openers or a successor Agreement beginning no later than five (5) days after the completion of the public notice requirements listed above. Any Agreement reached between the parties shall be reduced to writing and signed by them. Each party shall be entitled to re-open five (5) articles each year during the Agreement, except for Compensation (Article 26) for the 2019-2020 and 2020-2021 school years, which has been agreed upon and closed for such school years.
- 24.3 Within thirty (30) days of ratification of the Agreement by both parties herein, GDPS shall post the ratified agreement on the GDPS intranet and notify bargaining unit members via e-mail of the internet link. GDPS shall provide a copy of the Agreement to any new bargaining unit members hired during the term of the agreement. GDPS shall make available a hard copy of the agreement in a teacher common area at each site.

24.4 Negotiations meetings will be scheduled as mutually agreed upon by both parties. Asociación representatives appointed for the purpose of meeting and negotiating will receive release time from duties without loss of compensation as per the EERA. (Govt. Code Section 3543.1.)

## **Article XXV – Leave Provisions**

## 25.1 Personal Illness and Injury Leave

- 25.1.1 Full-time unit members shall be entitled to ten (10) days leave with full pay for each school year for purposes of personal illness or injury. Unit members who work less than full-time shall be entitled to that portion of the ten (10) days leave as the number of hours per week that scheduled duty relates to the number of hours for a full-time unit member in a comparable position.
- 25.1.2 Unit members with perfect attendance will be awarded a 40% bonus of their 10-unused leave days at the end of the year. Unit members who use three (3) days or less will be awarded a 20% bonus of their 10-unused leave days at the end of the year. Percentage will be based on substitute rate.
- 25.1.3 Pay warrants shall record accumulated sick days.
- 25.1.4 Whenever possible, a unit member must call the principal as soon as the need to be absent is known, but in no event less than one-and-a-half (1-1/2) hours prior to the start of the work day unless it was an emergency to permit the employer time to secure a substitute service. Failure to provide adequate notice is grounds for disciplinary action.
- 25.1.5 Unit members may report their absence as a one-day only absence. If the absence needs to be extended the unit member needs to notify the principal or designee as soon as possible. This practice can help assure consistency of coverage.
- 25.1.6 In the event that a member requests a sub and decides to attend work anyway, the unit member will still be using up a sick day.
- 25.1.7 For unit member absences of one-half a work day or less, GDPS will deduct from a unit member's accumulated illness leave, in hourly increments for every fraction of an hour the employee is tardy/absent from work; and absences of more than one-half a work day shall continue to be deducted as a full day of leave.
  - Absences of more than one-half a work day shall be deducted as a full day of leave.
- 25.1.8 Unit member shall be entitled to sick days accrued from previous employment in a school district, charter school or public school.

## 25.2 Personal Necessity Leave

- 25.2.1 A unit member may use, at her/his election, up to seven (7) days of unused sick leave for the purpose of personal necessity leave.
- 25.2.2 Unit members shall submit notification for personal necessity leave to their immediate supervisor at least one (1) day prior to the beginning date of the leave, except where extenuating circumstances make this impossible. Such leave may be used at the discretion of the unit member who shall not be required to give verification or explain the reason for the leave.

#### 25.3 Bereavement Leave

A unit member shall be granted leave of absence for the death or imminent death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless travel of more than 200 miles is required; in such case the length of the leave shall be for five (5) days.

## 25.4 Leave Rights

- 25.4.1 Unit members on a paid leave of absence shall continue to receive wages, health and welfare benefits, and retirement credit in the same amounts as if they were not on leave. Those unit members who go on an unpaid leave of absence during any pay period shall receive their health and welfare benefits for the balance of that pay period. Thereafter, they shall be allowed continued benefits at their own expense.
- 25.4.2 A unit member returning from any type of paid leave shall be entitled to return to the same position and assignment she/he had prior to the leave. A unit member returning from any type of unpaid leave shall be entitled to return to the same position and assignment she/he had prior to the leave unless that position was filled in her/his absence with a unit member, and in such case the returning unit member shall be entitled to an equivalent position.

#### 25.5 Industrial Accident Leave

- 25.5.1 Unit member shall be entitled to industrial accident and illness leave according to the provision in Education Code Section 44984 which has qualified for worker's compensation under the provisions of the existing insurance carrier.
- 25.5.2 Such leave shall not exceed sixty (60) days during which the school is in session or when the employee would otherwise have been performing work for the Board in any one fiscal year for the same industrial accident or illness.
- 25.5.3 A unit member claiming an industrial accident or illness leave shall be subject to examination by a physician designated by the Board's insurance carrier, or a

physician previously designated by the unit member to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

25.5.4 During any industrial accident or illness paid leave of absence, the unit member shall endorse to the Board the temporary disability and indemnity checks received on account of the industrial accident or illness. The Board, in turn, shall issue the unit member appropriate salary warrants for payment of salary less normal deductions.

## 25.6 Judicial Leave

- 25.6.1 It is encouraged for teachers to attend to jury duty during vacation time.
- 25.6.2 Unit members shall be granted leave, without loss of pay, to appear in court as a witness, other than as a litigant, or to respond to an official order from duly authorized government agencies, or to serve as a juror for up to five days of pay reimbursement.
- 25.6.3 Any compensation, less any mileage expenses, received for appearance as a witness or from serving as a juror under this section shall be endorsed over to the school site so that the unit member's compensation for any days of absence for the above purposes shall not be in excess of nor less than, her/his regular pay.

## 25.7 Leaves Without Pay

The applications for and granting of such leaves of absence shall be in writing to the principal. Applications shall be given careful consideration and any denial will be set forth in writing with reasons on the basis of the best interest of the organization.

Unit members on leaves without pay shall be permitted participation in the Board Insurance Programs by making premium payments directly to the Board. In addition, a unit member on such leave shall notify the Principal by March 1<sup>st</sup> of the school year as to the intent to return to employment in the school. Failure to notify may be considered an abandonment of position and forfeiture of all insurance benefits.

## 25.7.1 Child Bearing Preparation and Child Rearing

- 25.7.1.1 Unit members may use their accrued personal illness and injury leave for purposes of preparation for child birth, post-birth bonding or adoption.
- 25.7.1.2 Upon exhaustion of their accrued personal illness and injury leave, unit members may request the donation of additional leave time from other bargaining unit members. The donated leave will be deducted from the accrued personal illness and injury leave of the member who donates it.

No member may contribute more than one (1) additional day of leave per incident.

- 25.7.1.3 The total amount of paid leave for purposes of preparation for child birth, post-birth or adoption shall be limited to a maximum of fifty (50) days.
- 25.7.1.4 Notwithstanding any other section of this article, receipt of donated leave is contingent upon the agreement of the recipient of such leave returning for a minimum of one (1) additional year of employment at GDPS. This condition may be waived by the mutual agreement of the parties.
- 25.7.1.5 Upon the exhaustion of accrued and/or donated personal illness and injury leave, for child bearing, child rearing, or adoption purposes only, additional non-accumulated sub differential leave shall be available annually for a period, not to exceed one hundred work days. During the sub differential leave time, the unit member's salary shall be the difference between the employee's salary and the amount actually paid a substitute employee employed to fill the position during the leave, or, if no substitute is employed, the amount which would have been paid to a substitute.
- 25.7.1.6 There shall not be a diminution of employment status for child bearing or child rearing except that no person shall be entitled to compensation or increment, nor shall the time taken on parental leave count toward credit for probationary teachers in earning tenure status.
- 25.7.1.7 If a teacher is on leave for child bearing or child rearing and in the event of a miscarriage or death of child subsequent to childbirth, the unit member may request an immediate assignment to a unit position. If there is no vacancy for which a unit member is qualified, GDPS will assign the teacher to a position as soon as practicable.

#### 25.7.2 Family Care and Medical Leave

Under state and federal law, unit members who have served GDPS more than 12 months and have at least 1,250 hours of service with GDPS during the previous 12-month period, have the right to an unpaid family care and medical leave of up to 12 work weeks in a 12-month period for the birth of a child, for the placement of a child for adoption or foster care, for the serious health condition of their child, parent or spouse, or for their own serious health condition which makes them unable to perform their job. When granting this leave, GDPS guarantees reinstatement to the same or a comparable position at the end of the leave, subject to any exceptions or limitations provided by law.

If possible, at least 30 calendar days written advance notice must be provided for foreseeable events such as the expected birth of a child or the planned medical treatment of yourself or a family member. For events which are unforeseeable 30

days in advance, GDPS must be notified as soon as practicable. Failure to comply with these notice rules is grounds for, and may result in, denial or deferral of the requested leave until this notice policy is complied with.

# 25.7.3 <u>Miscellaneous Leaves Without Pay</u>

Upon recommendation of Chief Academic Officer and approval by GDPS, leave without compensation, increment or tenure credit, may be granted for a period not to exceed one school year for the following purposes: care for a member of the immediate family who is ill, long-term illness of the unit member, service in an elected public office, educational travel, professional study or research or public service. Extension of such leaves may be granted at the sole discretion of GDPS.

#### 25.7.4 Military Leave

GDPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, GDPS shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Green Dot will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

#### 25.7.5 California Military Spousal Leave

Green Dot shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Green Dot with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from

deployment during the time that the employee requests leave.

- 25.8 Catastrophic Illness or Injury: Leave Donation Bank
  - 25.8.1 <u>Definition</u>: "Catastrophic illness" or "catastrophic injury" means an illness or injury that is expected to incapacitate the unit member for an extended period of time, or that incapacitates a member of the unit member's family (child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner) which incapacity requires the unit member to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the unit member because he or she has exhausted all of his or her personal illness and injury leave and other paid time off.
  - 25.8.2 <u>Conditions</u>: Catastrophic illness/injury leave should be administered based upon the following
    - 25.8.2.1 Process for request: Catastrophic illness/injury leave requests must be submitted in writing to GDPS' Human Resources Department. GDPS shall determine whether or not to grant a request for Catastrophic Illness/Injury Leave within ten (10) work days, based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence and prognosis for recovery. All information provided by the unit member requesting leave shall be held in strict confidence to the extent allowable by law.
    - 25.8.2.2 <u>Leave Bank Donation Limit:</u> Bargaining unit members may donate one (1) accrued leave day per school year to a catastrophic illness/injury leave bank for unit members suffering a catastrophic illness/injury; however, each member must retain at least nine (9) sick leave days for his/her own account. If the days of the leave bank become depleted entirely, GDPS may ask unit members to donate an additional one (1) day of accrued personal illness and injury leave.
    - 25.8.2.3 <u>Leave Bank Award Limit:</u> The number of donated days that can be received by a bargaining unit member is limited to twenty (20) days per school year. Any unused days revert back to the bank.
    - 25.8.2.4 <u>Leave Bank Participation</u>: Ability to participate in the leave bank days shall be contingent upon the unit member having contributed at least one (1) day to the leave bank during the applicable school year.
    - 25.8.2.5 <u>Leave Bank Carry-Over</u>: Unused leave days in the bank shall roll over from year to year.
  - 25.8.3 Upon exhaustion of the accrued personal illness and injury leave and catastrophic illness/injury leave bank days, unit members may request, through their AMU site representative, the donation of additional leave time from other unit members for a catastrophic illness or catastrophic injury as verified by GDPS' Human Resources

Department from information obtained by the unit member's medical doctor as to the nature of the illness or injury. All information provided by the unit member requesting leave shall be held in strict confidence to the extent allowable by law. The donated leave will be deducted from the accrued personal illness and injury leave of the member who donates it. No member may contribute more than one (1) additional day of leave per incident.

#### **Article XXVI – Compensation**

#### 26.1 Salary Schedule:

The salary schedule shall be set forth in Appendix A.

Effective July 1, 2018, the salary schedule shall be increased by three and one-half percent (3.5%).

Effective July 1, 2018, steps 15-19 shall be added to Column 6 only with the following advancements:

Step	<u>Increase</u>
14	0
15	1.5%
16	0
17	1.5%
18	0
19	1.5%

Unit members with more than thirteen (13) years of credentialed service will be placed appropriately on the new steps noted above.

Effective July 1, 2019, the salary schedule shall be increased by one and one-quarter percent (1.25%).

Effective July 1, 2020, the salary schedule shall be increased by one and one-quarter percent (1.25%).

Unit members will have a total of ten (10) professional development days per year (a total of 198 for new teachers and 193 for other unit members).

26.2.1 <u>Default Pay Frequency with Summer Savings</u>: All unit members will have their salary, as determined by the salary schedule, paid on a semi-monthly basis for service over twenty-four (24) pay periods between July 16<sup>th</sup> and June 30<sup>th</sup> for which GDPS will withhold one twenty-fourth (1/24 or about 4.16%) of each paycheck remitted during the school year in

which the election is made and GDPS shall provide the unit member with the net pay withheld for that school year on or before July 25<sup>th</sup> of that school year.

26.2.2 Optional Pay Frequency without Summer Savings: A unit member may opt to receive his or her salary, as determined by the salary schedule, paid on a semi-monthly basis for service over twenty-three (23) pay periods between July 16<sup>th</sup> and June 30<sup>th</sup> (i.e., no Summer Savings paycheck for the July 1-15 period).

GDPS shall align a Summer Savings opt-out enrollment period with the open enrollment period for health benefits for new and returning unit members. The election made during this Summer Savings opt-out enrollment period shall remain in effect through the end of the school year for which the election is made.

- 26.2.3 Pay Date on Weekend or Holiday: Should a pay date fall on a weekend or designated GDPS holiday, members will be paid on the business day immediately preceding that date.
- GDPS will include an amount in each school's budget to be used to pay members for duties outside of those provided during the normal instructional day. Beginning July 1, 2011 and thereafter, this amount shall be calculated at the rate of \$50 per high school pupil and \$45 per middle school pupil based upon the GDPS approved enrollment in each campus' budget. The stipend committee may decide to reduce the stipend funding below the minimum allocation.

A committee which includes unit members and an administrator shall be formed at each site to discuss the distribution of stipends and other forms of compensation including release time. A process for distributing stipends shall be developed and documented at each site. The discussion shall include compensation for unit members who have three or more preparations, coaching and other activities designated as warranting a stipend as determined at each school site by the committee described above. The committee shall compose a draft stipend schedule for the following school year that shall be ratified by majority vote at the site, and shall be published no later than the last day of school at each site. A stipend schedule shall be published no later than September 30 of each school year.

- 26.4 Salary schedule advancement shall be based on graduate semester units or the equivalent in quarter units. To qualify for advancement, the units must:
  - 1) Be earned at an accredited college or university; and
  - 2) Reasonably relate to the unit member's assignment; or
  - 3) Reasonably relate to educational theory of practice

Salary schedule advancement will take effect on the first payroll processed after receipt of official transcripts by the GDPS Human Resources Department.

Credit towards advancement for units that are not graduate units or that do not meet the

criteria in 1 and 2 or 3 above may be granted if pre-approval is given in writing by the unit member's immediate superior.

If pre-approval is denied, the unit member may appeal to a joint Green Dot/AMU committee for resolution.

26.5

- 1. Student growth will comprise a significant component for each teacher's effectiveness rating. These percentages may change based on stakeholder feedback but will remain a significant component.
  - a. Group 1 non-tested teachers: 25%
  - b. Group 2 tested teachers: 40%
  - c. Group 3 special education teachers: 20%
- 2. GDPS and AMU will continue to research and discuss developing a GDPS College Readiness Performance-Based Compensation Pay Scale ("Scale"). Because this change would replace the traditional step and column system GDPS and AMU fully understand the essential need to further develop, study and broadly disseminate/share vital data, in order to be ready to fully accept a new compensation system. For example, GDPS and AMU agree that more work needs to be done to ensure unit members are confident that all components of the evaluation system are calibrated appropriately
- 26.6 Unit members who are required to cover classes during the preparation period(s) shall receive compensation at pro rata of the daily substitute rate for each period covered. Members shall record the coverage hours on the appropriate form and submit the form no less frequently than once a month.
- When unit members voluntarily take on a teaching assignment during their preparation period(s), they shall receive compensation at their prorated actual salary rates.
  - A conference will take place between administration and the member to agree on the basis of support that which is consistent with the collective bargaining agreement. Any agreement not within the boundaries of the contract must be agreed upon by AMU and GDPS.
- 26.8 Effective July 1, 2016, the hourly teacher rate shall be increased from \$32.00 per hour to \$35.00 per hour.

#### **Article XXVII – Health Benefits**

27.1 GDPS shall pay all medical, dental, vision, life insurance, long and short term disability and employee assistance program premiums for AMU members at the rate for Anthem Blue Cross Vivity HMO ("Vivity"). Unit members may select Anthem Blue Cross Traditional HMO or Kaiser Permanente Southern California Traditional HMO ("Kaiser

Permanente") instead of Vivity, but shall pay an amount equal to eight percent (8%) of the cost of the Anthem Blue Cross Traditional HMO for either the Anthem Blue Cross Traditional HMO or Kaiser Permanente. This cost shall be deducted from the unit member's pay on a semi-monthly basis. The parties agree to review the relative costs and benefits offered under the plan with input from the Health Benefits Committee as described in Articles 27.4 and 27.5 below.

A copy of the Plan Summary shall be available at the Human Resources office.

- Unit members who select the Anthem Blue Cross EPO ("EPO") shall pay an amount equal to fourteen percent (14%) of the premium costs of the EPO. Unit members who select the Anthem Blue Cross PPO ("PPO") shall pay an amount equal to thirty-one percent (31%) of the premium costs of the PPO. This cost shall be deducted from the unit member's pay on a semi-monthly basis.
- 27.3 Unit members electing the PPO option shall have access to a written statement of their maximum monthly contribution to health insurance premiums at the time of their enrollment. If such statement is not made available, GDPS shall pay the full cost of medical benefits for the unit member regardless of their plan choice.
- 27.4 The Health Benefits Committee shall convene annually by November 1 to review and make recommendations to GDPS regarding options for health benefits.
- 27.5 AMU shall be entitled to two (2) representatives on the Health Benefits Committee and the following stakeholders shall be offered membership on the Health Benefits Committee: two (2) ACEA representatives; GDPS's Chief Operating Officer; GDPS's Director of Human Resources; and two (2) school site administrators. The parties may add members to the Benefits Committee as mutually agreed upon by AMU and GDPS.
- 27.6 Upon a unit member's signed affirmation that he or she has alternative coverage, unit members who waive coverage shall receive \$125.00 per month for a period of ten (10) months.

#### **Article XXVIII – Layoffs**

- 28.1 Layoffs may occur at that the end of the year due to programmatic changes or a reduction in funds.
- 28.2 There shall be no layoffs during the school year unless mutually agreed upon by AMU and GDPS management.
- 28.3 Final notice of any certificated layoffs will be finalized by May 15 of each school year, but may be determined sooner. To the extent possible, preliminary layoff notices will be distributed by March 31. This will allow time for an assessment of any attrition.
- 28.4 The decision as to which teachers are to be laid off at the end of each school year will be

## based upon the following criteria:

The principal and members of the affected department(s) will meet to review the placement of department members and attempt to make a determination regarding who will be laid off. If they are unable to reach a consensus, the teachers in the affected department(s) will be ranked using the following criteria:

- 1. Teacher qualifications (40% weighting)
  - a. Clear single subject teaching credential 4 points
  - b. Preliminary single subject teaching credential 3 points
  - c. Internship single subject teaching credential 1 points
  - d. None of the above -0 points
- 2. History of performance evaluations (30% weighting)
  - a. The average score on all performance evaluations completed during employment with Green Dot
- 3. Expertise and relevant experience (30% weighting for the category)
  - a. Expertise in subject matter (15% weighting)
    - i. Masters degree 4 points
    - ii. Bachelors degree in the subject matter being taught -3 points
    - iii. Passed CSET in the subject matter being taught 2 points
    - iv. Completed 20 semester units in the subject matter being taught 1 point
    - v. None of the above -0 points
  - b. Years of experience (15% weighting)
    - i. Total teaching experience (6%)
      - 1. 11 + years 4 points
      - 2. 6-10 years 3 points
      - 3. 3-5 years -2 points

- 4. 0-2 years 1 point
- ii. GDPS teaching experience (9%)
  - 1. 6-10 years 4 points
  - 2. 3-5 years -3 points
  - 3. 0-2 years 2 points

Using the above criteria, an agreed to list (including each teacher subject to layoff and the score associated with that teacher will then be generated. Depending upon the number of positions needed to be reduced, as decided by GDPS, the lowest scoring teachers will be notified of their potential layoff. If a teacher requests details regarding their scoring or the teacher believes he or she has additional information that was not considered in determining the rankings, such teacher may meet with the Chief Talent Officer or designee, along with an AMU representative to provide any and all written or oral information to contest the scoring.

Layoffs will be carried out by GDPS on a school by school basis, and as such, any teachers laid off at one school shall not possess any bumping rights as to teachers at other schools.

Teachers selected for layoff will be placed on a reemployment list for a period of twelve (12) months from the decision to layoff, and so long as the teacher remains on that list, such teachers will be notified of any vacant positions at GDPS schools and will be offered a position that meets the teacher's qualification. Teachers who decline a position will then be removed from the list and would have to reapply for consideration of future employment.

#### **Article XXIX – Assignability of Agreement**

- 29.1 This Agreement is assignable.
- 29.2 GDPS's Board agrees to reasonably involve the Asociación in any decision leading to a corporate merger, affiliation, change of affiliation, employer or transfer of employees. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.
- 29.3 Terms and conditions of the assignment of this Agreement shall be developed with reasonable involvement of the Asociación. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.
- 29.4 The current collective bargaining agreement shall continue in full force and effects subsequent to any actions taken above.

## **Article XXX – Professional Growth**

- 30.1 The parties to this agreement recognize that in order for GDPS to maintain its organizational vigor and best serve its students it is necessary to develop a systematic, ongoing, program of professional growth and development.
- 30.2 The parties further recognize that the professional development of unit members is both a personal and institutional responsibility of the unit members, AMU, GDPS, and GDPS's Board.
- 30.3 The parties commit to jointly plan in-service programs that will further professional development of individual unit members and advance the mission of GDPS. These inservice programs shall include a minimum of six (6) hours of independent preparation and planning time each year prior to the start of the school year.
  - 30.3.1 Not later than thirty (30) days following the commencement of each school year AMU and GDPS will appoint not less than two (2) representatives each to a committee whose responsibilities shall be to develop in-service activities for that school year. If a site has a counselor, one of the seats in the committee must be offered to a counselor in addition to the other representative selected by AMU and GDPS.
  - 30.3.2 Not later than thirty (30) days following the beginning of the school year the parties will meet to define the scope of the in-service program as it relates to the above objectives. The committee shall meet at least once a quarter with periodic checkins throughout the quarter. They will meet to jointly develop and decide on the professional development plan for the site. AMU and the Administration shall mutually develop a professional development survey to be administered twice annually. Both survey results and site data shall guide future planning for the professional development of the site. Survey results shall be made available to the staff.
  - 30.3.3 It shall be the responsibility of the above committee to recommend to GDPS's Board a budget deemed appropriate to accomplish the jointly agreed to annual inservice activities.
- 30.4 The parties to this agreement will work together to foster partnerships with institutions of higher education to provide resources for the development of GDPS and its unit members.
- 30.5 It is the intent of the parties to maintain an on-going financial commitment to assist unit members in their formal professional development.
  - 30.5.1 Fairness and equal access to such assistance shall be deemed to be critical elements in the professional development assistance program.

30.5.2 AMU unit members and Green Dot believe that making release time available to unit members to observe educational practices of their colleagues or other skilled practitioners is an important component of teacher professional development and it is the intent of the parties to include this practice within broader teacher professional development programs at each school site.

# Article XXXI - School Leadership

31.1 Each school site and the Asociación agree to establish a teacher led school environment, where teacher talents will be utilized to their fullest potential, offering perspectives in administrative, curricular and extra-curricular decision making.

- 31.2 The Asociación shall be allowed to participate during Board of Directors meetings as appropriate. The Asociación shall receive all proposed Board Agendas in advance and shall receive the minutes of all Board meetings. The Asociación shall receive reasonable release time to attend Board Meetings held during the workday.
- 31.3 At each site the Asociación shall have representation on all Leadership bodies. The exact composition and authority of those bodies may differ from site to site.
  - Green Dot is committed to a school environment where teacher and counselor talents will be supported and utilized to their fullest potential. Unit members will have the opportunity to participate in shared decision-making on curricular and extra-curricular issues. Unit members shall have representation on school committees; however, the exact composition and authority of these bodies may differ. Committee members shall be selected by site unit members for all site committees. All requirements, processes and expectations of all committee members and/or leadership positions (non-administrative) shall be communicated to all members. Each site shall determine the requirements, processes and expectations for committee members and/or leadership positions.
- 31.4 Green Dot management shall inform AMU of upcoming Green Dot-wide committees needed to analyze or develop recommendations for programming, curriculum and instruction. Green Dot and AMU will develop a process for informing members, soliciting participation on the committees and selecting committee members.
  - AMU will make recommendations through the Green Dot Teacher Leader Program, department chairs, instructional leader teams and the SAC on the selection, development and implementation of all academic programs, curriculum and instruction. No decisions shall be made by the Board without soliciting recommendations from unit members.
- 31.5 Course offerings will be decided at each site collaboratively. By March 15 of each year, each department will recommend changes to the course offerings based on input from administrators and counselors. Those suggestions will be sent to the School Advisory Council for input from stakeholders in April. A final decision on course offerings shall be made by GDPS.

#### School Advisory Council

Each school site shall have a School Advisory Council (SAC). The SAC has preliminary approval over the budget prior to submission to the Green Dot Board for final approval. The composition of the SAC will include AMU members as voted upon their school site members.

#### Hiring Committee

A committee will be convened by the principal at each school site to provide input and make recommendations on the hiring of unit members. The exact make-up of the committee may vary from site to site. During the site interview, committee members will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by

the committee, provided there are at least two (2) qualified applicants. Should the hiring committee be unable to reach a consensus in its decision to hire a particular candidate, a meeting will take place with the cluster director to attempt to reach an agreement. However, the principal retains the final authority on all hiring decisions.

# Community Feedback Panel - Administrator

A community feedback panel will be convened by the principal or cluster director at each site where there is an administrative vacancy. In addition to groups which may include classified, parents, students, the community feedback panel will include at least four (4) unit members. If there are more unit members interested in serving than there are spots available, selection shall be by lottery. The community feedback panel will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by the committee, provided there are at least two (2) qualified applicants. The committee will provide feedback to the principal and/or cluster director. However, GDPS retains the final authority on all hiring decisions.

## **Discipline Review Board**

Subject to applicable suspension/expulsion policies as defined by the applicable charter, a representative body of unit members will serve on the Discipline Review Board (DRB). This group convenes on a monthly basis to monitor campus-wide discipline data and determine consequences or interventions (pursuant to applicable GDPS policies) for individual students up to and including a recommendation for expulsion to the GDPS Discipline Review Panel (DRP).

# Article XXXII - Effect of Agreement

32.1 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over GDPS practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions in this Agreement, GDPS practices and procedures shall prevail.

#### Article XXXIII - No Strike, No Lockout

- 33.1 There shall be no strike conducted by the Asociación during the term of this agreement
- 33.2 There shall be no lockout conducted by GDPS's Board during the term of the agreement.
- 33.3 Violations of this Article shall be remedied through the Binding Arbitration provisions of this agreement or the processes of the Public Employment Relations Board as is appropriate
- 33.4 It is understood that the provisions of this article are not in effect during any negotiations pursuant to re-opener provisions of this agreement and shall lapse at the expiration of this agreement.
- 33.5 Nothing herein shall be deemed to in any way waive or impede the exercise of rights under

the EERA, State or Federal statutory or constitutional law.

# Article XXXIV - Calendar

- A school calendar committee which includes an equal number of Association members (appointed by AMU) and GDPS representatives will be formed to determine the annual school calendar for the next three academic school years. The committee shall be advisory in nature and will make recommendations to AMU and GDPS concerning parameters and best practices for bell schedules, bell schedule changes and related training to be provided to site-based calendar committees. GDPS will retain authority for approval of bell schedules to ensure compliance with state law, academic requirements and related instructional totals. The parties may agree to exceptions to this process on a school specific case by case basis.
  - 34.1.1 In the event that significant changes in calendar are required, the committee shall reconvene and reach agreement on the changes.
  - 34.1.2 When calendar changes are made, unit members shall make all reasonable efforts to re-arrange any personal plans they've made under the old calendar. Unit members shall be held harmless from disciplinary action for plans made under an agreed upon calendar which is changed subsequent to the finalization of those plans.

# <u> Article XXXV – Term</u>

This agreement shall remain in full force and effect up to and including June 30, 2019; and thereafter shall continue in effect year-by-year unless one of the parties notifies the other in writing of its request to modify, amend or terminate the Agreement.

Any provisions of this Agreement that are not requested to be modified, amended or terminated as indicated in the parties' initial proposal presented for the new Agreement to be negotiated, shall remain in full force and effect and be automatically adopted and incorporated in the new Agreement.

Angel Maldonado, President, AMU

Augel G. Meleborado

Dr. Cristina de Jesus, President and CEO Green Dot Public Schools California



#### 2018-2019 Salary Schedule

		Column					
Step	1	2		3	4	5	6
1	\$ 51,233	\$51,745	\$	54,855	\$ 58,146	\$ 59,891	\$ 61,687
2	\$51,336	\$ 51,848	\$	54,959	\$ 58,250	\$ 59,994	\$ 61,791
3	\$ 51,440	\$ 51,952	\$	55,062	\$ 58,353	\$ 60,098	\$ 61,894
4	\$51,543	\$ 52,113	\$	57,953	\$61,417	\$ 63,253	\$ 65,144
5	\$51,772	\$ 52,506	\$	60,126	\$63,720	\$ 65,625	\$ 67,587
6			\$	62,381	\$66,109	\$ 68,086	\$ 70,121
7			\$	64,720	\$ 68,589	\$ 70,639	\$ 72,751
8			\$	68,118	\$72,189	\$ 74,347	\$ 76,570
9			\$	70,672	\$74,897	\$ 77,136	\$ 79,442
10			\$	73,322	\$77,705	\$80,028	\$ 82,421
11			\$	76,072	\$80,619	\$83,029	\$ 85,511
12			\$	78,925	\$83,642	\$ 86,143	\$ 88,718
13			\$	83,068	\$88,034	\$ 90,665	\$ 93,376
14							\$ 93,376
15							\$ 94,776
16							\$ 94,776
17							\$ 96,198
18							\$ 96,198
19							\$ 97,641

Column I	Bachelor's degree					
Column II	Bachelor's degree, plus 15 semester units beyond B.A.					
Column III	Valid subject area teaching credential					
Column IV	Bachelor's degree, plus 45 semester units beyond B.A. including valid subject area					
	teaching credential OR					
	Master's degree w/ valid subject area teaching credential OR					
	National Board certification w/ valid subject area teaching credential					
<b>Column V</b> Bachelor's degree, plus 60 semester units beyond B.A. including valid subject						
	teaching credential OR					
	Master's Degree/National Board certification plus 15 units beyond Master's degree and valid					
	area teaching credential					
Column VI	Bachelor's degree, plus 75 semester units beyond B.A. including valid subject area					
	teaching credential OR					
	Master's degree/ National Board certification plus 30 units beyond Master's degree and					
	valid subject area teaching credential					

#### 2018-2019 Work Year

The work year for returning teachers and counselors is 193 days.

The work year for new teachers and counselors is 198 days.

#### **Longevity Salary Step Increase**

In lieu of a 3.75% annual step increase, teachers and counselors in years 4,8,13 will receive a 5.25% step adjustment

<sup>\*</sup>Teaching credit will be given for teacher-of-record experience under a valid teaching credential/license in public and private schools, grades K-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to domestic credential/license. For teacher-of-record experience without a credential, one year of credit will be given for every two years of experience, up to five years total experience credit.

# APPENDIX B TEACHER and COUNSELOR PERFORMANCE EVALUATION MATERIALS and FORMS

#### **Green Dot Public School California**

## Appendix B 2018-2019- Table of Contents

#### **Teacher Evaluation Overview**

- 1. College Ready Teaching Framework (CRTF)
- 2. Green Dot CA Performance Evaluation Calendar
- 3. Observation Cycle Visual Summary
- 4. Scheduled Observation Timeline
- 5. Interim Guiding Conference One Sheet
- 6. Summative Conference One Sheet

#### **Teacher Evaluation Observation Resources**

- 7. Green Dot Public School Lesson Plan Template
- 8. Informal Observation One Sheet
- 9. Coaching Service One Sheet
- 10. Unscheduled Observation One Sheet
- 11. Pre-Observation Conference One Sheet
- 12. Scheduled Observation One Sheet
- 13. Post Observation Conference One Sheet

#### **Teacher Evaluation Survey Resources**

- 14. 360 Survey
- 15. Student Survey
- 16. Family Survey

#### **Teacher Evaluation Forms**

- 17. Leave of Absence Form
- 18. Independent Third Rater Submission Form
- 19. Petition to Move to the Next Group Form

#### **Counselor Evaluation Documents**

20. College Ready Counseling Framework (CRCF)

# **COLLEGE-READY TEACHING DOMAIN 1: Data-Driven Planning and Assessing Student Learning Domain 1: Domain 1 Essential Questions:** How does the teacher plan a rigorous standards-aligned lesson that is driven by data to create opportunities and supports for ALL students? How will the teacher's sequence of learning experiences/lessons move students from dependent to independent learning and mastery of the standards? Standards Indicators A) Scope and Sequence 1.1 Backwards Design B) Data-Driven Planning A) Selection of learning objectives 1.2 Establish and measure standards-based learning objectives for instructional plans B) Measurability of learning objectives 1.3 Organize instructional plans to promote A) Designing and sequencing of learning experiences standards-based, cognitively engaging B) Creating cognitively engaging learning experiences for students learning for students **DOMAIN 2: The Classroom Learning Environment Domain 2 Essential Questions:** How does the teacher work to create a learning partnership where students and teachers work together in order to master rigorous content standards? How does the teacher create an environment that is physically, emotionally, and socially safe enough for students to take academic risks? A) Interactions between teacher and students 2.1 Culture of learning B) Academic Persistence A) Behavioral expectations and response to behavior 2.2 Manage student behavior 2.3 Use smooth and efficient transitions, A) Routines, procedures, and transitions routines, and procedures **DOMAIN 3: Instruction Domain 3 Essential Question:** How does the teacher facilitate the lesson structure to allow students to carry the cognitive load and engage in rigorous, standards-aligned learning experiences throughout the lesson? A) Communication of the learning objectives of the lesson 3.1 Communicate learning objectives to students B) Criteria for success A) Lesson Structure 3.2 Facilitates Instruction

B) Cognitive level of student learning experiences

DOMAIN 3: Instruction			
	A) Questioning		
3.3 Implementation of instructional strategies	B) Academic discourse		
	C) Group structures		
3.4 Monitoring student learning during instruction	A) Checking for understanding and feedback		

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES					
	DOMAIN 4: Developing Professional Practice				
	<ul> <li>Domain 4 Essential Questions:</li> <li>How does the teacher engage in the reflection process? How does the teacher engage in the professional learning community?</li> <li>How does the teacher exhibit Green Dot core values?</li> </ul>				
4.1 Engage in critical reflection and revision	A) Lesson Reflection				
to increase effectiveness	B) Use in future planning				
4.2 Engage in collaborative relationships with	A) Participation in a professional community				
peers	B) Participation in the school community				
	A) Unwavering belief in all student's potential				
	B) Passion for excellence				
4.3 Exhibiting and upholding the Green Dot	C) Personal Responsibility				
Core Values	D) Respect for others and community				
	E) All stakeholders critical to process				
Dor	nain 5: Developing Partnerships with Family and Community				
5.1 Develop two-way communication with	A) Initiation of meaningful communication				
families about student learning and	B) Responsiveness to parent inquiries and communication				
achievement	C) Inclusion of the family as a partner in learning decisions				
5.2 Help students leverage resources in their	A) Goal setting and advocacy				
community that support their success in college and beyond	B) Knowledge or use of community resources				

Is Design	1.1A Scope and Sequence	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum but does not explain how the lesson builds upon previous and towards future lessons. AND Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and explains how the lesson builds upon previous or towards future lessons. OR Teacher does not explain how the skills and content of the lesson prepare students for the upcoming summative assessment.	The teacher articulates where the lesson falls in the scope and sequence of the unit/curriculum and how the lesson builds upon previous and towards future lessons.  AND  Teacher explains how the skills and content of the lesson prepare students for the upcoming summative assessment.	All of level 3 and The teacher articulates how the lesson makes interdisciplinary connections. OR The teacher articulates how the lesson builds skills necessary for vertical alignment across grade levels.
1.1 Backwards Design	1.1B Data Driven Planning	The teacher does not cite data to define subgroups. OR The teacher does not include instructional strategies used to meet the needs of subgroups.	The teacher cites data to define subgroups and justify specific instructional strategies used to meet the needs of subgroups, but the data is vague.  OR The teacher cites specific data to define subgroups and includes instructional strategies to meet the needs of subgroups but does not draw a clear connection between the strategies and data.	The teacher cites specific data to define subgroups and justify specific instructional strategies used to meet the needs of subgroups.	All of level 3 and The teacher cites current and relevant data to identify potential misconceptions or gaps in prerequisite knowledge/skills and explains how this informs content or strategies within the lesson or unit.
1.2 Establish and measure standards-based earning objectives for instructional plans	1.2A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) is missing either a specific level of cognition or content.  OR  Learning objective(s) is misaligned with progress toward mastery of grade level content standards.	Learning objective(s) includes both a specific level of cognition and content.  AND  Learning objective(s) is aligned to and progresses toward mastery of grade level content standards.	All of level 3 and Teacher creates an additional objective to meet the needs of subgroups or individual students that aligns to corresponding learning experience(s).
Establish and m learning objectiv	1.2B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	All of level 3 and Proving behavior(s) includes opportunity for student choice of outputs. OR Proving behaviors measure

					mastery of learning objective(s) through multiple methods. OR Teacher creates a second proving behavior aligned to mastery of the additional subgroup objective.
1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students	1.3A Design and sequence of learning experiences	The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective.  AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.	The lesson sequence inappropriately releases responsibility to move students toward independent mastery of the learning objective. OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time.	The lesson sequence appropriately releases responsibility to move all students toward independent mastery of the learning objective. AND The timing of learning experiences maintains appropriate pacing that maximizes instructional time throughout the lesson.	All of level 3 and The teacher designs a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.
Organize instructional plans to prom learnin	1.3B Creating cognitively engaging learning experiences for students	Learning experiences are not cognitively engaging OR The rigor of the learning tasks do not enables students to progress toward mastery of grade-level standards.	Some learning experiences are cognitively engaging for all students OR Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding.  OR  Teacher inconsistently designs rigorous learning tasks that enables students to progress toward mastery of grade-level standards.	Learning experiences are cognitively engaging for all students and include scaffolds to provide access for subgroups (including IEPs or other subgroup needs.) AND The rigor of the learning tasks enables students to progress toward mastery of grade-level standards.	All of level 3 and Teacher designs a lesson where students self-monitor to assess content or skills aligned to the learning objective based on specific criteria AND Students have a choice of learning experience or level of difficulty within a learning experience based on self-monitoring.

2.1 Culture of Learning	A) Interactions between teacher and students	The teacher's interactions with student(s) are negative, demeaning, or inappropriate to the age and needs of the students in the class.  OR  Students do not demonstrate appropriate interactions with the teacher consistent to their age, BSP, IEP or other subgroup needs.	The teacher's interactions with students inconsistently demonstrate respect, positivity and appropriateness for the age and needs of the students.  OR  Students inconsistently demonstrate appropriate interactions consistent to their age, BSP, IEP or other subgroup needs.	The teacher's interactions with students are respectful, positive and appropriate for the age and needs (including BSP, IEP or other subgroup needs) of the students and support an environment of emotional safety.  AND  Students demonstrate appropriate interactions with the teacher consistent to their age, BSP, IEP or other subgroup needs.	All of level 3 and The teacher's interactions demonstrate a positive rapport with individual students and is informed by a discrete knowledge of students.
Cultur	B) Academic Persistence	The teacher's words and actions emphasize task completion over the learning process.	The teacher's words and actions inconsistently maintain high expectations and provide limited opportunities for academic risk-taking and productive struggle.  OR Students do not engage in academic risk-taking or productive struggle.	The teacher's words and actions maintain high expectations for student effort and encourages academic risk-taking and productive struggle AND Students attempt to engage in academic risk-taking and productive struggle per their BSP, IEP or other subgroup needs.	With minimal prompting, students consistently expend effort to engage in productive struggle, take academic risks, and hold each other accountable per their BSP, IEP or other subgroup needs.
2.2 Manage Student Behavior	A) Behavioral expectations	The teacher communicates limited to no standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Verbal and non-verbal responses to behavior are inconsistent, reactive, or inappropriate per BSP, IEP or other subgroup needs. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. Verbal and non-verbal responses to behavior are consistent, proactive, respectful, and appropriate per BSP, IEP or other subgroup needs.  AND  Student behavior consistently contributes to an academic environment.	The teacher has established high standards for student behavior and students demonstrate high standards for behavior with minimal prompting OR All of level 3 and In response to misbehavior, the teacher engages in practices that attempt to reintegrate students back into the classroom.

2.3 Use smooth and efficient transitions, routines, and	A) Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions, but some may be missing or inconsistently implemented, resulting in the loss of instructional time.	With teacher prompting, students efficiently engage in routines, procedures, and transitions that maximize instructional time.	With minimal prompting, students efficiently engage in all routines, procedures, and transitions that maximize instructional time. OR Students effectively facilitate some routines, procedures, and transitions.
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3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The learning objective(s) is not communicated.	Teacher communicates the learning objective, but does not refer to it throughout the lesson. OR Teacher refers to the learning objective throughout the lesson, but does not contextualize the objective in relationship to prior or future learning. OR Students are not able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson, and contextualizes the objective in relationship to prior or future learning.  AND  Students are able to articulate the objective of the lesson.	Teacher refers to the learning objective throughout the lesson and students are able to articulate the relevance of the learning objective(s) in relationship to prior or future learning, or within or outside of the discipline.
3 Communicate learning	B) Criteria for success	The teacher does not communicate criteria for successfully demonstrating mastery of the learning objective(s). OR Students are unable to articulate the proving behavior for demonstrating mastery of the learning objective(s).	The teacher communicates general criteria for demonstrating mastery of the learning objective(s).  OR  The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s), but students are only able to articulate the proving behavior (no criteria) for demonstrating mastery of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating mastery of the learning objective(s). AND Students are able to articulate criteria for successfully demonstrating mastery of the learning objective(s).	All of level 3 and Students self-monitor using the success criteria including specific rationale(s) OR The teacher solicits student input to define or students affirm the criteria for successfully demonstrating mastery of the learning objective(s).
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective. AND The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that inappropriately releases responsibility to move students toward independent mastery of the learning objective.  OR The timing of learning experiences inconsistently maintains pacing that maximizes instructional time throughout the lesson.	The teacher facilitates a lesson sequence that appropriately releases responsibility to move all students toward independent mastery of the learning objective.  AND The timing of learning experiences maintains pacing that maximizes instructional time throughout the lesson.	All of level 3 and The teacher facilitates a lesson sequence that includes additional and concurrent instruction to remediate for or advance subgroups or individual students.

	3.2B Cognitive level of student learning experiences and rigor of tasks	Learning experiences are not cognitively engaging. OR Learning tasks do not match the level of rigor required to enable students to progress toward mastery of gradelevel standards.	Some learning experiences are cognitively engaging for some students.  OR  Level of rigor of learning tasks and materials inconsistently enable students to progress toward mastery of grade-level standards.	Learning experiences throughout the lesson are cognitively engaging for all students and include scaffolds to provide access for all students (including IEP or other subgroup needs.) AND Level of rigor of learning tasks and materials enable students to progress toward mastery of grade-level standards.	All of level 3 and Students self-monitor to assess content or skills aligned to the learning objective based on specific criteria. AND Teacher facilitates a lesson that allows for student choice of learning experience or level of difficulty within a learning experience based on self-monitoring.
uctional strategies	A) Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	All of Level 3 and Students generate and initiate questions to further their own or other students' understanding of the content, including higher-order questions.
3.3 Implementation of instructional strategies	B) Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning.  OR  The teacher provides minimal opportunities for student discussion.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning.  OR  Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	With minimal to no prompting, students extend discussions by inviting classmates to share, building on each other's ideas, and challenging each other's thinking OR Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.

	C) Group structures * includes whole, independent, pair, small group	Group structures do not require cognitive engagement. OR Teacher facilitation does not support active student participation throughout group structures.	Group structures maximize cognitive engagement for some learning experiences. OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	Group structures maximize cognitive engagement for each learning experience. AND Teacher facilitation supports active student participation throughout all group structures.	All of level 3 and Student facilitation of one or more group structures supports active student participation OR Students actively work together throughout all group structures with minimal prompting from teacher.
3.4 Monitoring student learning during instruction	Checking for understanding and feedback	The teacher does not check for students' understanding of the learning objective during the lesson or checks for understanding do not yield actionable data on students' progress toward mastery of the learning objective.  OR The teacher does not respond to CFU data.	The teacher inconsistently checks for understanding or checks for understanding yield actionable data on only some students' progress toward mastery of the learning objective. OR The teacher inconsistently responds to CFU data.	The teacher checks for understanding throughout the lesson to yield actionable data on all students' progress toward mastery of the learning objective.  AND  The teacher responds to CFU data throughout the lesson by providing specific feedback or adjusting instruction in order to advance students toward mastery of the learning objective.	All of level 3 and Teacher provides opportunities for students to self-monitor using specific criteria to assess their own progress toward mastery of the objective AND Students specifically identify or choose further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).

4.1 Engage in critical reflection and revision	A) Lesson Reflection	The teacher cites data but draws vague conclusions about the lesson's effectiveness in meeting the learning objective AND The teacher cites evidence but draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites data but draws vague conclusions about the lesson's effectiveness in meeting the learning objective OR The teacher cites evidence but draws vague conclusions about the effectiveness of specific learning experiences and strategies.	The teacher cites relevant data in order to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the learning objective AND  The teacher cites relevant evidence in order to draw accurate and specific conclusions about the degree of effectiveness of specific learning experiences and strategies.	All of level 3 and The teacher cites relevant data or evidence to draw accurate and specific conclusions about the degree of the lesson's effectiveness in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved.  OR  The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson.	All of level 3 and The teacher explains future plans for meeting the instructional needs of subgroups or individuals based on the results of the lesson
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community	The teacher rarely participates in the professional community activities (professional development, grade level/department collaboration) or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities (professional development, grade level/department collaboration) as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community (professional development, grade level/department collaboration) by demonstrating positive, collegial, and professional relationships with colleagues.	All of level 3 and Teacher initiates and promotes positive relationships and collaboration in the professional community
	B) Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	All of level 3 and The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).

nes	A) Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	All of level 3 and The teacher serves as a model of the belief in the ability of all students to achieve or encourages others to develop this belief.
the Green Dot Core Values	B) Passion for excellence	The teacher does not manage challenges and obstacles OR does not strive to make improvements	The teacher manages challenges and obstacles but inconsistently strives to make improvements or maintain high standards.	The teacher persists in the face of challenges and obstacles and strives to make continuous improvements, holding self to high standards.	All of level 3 and The teacher initiates improvements and develops innovative practices to benefit the school community.
	C) Personal responsibility	The teacher's actions rarely demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions inconsistently demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	All of level 3 and The teacher serves as a model for taking responsibility for his or her role in the success of students, colleagues, and the school.
Exhibiting and upholding	D) Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	All of level 3 and The teacher strengthens relationships among stakeholders
4.3 Ex	E) All stakeholders critical to process	The teacher does not involve stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher inconsistently involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	All of level 3 and The teacher develops, refines, or shares replicable systems for involving stakeholders to remove barriers to students' learning or improve the school community.

5.1 communication with families learning and achievement	A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student's progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student's progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student's progress.	All of level 3 and The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	B) Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	All of level 3 and The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
Develop two-way about student	C) Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child's education.	The teacher inconsistently engages parents in the instructional program as a partner in their child's education.	The teacher engages parents in the instructional program as a partner in their child's education.	All of level 3 and The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and	A) Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	All of level 3 and The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
Help students le in their commu their success	B) Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socioemotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socioemotional development, and college readiness.	All of level 3 and The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.

#### **Green Dot Public Schools**



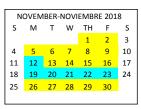
#### Calendar/Calendario 2018-2019



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	JANUARY-ENERO 2019						
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	JUNE-JUNIO 2019							
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#### **IMPORTANT DATES**

#### **FIRST SEMESTER DATES**

360 Survey: October/November

September 20: Deadline for Counselor Fall Individual Conference

December 21: Deadline for Teacher Fall Summative Conference

#### SECOND SEMESTER DATES

Student Survey: February/March

Family Survey: January-April

Deadline for Counselor Spring Individual Conference February 20: Deadline for Teacher Spring Summative Conference May 16: May 23: Deadline for Counselor Performance Evaluation Meeting

TIMELINES and REMINDERS TEACHER EVALUATION

#### **Informal Observations**

Non-evaluating admin can conduct Informal Observations at any time

For a fall On Semester, evaluating admin must conduct 1 Informal Observation prior to any Unscheduled or Scheduled Observation

For a spring On Semester, evaluating admin may conduct Informal Observations only after both Unscheduled Observations are complete

#### **Unscheduled Observations**

Unscheduled Observations need not happen prior to the Scheduled Observation

#### **Interim Guiding Conference**

Teachers in Group 1 and 2 will have their IGC during one of the first two debriefs of the teacher's "On Semester" Teachers in Group 3 and 4 will have their IGC during one of the first two debriefs of the school year

There is no IGC group PD, teachers shall submit the answers to IGC questions three work days prior to their IGC

#### **TIMELINES and REMINDERS COUNSELOR EVALUATION**

Individual Conference: Counselor to complete Individual Conference Template at least 5 working days prior to meeting

Check-In: Counselor prepares a written data-driven update and brings to the Check-In meeting

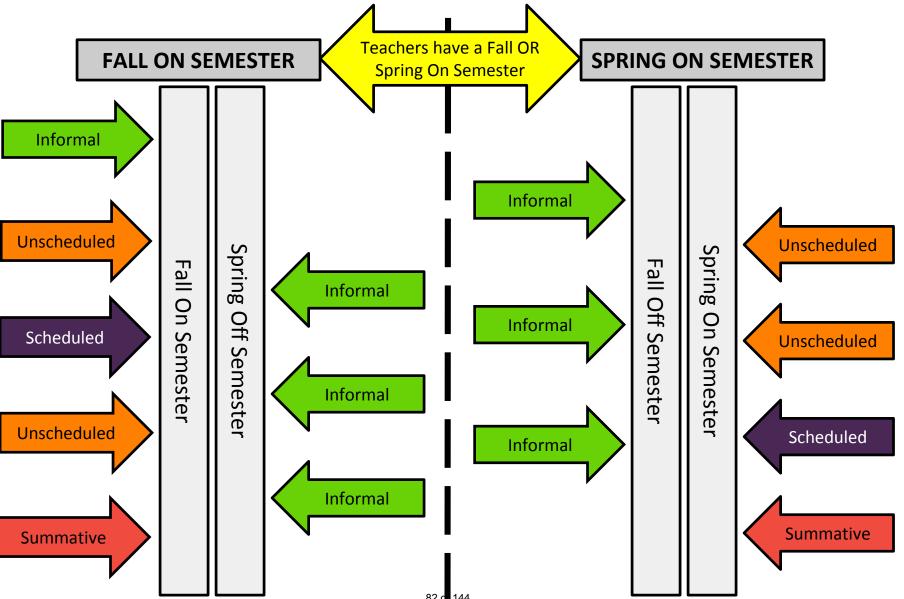
Observation: Can occur in either Fall or Spring semester. It is recommended that the date be collaboratively scheduled Observation Debrief: Must occur within 7 working days after the Observation

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F	Performance Evaluation Meeting: Co	ouns	elor shares self-ratings and rationale at least 3 working days prior to meetir
	Holidays		Staff Professional Development
	Final Exams		Midterms
Ī	Evaluation Deadlines		-

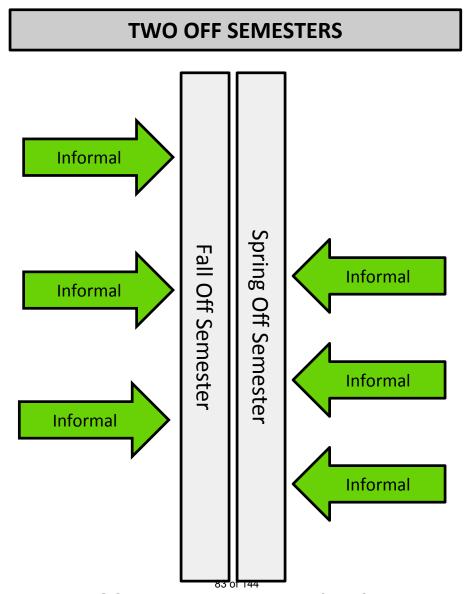
# Observation Cycle Visual 2018-2019

Groups 1, 2, and 3 and 4 ON Observation Cycle

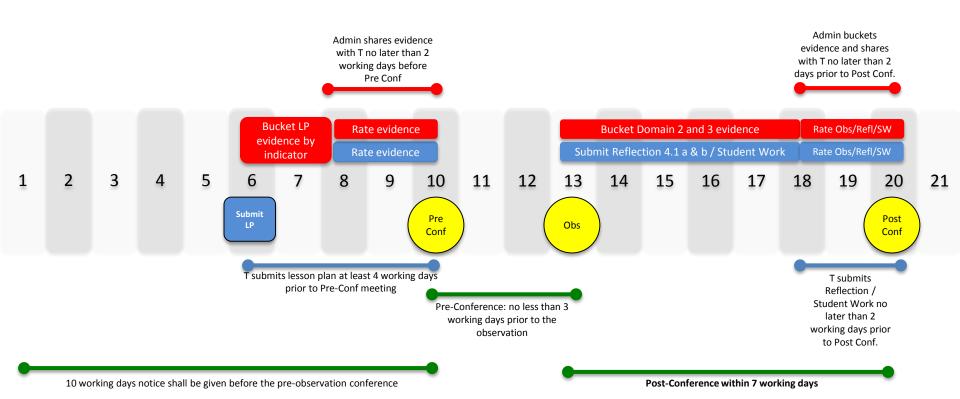


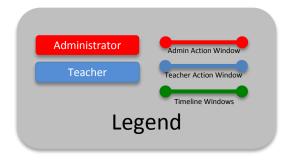
For Group 1 and 2 teachers, the IGC is combined with one of the first two debriefs of the ON Semester. For Group 3 and 4 teachers, the IGC is combined with one of the first two debriefs of the school year.

## Observation Cycle Visual 2018-2019 Groups 4 OFF Observation Cycle



For Group 3 and 4 teachers, the IGC is combined with one of the first two debriefs of the school year.





# **Green Dot California Scheduled Observation Cycle Timeline**



#### **Teacher Performance Evaluation:**

### **Interim Guiding Conference**

Review historical evaluation data and progress

Generate data-driven, **CRTF** aligned goals

**Interim Guiding** Conference

F	or step by step admin and teacher guidance, see IGC Explainer PowerPoints o	n Connect in Teacher Evaluation >>Overview
	PURPOSE	TIMING
gro exis	e purpose of the IGC is to discuss a teacher's strengths and areas for with using the teacher's historical evaluation data and progress on sting goals, if any, to agree upon several data-driven, CRTF-aligned als for the following two semesters.	The IGC is to be combined with an Observation Debrief and will add an additional 20-30 minutes to the debrief  • Group 1 and Group 2 Teachers During one of the first two debriefs of the teacher's "On Semester"  • Group 3 and Group 4 During one of the first two debriefs of the school year
	BEFORE THE CONFERENCE	
	Administrator Responsibilities	Teacher Responsibilities
2.	available), and survey data in order to inform the IGC conversation Based on the data, determine the degree to which the teacher has met his/her past goals and be prepared to use the data to discuss your conclusions Read the teacher's submitted answers to the IGC questions and	<ol> <li>Use past evaluation and observation data to inform your answers to the first two IGC questions and determine the extent to which you have met last year's goals</li> <li>Using EdReflect, share your answers to the IGC questions three working days prior to the IGC</li> <li>Think about two new, CRTF indicatoraligned goals that you want to work on this year, be prepared to discuss them during the IGC meeting</li> </ol>
	consider focus areas for this year's goals  DURING THE CONFERENCE	

- For returning teachers, discuss last year's goals and the extent to which the teacher met them. These can be found on the post-its of the teacher's Ed Reflect Home Page.
- Discuss the teacher's submitted answers to questions about their areas of success and challenge
- Discuss what goals the teacher would like to set for the upcoming year and how the administrator and teacher can work together to meet these goals.
- The administrator should memorialize these answers in Ed Reflect and share with the teacher.

• Prior to the end of the meeting, the teacher should copy/paste the shared goals into the Post-Its on his/her Home Page on Ed Reflect and tag them to the appropriate indicators. Adding them to the Post-Its will allow admin to view all their teachers' goals in a Tableau report.

#### QUESTIONS PRIOR TO AND DURING THE CONFERENCE

Answers to these questions must be submitted three work days prior to the IGC

- 1. In which indicators are you feeling the most successful and why?
- 2. In which indicators are you feeling the most challenged and why?

Discuss answers to these questions during the IGC and formalize the answers in writing

- 3. Based on the challenges you list, what are two goals you have for this school year?\*
- 4. How can we work together to meet these goals?

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI



### **Summative Conference One Sheet**

CompleteOn Semester Scheduled and Jnscheduled Observations Review all data sources and analyze progress made on PGP

**Summative Conference** 

Ulisc	meduled Observations Indue on PdP	
	PURPOSE	TIMING
Groups 1, 2, and 3 and provides the teacher wis Summative Rating Score is also an opportunity to available data sources,	ence occurs at the end of the On Semester for teachers in 4 ON. During a Summative Conference, the administrator th his/her Domain 2 and 3 ratings for the semester and a e based on the average of Domain 1, 2, 3 and 4 indicators. It o discuss a teacher's strengths and areas for growth using all including surveys and informal observations. Lastly, the serves as a check-in for the goals created during the IGC.	<ul> <li>In conference: 45 minutes</li> <li>Can be concurrent with the Post-Observation Conference or Unscheduled Observation Debrief</li> <li>Completed by the last pupil day of the semester for a fall On Semester</li> <li>Completed at least 15 work days prior to the last pupil day of the semester for a spring On Semester</li> </ul>
	APPLICABLE CRTF INDICATORS BY GR	OUP
GROUP 1	1.2a, 1.3a, 2.1a, 2.2a, 2.3a, 3.1a, 3.2a, 4.1a, 4.1b	
GROUP 2	All of Group 1 indicators and 1.1a, 1.2b, 1.3b, 3.2b, 3.4a, 3.3	sa, 3.3b
GROUPS 3 & 4	All of Group 2 indicators and 1.1b, 2.1b, 3.1b, 3.3c	
	BEFORE THE CONFERENCE	
	Administrator Responsibilities	Teacher Responsibilities
<ol> <li>Notify teacher whether the Summative Conference is a separate meeting or concurrent with a debrief</li> <li>Review and rate all Domain 2 and 3 indicators based on the preponderance of evidence collected during the two Unscheduled and one Scheduled Observation</li> <li>Review teacher's self-ratings and plan a coaching conversation around misalignment</li> <li>Review the teacher's goal progress</li> <li>Identify areas of growth the teacher should focus on in the following semester</li> </ol>		<ol> <li>Review Unscheduled and Scheduled         Observation evidence and self-rate in         Domain 2 and 3 Indicators</li> <li>Share self-ratings with Admin in advance of         Summative Conference</li> </ol>
	DURING THE CONFERENCE	
<ul> <li>Discuss ratings</li> </ul>	for Domains 2 and 3	

- Discuss ratings for Domains 2 and 3
- Discuss Summative Score (average of On Semester ratings)
- Synthesize data to determine strengths and areas of growth
- Discuss progress made on current goals
- Include comments on EdReflect

#### For Special Education Teachers, include these steps in the conference

- Teacher should present caseload changes to admin and review changes to their caseload (students who have transferred in, exited SpEd, moved to another teacher's caseload, left the school)
- Admin should ensure that any changes to a teacher's caseload has been noted in PowerSchool
- Admin should review compliance dates with teacher from semester 2 fill in checklist based on evidence of closed IEPs (use Welligent or SEIS to determine)
- Give teachers a final compliance rating

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI.

### **Green Dot Public Schools Lesson Plan Template 2018-2019**



Teacher Name	Subject	Grade Level(s)	Date
Scope and Sequence (1.1a	a):		
<ul><li>Describe the c</li><li>Where does th</li><li>How does this</li></ul>	ontent/skills assessed in the summative assessment.  onis lesson fall in the scope and sequence of your current unit/curriculum?  lesson build upon previous and towards future lessons?  ills and content of this lesson prepare students for the summative assessme	nt of this unit?	
Data-Driven Planning (1.1	(h)·		
What specific	data(qualitative/quantitative) have you used to define and determine the nedata informed instructional strategies to meet the needs of subgroups?	eeds of subgroups or individua	l students?
Content Standards and/o	or Common Core Standards (1.2a):		
Objective Aligned to Stand	dard(s) (1.2a): Content (nouns), level of cognition (verbs), proving behavior	(measurement)	
	The proving behavior should provide the teacher with specific data that re		
What specific	criteria (quantitative and/or qualitative) will you use to measure students' i	ndependent mastery of the ob	ective?
	3a) and Cognitive Engagement (1.3B): Lesson structure is sequen Il students to demonstrate independent mastery through appropriate relea		gnitively engaging learning
Key Vocabulary	<b>Do Now</b> (min): 5-10 minute opening routine students can do independent math), practice/review content material, or activate prerequisite knowle		pecific skill (e.g., grammar, mental
	matrif, practice/review content material, or activate prerequisite knowle	<b>ч</b> ьс.	
	Anticipatory Set (min): A "hook" that introduces new material by relati activating prior knowledge, or developing engagement/curiosity to focus	·	
	Student Action	Tea	acher Action
Chunk 1:			
Time Allotment (min):			
Level of Cognition:  ☐ Knowledge ☐ Comprehension			
☐ Application			
☐ Analysis ☐ Synthesis			
☐ Evaluation  Depth of Knowledge:			
□ Level I: Recall			
□Level II: Skill/Concept □Level III: Strategic Thinking □Level IV: Extended Thinking	Scaffolds for subgroups –		
Chunk 2: Time Allotment (min):			
Level of Cognition:  ☐ Knowledge			
☐ Comprehension			
☐ Application ☐ Analysis ☐ Synthesis			
□Evaluation			
Depth of Knowledge:  □ Level I: Recall	Scaffolds for subgroups –		
☐ Level II: Skill/Concept ☐ Level III: Strategic Thinking			
☐ Level IV: Extended Thinking			

Chunk 3: Time Allotment (min):		
Level of Cognition:  □Knowledge □Comprehension □Application □Analysis □Synthesis □Evaluation Depth of Knowledge: □Level I: Recall □Level II: Skill/Concept □Level III: Strategic Thinking □Level IV: Extended Thinking	Scaffolds for subgroups —	
Proving Behavior: Time Allotment (min):  • Measures independent mastery of the objective.  • Provides specific data that reveals where re-teaching may be needed for next lesson		
Closure: Time Allotment (min): Final self-monitoring Summary/reflection on the objective Reflecting on prior and future learning		



### **Informal Observation and Debrief**

**Informal Observation** 

Informal Observation Debrief
Within 3 days of observation (recommended)

	PURPOSE	TIMING			
Inf	ormal Observation:	Informal Observation:			
	ormal observations are non-evaluative and intended to inform	Minimum of 15 minutes			
coa	aching and support teacher development.	Conduct one informal prior to Unscheduled			
		Observations for teachers who have a fall On Semester.			
De	brief:	Conduct three informals for a teacher on an Off			
Fol	lowing an Informal Observation, the teacher's evaluating	Semester.			
	ministrator shall provide the teacher with one-on-one, in-person	Debrief			
	dback on the evidence gathered during the Informal	• 15-20 minutes			
	servation	Within 3 working days following observation			
Or	Coaching Service	(recommended best practice)			
The	e informal observation debrief may be replaced by an optional	,			
adı	ministrator offered coaching service (ie Data Analysis, Co-				
Pla	nning, Role Play, Video Analysis or a Guided Peer Observation),				
	ther described in the Coaching Services One Sheet.				
	APPLICABLE CRTF I				
	<b>Domain 2:</b> The Classroom Learning Environment	Domain 3: Instruction			
	INFORMAL ORG	DVATION			
	INFORMAL OBSE				
	Administrator Responsibilities	Teacher Responsibilities			
1.	Refer to the teacher's goals prior to conducting the	<ol> <li>Review goals after observation to identify any areas that were observed.</li> </ol>			
	observation.	<ol> <li>Review the script shared on EdReflect by the</li> </ol>			
2.	Observe and script student and teacher dialogue and	administrator and your objective.			
	actions/interactions.	3. Reflect on strengths and areas for improvement using			
3.	Share evidence using EdReflect within 24 hours of the	exit slip/proving behavior data.			
1	observation.	4. Be available/flexible for debriefing within 3 working			
4.	Schedule a post-observation debrief within 3 working days of the observation (recommended best practice)	days.			
	DEBRIE				
	Administrator Responsibilities	Teacher Responsibilities			
1.	Listen and pose questions for reflection	Discuss the observation and your reflection with your			
1.		administrator, especially as it may relate to your goals.			
	Guiding questions:	2. Take notes in EdReflect on feedback and next steps.			
	What was successful about your lesson execution? How  do you know those parts were successful?				
	do you know these parts were successful?				
	<ul> <li>What improvements would you make to this lesson and how would those changes impact student learning?</li> </ul>				
2	Discuss the teacher's goal indicators (if observed)				
2.	- · · · · · · · · · · · · · · · · · · ·				
	Guiding question:				
	<ul> <li>What progress have you made so far towards meeting your goals?</li> </ul>				
3.	Present feedback and provide tangible next steps for				
	improvement and goals for the next informal observation.				
4.	Encourage the teacher to take notes regarding feedback and				
	next steps in EdReflect.				

### **Coaching Service**



Observation (before or after the Planning Meeting)

In-Person Planning Meeting
Within 3 days of observation (recommended)

	PURPOSE	TIMING			
Coa	aching Service	Coa	Coaching Service		
<ul> <li>The informal observation and debrief may be replaced by an optional administrator offered Coaching Service (list below).</li> <li>The Coaching Services that admin can provide are optional and were designed to mirror the highly successful growth opportunities provided by Green Dot's Curriculum Specialists.</li> <li>The Coaching Service and aligned observations are not meant to be evaluative and can only replace Informal Observations</li> </ul>		•	Require an in-person meeting (30-45 minutes) and an observation (15-30 minutes).  Depending on the service, the planning meeting may proceed or follow the observation  Completion of a full "coaching service" (observation and in-person meeting) will take the place of an informal observation/debrief.		
	APPLICABLE CRTF				
	main 1: Data-Driven Planning andDomain 2: The Classroorsessing Student LearningEnvironment	n Lea	Domain 3: Instruction		
	COACHING S	ERVI	CE		
	Administrator Responsibilities		Teacher Responsibilities		
1.	The evaluating administrator may offer to substitute an informal observation and debrief with a coaching service.	1.	Be open to Coaching Services as an expanded opportunity to develop your practice		
2.	If the teacher is interested in pursuing the coaching service, the administrator would schedule it at a time that is mutually agreed upon.	2.	Prepare any pre-work required to have a successful meeting (bring relevant unit plans, lesson plans, proving behaviors, classroom data)		
3.			As scheduled planning sessions require additional planning on the administrator's part, make every effort		
4.	As scheduled planning sessions may require additional preptime for teachers, make every effort to keep these meetings		to keep scheduled meetings.		
5.	Be open to observe the teacher implementing the practice you have discussed and utilize this observation as an Informal Observation/Debrief opportunity				

Coaching Service	Description			
Data	, , , , , , , , , , , , , , , , , , , ,			
Analysis	Admin and teacher agree upon action steps for those areas			
Co-Planning	Admin & coach co-create a lesson focusing on specific measurable outcomes			
	May focus on one or more parts of the lesson, intro warm up, modeling, questioning, formative assessment, etc.			
	Ideally, the lesson that is co-planned will be observed (as an Informal, not an Unscheduled or Scheduled			
	Observation) followed by a debrief to discuss actionable data			
Role Play	Admin takes on the role of the teacher or student and acts out scenarios to practice strategies such as			
	questioning, redirecting behavior, positive reinforcement			
	Useful for developing student-teacher interactions			
Video	Admin videotapes the teacher in real time or rehearsing a set of directions or part of the lesson, critiques their			
Analysis	performance with the admin as guide and continues to practice			
	Admin brings a video of an effective lesson or strategy. Admin and teacher debrief the video together and create			
	an action plan			
Guided	Admin and teacher agree to co-observe another teacher demonstrating a strategy or routine that the teacher is			
Peer	trying to improve upon.			
Observation				



### **Unscheduled Observation and Debrief**

**Unscheduled Observation** 

Uscheduled Observation Debrief
Within 3 days of observation (recommeded)

PURPOSE			TIMING		
Unscheduled Observation:			scheduled Observation:		
The	purpose of an Unscheduled Observation is to provide an accurate	Determined by administrator			
pict	ture of a teacher's authentic day-to-day practice to inform coaching,	•	25-30 minutes		
tea	cher development and Summative Scores. Each Observation Cycle	•	Both Unscheduled Observations need not occur		
for	an On Semester includes two Unscheduled Observations.		prior to the Scheduled Observation.		
		De	brief		
Del	orief:	•	15-30 minutes		
The	purpose of Unscheduled Observation Debriefs is for teachers to		Within 3 working days following observation		
rec	eive formative feedback including recognition of strengths and		(recommended best practice) within 7 days		
spe	cific next steps for growth. They are intended to support teachers		(required)		
in t	heir efforts to improve.		· · ·		
	APPLICABLE CRTF INDI	CAT	DRS		
	<b>Domain 2:</b> The Classroom Learning Environment	Do	main 3: Instruction		
	I INVALUED II TO TO TO TO TO THE TOTAL PROPERTY OF THE TOTAL PROPE		ON .		
	UNSCHEDULED OBSER	VATI	-		
	Administrator Responsibilities		Teacher Responsibilities		
1.	Refer to the teacher's goals prior to conducting the observation.	Aft	er the Observation:		
2.	Observe and script student and teacher dialogue and	1.	Review goals after observation to identify any		
	actions/interactions.		areas that were observed.		
Aft	er the Observation:	2.	Review the script shared on EdReflect by the		
3.	Align (tag) evidence to CRTF indicators on EdReflect		administrator and your objective.		
4.	Share tagged evidence using EdReflect within 24 hours of the	3.	Reflect on strengths and areas for improvement		
	observation (best practice)		using exit slip/proving behavior data.		
5.	Schedule a post-observation debrief within 3 working days of the	4.	Be available/flexible for debriefing within 3		
	observation (recommended best practice)		working days (recommended best practice).		
	DEBRIEF				
	Administrator Responsibilities		Teacher Responsibilities		
1.	Listen and pose questions for reflection	1.	Discuss the observation and your reflection with		
	Guiding questions:		your administrator, especially as it may relate to		
	What was successful about your lesson execution? How do		your goals.		
	you know these parts were successful?	2.	Take notes in EdReflect on feedback and next		
	What improvements would you make to this lesson and how		steps.		
	would those changes impact student learning?				
2.	Discuss the teacher's goal indicators (if observed)				
	Guiding question:				
	What progress have you made so far towards meeting your				
	goals?				
3.	Be prepared to discuss tentative ratings for indicators your are				
	focusing on for the debrief				
4.	Discuss indicators for which no evidence was collected				
5.	Present feedback and provide tangible next steps for improvement				
6.	Encourage the teacher to take notes regarding feedback and next				
	steps in EdReflect.				



### **Pre-Observation Conference**

**Teacher submits** 

Administrator and reacher rate Domain

**Pre-Observation** 

	Lesson Plan indica		Conterence
	PURPOSE		TIMING
lesso	Pre-Observation Conference is an in-person review of a teacher's in planning process. The purpose is to evaluate the effectiveness of a ner's planning and to provide actionable suggestions for improvement.	In c	onference: 30 minutes  Must be scheduled with at least 10 work days advanced notice  Must occur no less than 3 work days prior to the Scheduled  Observation
	APPLICABLE CRT	FIN	DICATORS
Dom	ain 1: Data-Driven Planning and Assessing Student Learning		
	BEFORE THE C	ONF	ERENCE
	Administrator Responsibilities		Teacher Responsibilities
2. 3.	Bucket and share evidence 2 days prior to the Pre-Observation Conference Rate evidence prior to the Pre-Observation Conference Prepare a coaching conversation around applicable Domain 1 indicators	<ol> <li>2.</li> <li>3.</li> </ol>	Create an original Green Dot Lesson Plan that describes the lesson you plan on teaching during your Scheduled Observation Upload the Lesson Plan to EdReflect 4 days prior to the Pre-Observation Conference Self-rate Domain 1 indicators using bucketed evidence in EdReflect and the Pre-Observation Conference
•	SpEd:  o If observing Academic Success (or other content support class)	•	prior to the Pre-Observation Conference. <b>SpEd:</b>

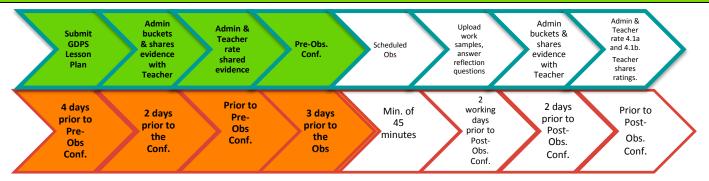
- review the "Considerations for Academic Success Teachers at the bottom of the Lesson Plan Template.
- Review current passports or profile sheets of students in the class so you are aware of the students' eligibility, services/frequency, accommodations, goals, behavior support plan, etc.

- ibes the lesson ation
- the Pre-
- nce in EdReflect
  - Teachers who will be observed teaching Academic Success (or other Content Support class) should ensure they complete the "Considerations for Academic Success Teachers" section at the bottom of the Lesson Plan Template
  - Ensure admin have received current passports or profile sheets of students in the class that include eligibility, services/frequency, accommodations, goals, behavior support plan, etc.

#### **DURING THE CONFERENCE**

- Administrator summarizes the lesson objective, activities and proving behavior to share his/her understanding of the overall lesson.
- Teacher can provide clarification for any misunderstanding or additional explanation as needed.
- The administrator and teacher share Domain 1 ratings and discuss the ratings using the presented evidence and the CRTF as the basis of discussion.
  - To begin the conversation, the administrator may choose to start with indicators on which s/he and the teacher are misaligned or indicators with lower scores.
- If the teacher is able to provide valid evidence on the lesson plan justifying a score increase, the administrator shall increase the rating of the
- Administrator and teacher discuss any revisions/changes to the lesson plan for implementation in the Scheduled Observation.
- Administrator prompts teacher to pre-plan actions in Domains 2 and 3 that will help him/her have a successful classroom observation.
- Administrator prompts teacher to reflect on focus indicators and goals as relevant to this lesson.

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI.





### **Scheduled Observation**

**Scheduled Observation** 

Teacher submits student work and Post-Observation Reflection

PURPOSE			TIMING		
Scheduled Observation: The purpose of a Scheduled Observation is to capture a teacher's execution of a well-prepared lesson cycle in order to collect evidence of growth and implementation of best practices, as well as to inform Summative Scores. Each Observation Cycle for an On Semester includes one Scheduled Observations.		Sch	Meduled Observation:  When feasible, administrator and teacher coordinate the time  Minimum of 45 minutes  Both Unscheduled Observations need not occur prior to the Scheduled Observation.		
	APPLICABLE CRTF INDI	CATO	ORS		
	<b>Domain 2:</b> The Classroom Learning Environment	Do	main 3: Instruction		
	DURING SCHEDULED OBS	ERV	ATION		
	Administrator Responsibilities		Teacher Responsibilities		
1. 2.	Refer to the teacher's goals prior to conducting the observation. Observe and script student and teacher dialogue and actions/interactions.		ter the Observation:  Review goals after observation to identify any areas that were observed.		
Aft	er the Observation:	2.	Review the script shared on Ed Reflect by the		
3. 4. 5.	Align (tag) evidence to CRTF indicators on EdReflect Share tagged evidence using EdReflect within 24 hours of the observation (best practice) Schedule a Post-Observation debrief within 7 working days of the observation	3.	administrator and your objective. Reflect on strengths and areas for improvement using exit slip/proving behavior data. Be available/flexible for debriefing within 7 working days.		
	AFTER SCHEDULED OBSE	RVA	TION		
	Administrator Responsibilities	Teacher Responsibilities			
1.	Listen and pose questions for reflection  Guiding questions:  • What was successful about your lesson execution? How do you know these parts were successful?  • What improvements would you make to this lesson and how would those changes impact student learning?  Discuss the teacher's goal indicators (if observed)	2.	Discuss the observation and your reflection with your administrator, especially as it may relate to your goals.  Take notes in EdReflect on feedback and next steps.		
	Guiding question:				
3. 4. 5. 6.	What progress have you made so far towards meeting your goals?  Be prepared to discuss tentative ratings for indicators your are focusing on for the debrief  Discuss indicators for which no evidence was collected  Present feedback and provide tangible next steps for improvement Encourage the teacher to take notes regarding feedback and next				



#### **Post-Observation Conference**

Teacher submits Student Work Samples and Post-Observaton Reflection Administrator and teacher rate Domain 4 indicators 4.1a and 4.1b

Post-Observation Conference

PURPOSE	TIMING
The purpose of Post-Observation Conference is for the evaluating	
administrator to provide targeted feedback based upon the teacher's	In conference: 60 minutes
performance on CRTF Domain 2 and Domain 3 indicators during his/her	Must occur within 7 work days from the Scheduled Observation
Scheduled Observation.	

#### **APPLICABLE CRTF INDICATORS**

Domain 2: The Classroom Learning Environment

**Domain 3:** Instruction

Indicators 4.1a and 4.1b: Engage in critical reflection and revision to increase effectiveness

BEFORE THE CONFERENCE				
Administrator Responsibilities	Teacher Responsibilities			
<ol> <li>Review teacher-submitted materials (Student Work Samples and Post-Observation Reflection)</li> <li>Tag evidence to CRTF Domain 2, Domain 3, and indicators 4.1a and 4.1b, then share the evidence</li> <li>Rate CRTF indicators 4.1a and 4.1b in EdReflect</li> <li>You may add comments to remind yourself of talking points. If you keep these private, refer to them on your computer during the conference</li> <li>Prepare a coaching conversation around focus indicators</li> </ol>	<ol> <li>Upload or submit evidence of student mastery of the objective or any other relevant student work samples. You should submit high, medium, and low work samples as well as evidence of performance for subgroups (e.g. SpEd, EL)</li> <li>Submit the Post-Observation Reflection questions on EdReflect</li> <li>Use administrator's shared evidence to self-rate indicators 4.1a and 4.1b on EdReflect</li> <li>You may add comments to remind yourself of talking points. If you keep these private, refer to them on your computer during the conference</li> <li>Recommended: Share self-ratings with administrator on EdReflect</li> </ol>			
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#### **DURING THE CONFERENCE**

#### Part 1 – Discuss Student Work

The administrator prompts the teacher to discuss the student work as it relates to the students' attainment of the learning objective. The administrator should use this as an opportunity to coach the teacher on his/her appraisal of students' achievement of the objective and next steps chosen and provide the teacher with ratings for 4.1a and 4.1b.

#### Part 2 - Discuss Observation

The teacher and administrator share ratings in EdReflect and then review each other's ratings.

The administrator and teacher discuss the observation using classroom observation evidence and the CRTF as the basis for the coaching discussion. The conversation should be based on evidence and should include: (1) areas of strength, (2) areas for growth, and (3) any indicators for which the administrator has collected little or no evidence.

#### Part 3 – Recommend Next Steps

The administrator prompts the teacher to consider next steps and his/her goals. If necessary, the administrator will provide specific next steps and any necessary resources for professional development.

This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XXI.



Standard	Standard Indicator Not Observed Level 1 Level 2 Does Not Meet Standard Standard Standard		Level 3 Meets Standard	Level 4 Exemplifies Standard		
4.2 Engage in	A) Participation in a professional community	Not Observed	The teacher rarely participates in the professional community activities (professional development, grade level/department collaboration) or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities (professional development, grade level/department collaboration) as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community (professional development, grade level/department collaboration) by demonstrating positive, collegial, and professional relationships with colleagues.	All of level 3 and Teacher initiates and promotes positive relationships and collaboration in the professional community
collaborative relationships with peers	B) Participation in the school community	Not Observed	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	All of level 3 and The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).
4.3 Exhibiting	A) Unwavering belief in all student's potential  Exhibiting  A) Unwavering belief in all Not a belief in the ability of all students to achieve regardless of circumstance(s).		The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	All of level 3 and The teacher serves as a model of the belief in the ability of all students to achieve or encourages others to develop this belief.	
and upholding the Green Dot Core Values	The teacher doe manage challen  B) Passion for excellence Observed OR	OR does not strive to make	The teacher manages challenges and obstacles but inconsistently strives to make improvements or maintain high standards.	The teacher persists in the face of challenges and obstacles and strives to make continuous improvements, holding self to high standards.	All of level 3 and The teacher initiates improvements and develops innovative practices to benefit the school community.	

C) Personal responsibility	Not Observed	The teacher's actions rarely demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions inconsistently demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	The teacher's actions demonstrate taking responsibility for his or her role in the success of students, colleagues, and the school.	All of level 3 and The teacher serves as a model for taking responsibility for his or her role in the success of students, colleagues, and the school.
D) Respect for others and community	Not Observed	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	All of level 3 and The teacher strengthens relationships among stakeholders
E) All stakeholders critical to process	Not Observed	The teacher does not involve stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher inconsistently involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	The teacher involves stakeholders (e.g. parents, counselors, CSOs, school psychologists) to remove barriers to students' learning or improve the school community.	All of level 3 and The teacher develops, refines, or shares replicable systems for involving stakeholders to remove barriers to students' learning or improve the school community.

### **Green Dot Student Survey 2018-19**



Advisory:

School:	
Course Name:	
Teacher Name:	
Student Name:	

#### Instructions:

Please provide us with feedback for the **teacher** and **class** listed above by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

#### **MARKING INSTRUCTIONS**

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- · Make solid marks that fill the response completely.
- · Make no stray marks on this form.

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		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	My teacher pushes us to keep trying when the work gets hard.	SD	D	A	SA
2.	My teacher believes in my ability to succeed and expects the best from me.	(SD)	(D)	(A)	(SA)
3.	My classmates behave the way my teacher wants them to.	(SD)	(D)	A	(SA)
4.	My teacher responds fairly to all student behavior.	(SD)	(D)	(A)	(SA)
5.	My teacher sets clear expectations for my behavior in this class.	(SD)	(D)	(A)	(SA)
6.	My teacher treats my classmates and me with respect.	(SD)	(D)	(A)	(SA)
7.	Students in this class treat the teacher with respect.	(SD)	(D)	(A)	(SA)
8.	Students in this class treat each other with respect.	(SD)	(D)	(A)	(SA)
9.	Our class has routines and procedures that my classmates know how to follow.	(SD)	(D)	(A)	SA
10.	Our class uses the whole period for learning.	(SD)	(D)	(A)	(SA)
11.	My teacher explains the objective or purpose of each day's lesson.	(SD)	(D)	A	(SA)
12.	My teacher explains how today's lesson connects to what we learned before and what we will learn in the future.	SD	(D)	A	SA
13.	My teacher wants us to use our thinking skills, not just memorize things.	SD	(D)	A	(SA)
14.	My teacher moves at the right speed for me to learn, not too fast and not too slow.	SD	(D)	A	SA
15.	My teacher explains how I can prove what I learned in each day's lesson.	(SD)	(D)	(A)	SA
16.	My teacher makes lessons interesting.	(SD)	(D)	(A)	(SA)
17.	My teacher expects all students to answer questions.	(SD)	(D)	(A)	SA
18.	My teacher asks questions that make me think.	(SD)	(D)	(A)	(SA)
19.	My teacher expects us to use academic vocabulary in class.	SD	(D)	A	SA
20.	My teacher expects us to explain our ideas to each other or the class.	(SD)	(D)	(A)	(SA)
21.	When we work alone or in small groups, my teacher expects me to participate.	(SD)	(D)	(A)	(SA)
22.	The teacher uses materials and resources that help me learn.	(SD)	(D)	(A)	(SA)
23.	My teacher checks to make sure we understand the lesson.	(SD)	(D)	(A)	(SA)
24.	During class, my teacher lets us know if we are getting it, and helps us if we are not getting it.	SD	D	A	SA
25.	My teacher asks me to think about what I understand and what I am still confused about.	(SD)	(D)	A	(SA)
26.	Teachers and administrators treat me with respect.	(SD)	(D)	(A)	(SA)
27.	I feel safe at this school.	(SD)	(D)	(A)	(SA)
28.	The school has high expectations for me to succeed academically.	(SD)	(D)	(A)	(SA)
29.	This school is preparing me for college.	(SD)	(D)	(A)	SA
30.	This school is preparing me for my future.	(SD)	<b>D</b>	(A)	(SA)
31.	I would recommend this school to a friend.	(SD)	(D)	(A)	(SA)
		$\sim$			_

### **Green Dot Family Survey 2018-19**



	•	
School:		

Instructions: Please provide us with feedback on your student's school by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

Por favor, marque la mejor respuesta a las preguntas siguientes para darnos sus comentarios sobre la escuela de su estudiante. Sus comentarios se mantendrán anónimos; por favor contesta con honestidad y sinceridad. ¡Gracias!

#### **MARKING INSTRUCTIONS**

My student is an English Language Learner. Mi hijo/a es un/a Estudiante del Idioma Inglés.

Yo recomendaría esta escuela a un amigo.

- Y Yes
- N No

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- · Make solid marks that fill the response completely.
- · Make no stray marks on this form.
  - CORRECT: •

INCORRECT: ØX ⊕ ♡

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School

		Strongly Disagree No, definitivamente no estoy de acuerdo.	Disagree No estoy de acuerdo.	Agree Si, estoy de acuerdo.	Strongly Agree Si, estoy totalmente de acuerdo.
1.	The communication I receive from the teachers at this school is easy to understand.	SD	D	A	SA
	La comunicación que recibo de los maestros en esta escuela es fácil de entender.				
2.	Teachers at this school contact me regularly about my student's academic progress.  Los ma estros en esta escuela me contactan regularmente sobre el progreso académico de mi estudiante.	SD	D	A	SA
3.	Teachers at this school have returned my calls and/or emails within 48 hours (excluding weekends/holidays).  Los maestros de esta escuela han devuelto mis llamadas y / o e-mails dentro de las 48 horas (excluyendo fines de semana y días festivos).	(SD)	D	A	(SA)
4.	Teachers at this school have been willing to meet with me about my student.  Los ma estros de esta escuela han estado dispuestos a reunirse conmigo acerca de mi estudiante.	SD	D	A	SA
5.	The teachers at the school encourage me to work with them to help my child learn.  Los maestros de la escuela me animan a trabajar con ellos para ayudar a mi estudiante a aprender.	SD	D	A	SA
6.	Teachers at this school have provided me with strategies to support my student's success in school.  Los ma estros de esta escuela me han proporciona do estrategias para apoyar el éxito de mi estudiante en la escuela.	(SD)	D	A	SA
7.	Teachers at this school have helped me to help my student get ready for next step in their education.  Los ma estros en esta escuela me han ayudado a ayudar a mi estudiante a prepararse para el siguiente paso en su educación.	(SD)	D	A	SA
8.	Teachers at this school have helped my student set high academic goals.  Los ma estros en esta escuela han ayudado a mi estudiante a fijarse metas académicas altas.	SD	D	A	SA
9.	Teachers at this school have helped my student to meet his/her academic goals.  Los maestros de esta escuela han ayudado a mi estudiante a lograr sus metas académicas.	(SD)	D	A	SA
10.	This school has involved me in my student's education.  Esta escuela me ha involucrado en la educación de mi estudiante.	SD	D	A	SA
11.	This school has shown interest in my needs as a parent. Esta escuela ha mostrado interés en mis necesidades como padre.	SD	D	A	SA
12.	My child is gaining access to a better education than at a traditional public school.  Mi hijo/a tiene acceso a una mejor educación que la que provee una escuela pública tradicional.	SD	D	A	SA
13.	This school provides a safe environment for my student.  Esta escuela provee un ambiente seguro para mi estudiante.	SD	D	A	SA
14.	I would recommend this school to a friend.	SD	D	(A)	SA



### **Green Dot Public Schools California**

### Acknowledgement of Performance Evaluation Modification Due to Leave of Absence

On [DATE], Green Dot Public Schools California ("GDPSC") approved my request for a leave of absence ("LOA") between [DATE] and [DATE]. As a result of this LOA, I understand and acknowledge the following:

- 1. If my On Semester evaluation was scheduled for the fall, I will be evaluated in the spring semester;
- 2. if my On Semester evaluation was scheduled for the spring, I will not receive a score for this school year and my group status for next year shall not change;
- 3. if I am in Group 1, 2 or 3 and I do not receive a Summative Score for this school year, my group status for next school year shall not change;
- 4. if I am in Group 4 (On Year) and I do not receive a Summative Score for this school year, I will remain in Group 4 (On Year) for next school year;
- 5. if I am in Group 4 (Off Year), I shall be in Group 4 (On Year) for next school year;
- 6. any student or 360° survey completed during my LOA will not impact my teacher effectiveness rating; and
- 7. this document and any attachments will be placed in my personnel file.

Teacher Name	Teacher Signature	School Name	Date
Evaluator Name	Evaluator Signature	School Name	Date



# Summative Conference Independent Third Rater Submission Form

A teacher has 10 working days from the time of the Summative Conference to submit the Independent Third Rater Submission Form. Forms submitted past the 10 day deadline will not be considered.

**Step 1:** Fill in the date of the Summative Conference and the date you are submitting the form

Date of Summative Conference :	Date of Submission:

In order for Green Dot to locate an Observation Cycle in EdReflect, we need its unique numerical identifier.

Step 2: Please go to your Observation Cycle in EdReflect and fill in the last 5 digits in the web address below.

Example Attps://apps.bloomboard.com/CoachFormalObservations/index 20676 Fill-in your 5 digit EdReflect Observation Number:
--

Step 3: For up to three indicators, fill in the fields of the chart below. Include the indicator number and language, the evidence collected by the administrator (during the 2 Unscheduled and 1 Scheduled observation), the rating your administrator gave, and the rating you believe the evidence should have received. Next to the ratings, provide your rationale for contesting each indicator's score. Use the evidence provided and the language of the CRTF as a basis for your rationale. If there is additional scripted evidence (from the Unscheduled and Scheduled Observations) collected by the administrator that you believe should be bucketed for an indicator you are contesting, include it in the Rationale portion of the chart and indicate why you believe it should be added.

<u>Step 4:</u> When the form is complete, make sure to remove identifying information (name, school site) from form. Submit the form via email to the Ed Team Assistant – Alma Reyes at alma.reyes@greendot.org with "3<sup>rd</sup> rater request" in the subject line.

Standard & Indicator	Language of the indicator	Evidence Collected	Admin Rating	Teacher Rating	Rationale
1.1a	Establish standards-based learning objectives for instructional plans: Selection of Learning Objectives				

3 <sup>rd</sup> rater. Once	the rating	ks, the administrator a gs are received, the tea be changed in EdRefle	cher and administra	tor should meet to rev						
			3 <sup>RD</sup> Ra	ater Review Determin	ation & Rational	е				
		1	ТО	BE COMPLETED BY TH	IE THIRD RATER					
Fill in the indicator	Final Rating	Rationale:								
Indicator 1:										
Indicator 2:										
Indicator 3:										
To be completed Team for Review	•	Chief Academic Office	<b>r</b> : On <mark>date</mark> , the Sumi	mative Conference Inc	dependent Third I	Rater Subr	nission Fo	m was submitte	d to the GDPS Educa	ition
_		firms that the contestenistrator in EdReflect a				•		•	•	cores
Verified by: A	nnette Go	nzalez, Chief Academio	Officer	Signature:			_			
Date:										
Teacher Name	:									
Campus Name	:									

### Green Dot Public schools

# Teacher Performance Evaluation Petition to Advance to the Next Group

This petition process is designed exclusively for a teacher who wishes to move into the next group after being awarded a 3.0 or his/her prior year's Summative Score as a result of administrative failure to meet required timelines. The petition process allows a teacher's individual case to be evaluated by impartial members of GDPS' Education Team and AMU.

#### **Process and Timeline**

- 1. Following the semester in which the teacher received a 3.0 or his/her prior year's Summative Score, he or she shall have ten working days from the first day of paid service of the semester to submit the Petition to Advance to the Next Group ("Petition")..
  - a. Petitions submitted past the ten day deadline will not be considered.
- 2. The teacher shall submit the Petition to the Executive Assistant to the CAO and CEO.
- 3. The Evaluating Administrator will repsond to the teacher's Petition within ten working days of the teacher's submission.
- 4. Green Dot will schedule an in-person meeting within 30 working days of the first day of paid service of the semester.
  - a. Required participants include an AMU Exec Board member (or other representative) and an Ed Team Member.
  - b. Optional participants include the petitioning teacher, evaluating administrator and Area Superintendent
- 5. During the meeting, the AMU Exec Board member and the Ed Team member shall review the submitted petition and the evaluating administrator's response to determine if the teacher is allowed to move groups.
  - a. The AMU Exec Board member and Ed Team Member may solicit additional information from the petitioning teacher and evaluating administrator as needed.
- 6. The AMU Exec Board member and the Ed Team member shall submit their decision to the GDPS' Chief Academic Officer ("CAO") or designee.
- 7. The CAO or designee shall inform the teacher and administrator regarding the result of his/her petition.

#### **Contents of Teacher's Petition**

#### WRITTEN SUBMISSION

The petitioning teacher shall

- briefly describe (in 500 words or less) the incidents that led up to him or her receiving an automatic 3.0 or the prior year's Summative Score as a result of administrative failutre to meet required timelines
- explain why he or she wishes to be moved into the next group for the following school year

This petition shall be typed, dated, saved and submitted as a PDF via email to Executive Assistant to the CAO and CEO.

#### **ATTACHMENTS**

The petitioning teacher shall attach any relevant email or written correspondence between him/herself and the evaluating administrator that demonstrates he or she made every effort to be evaluated. In addition, if absences were a factor in the case, the teacher shall submit detail regarding his or her absences.

#### **Contents of Administrator or Response**

#### **WRITTEN SUBMISSION**

The administrator shall

- briefly describe (in 500 words or less) the incidents that led up to the petioning teacher receiving an automatic 3.0 or the prior year's Summative Score as a result of administrative failutre to meet required timelines
- explain whether he or she thinks that the petioning teacher should move inot the next group or stay in the current group.

This petition shall be typed, dated, saved and submitted as a PDF via email to Executive Assistant to the CAO and CEO.

#### **ATTACHMENTS**

The administrator or Area Superintendent shall attach any relevant email or written correspondence between him/herself and the petioning teacher or other relevant partis that help explain the situation. In addition, if absences were a factor in the case, the administrator shall submit formal detail regarding those absences.

To be completed by the Chief Academic Officer: On date, the Petition	to Advance to the Next Group was submitted to GDPS for review.
•	IU Exec Board member or designee and an Ed Team Member. For the upcoming evaluation he next group (CIRCLE ONE). It is my responsibility to ensure that any group changes are made in ent will be placed in the teacher's personnel file.
Verified by: Annette Gonzalez, Chief Academic Officer	Signature:
Date:	
Teacher Name:	
Evaluating Administrator Name:	
Campus Name:	





COLLEGE READY COUNSELING						
Domain 1: Data-Driven Planning						
Standards	Indicators					
1.1 Use student and school wide data to guide	A) Analyze and Interpret Data Correctly					
planning and inform decision making	B) Accuracy and Use in Future Planning					
Domain 2: Academic De	velopment and Growth					
2.1 Assist students in planning for academic achievement	A) Academic Counseling and Academic Skills Support					
demeverient	B) Enrichment Opportunities					
Domain 3: Educational Transiti	ons and Pre-College Guidance					
	A) Career Readiness and Exposure					
3.1 Development of students' secondary and post- secondary plans	B) Exploration of Secondary and Post-Secondary Options					
	C) Secondary/Post-Secondary Applications and Transition Planning					
3.2 Facilitation of students' pursuit of secondary	A) Provide Financial Aid Awareness					
and postsecondary plans	B) Financial Aid and Scholarship Applications (High School Only)					
Domain 4: Personal, Social and Emo	tional Development and Counseling					
4.1 Monitor and address personal, social, and emotional concerns that may impede students' educational development.	A) Provide Counseling Referral Services and Collaborate with Staff, Mental Health Team and Outside Agencies      B) Crisis Support					
	A) Individual Counseling and Group Counseling					
4.2 Counseling Services	B) Mediation					

### Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	
1.1 Use student and school wide data to guide planning and inform decision making	A) Analyze and Interpret data correctly	When reviewing data from Green Dot platforms, the counselor inconsistently articulates evidence, relevant facts, and sound rationale.  OR  The counselor inconsistently demonstrates thoughtful analysis of key data when reviewing data from Green Dot platforms.	When reviewing data from Green Dot platforms, the counselor consistently articulates evidence, relevant facts, and sound rationale.  OR  The counselor consistently demonstrates thoughtful analysis of key data from various Green Dot platforms.	When reviewing data from Green Dot platforms, the counselor consistently articulates evidence, relevant facts, and sound rationale.  AND  The counselor demonstrates thoughtful analysis of key data from various Green Dot platforms.	All of 3 and  The counselor shares thoughtful analysis of key data with relevant stakeholders.	Counselors have access to various Green Dot Data platforms to monitor trends in student's behavior, attendance, and achievement. In order for counselors to use data, they must be proficient in understanding how to collect, analyze, and interpret data correctly. Counselors who are proficient in the analysis of data are able uncover patterns and trends to improve their programs and services for students. Examples of Green Dot Data Platforms but not limited to are;  Power School Tableau Salesforce
						<ul><li>Service Tracking System</li></ul>

### Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Indicators	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV			

Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	
1.1 Use student and school wide data to guide planning and inform decision making	B) Accuracy and Use in Future Planning	The counselor inconsistently uses data to accurately assess progress of their work.  OR  The counselor inconsistently uses relevant data to make appropriate recommendations for future areas of focus.	The counselor consistently uses data to accurately assess progress of their work.  OR  The counselor consistently uses relevant data to make appropriate recommendations for future areas of focus.	The counselor consistently uses data to accurately assess progress of their work.  AND  The counselor consistently uses relevant data to make appropriate recommendations for future areas of focus.	All of level 3 and  The counselor uses data generated to drive a plan of action or shift the area of focus related to subgroups of students for the following semester or year.	Utilizing data to monitor progress is an integral part in measuring the impact of school counselor activities and programs. Monitoring and measuring results provides an opportunity to determine what worked and what did not. It also provides direction to what could be done differently to improve student outcomes. Some monitoring examples include but are not limited to:  Pre and post test Attendance Grades Standardized test scores College applications and admission

### Domain 1: Data Driven Planning 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
		Level I	Level II	Level III	Level IV	
						College Readiness measurement (A-G and TN promise) Academic (SRI Lexile, state exam scores) Surveys Behavior (ISS, OSS, discipline referrals)

**Domain 2:** Assist Students in Planning for Academic Growth 2017-2018

		Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence
Standard	Indicators	Level I	Level II	Level III	Level IV	
2.1 Assist students in planning for academic growth	A) Academic Counseling	During academic counseling, the counselor inconsistently develops and implements an academic plan for subgroups of students  OR  The counselor inconsistently monitors subgroups of students' progress in the identified areas of concern	During academic counseling, the counselor consistently develops and implements an academic plan for subgroups of students  OR  The counselor consistently monitors subgroups of students' progress in the identified areas of concern while proactively involves families in achieving academic plans and goals.	During academic counseling, the counselor consistently develops and implements an academic plan for subgroups of students  AND  The counselor consistently monitors subgroups of students' progress in the identified areas of concern while proactively involves families in achieving academic plans and goals	All of level 3, and  The counselor implements systems to ensure that all students and their families actively participate in regular academic planning and progress monitoring.	When students are aware of their academic standing, they are more likely to be self-directed and make decisions to improve academically. The counselor meets with families, students and other stakeholders and helps to interpret necessary information in order to provide guidance and help students meet their educational plans and goals. Examples, but not limited to:  Transcript Analysis Graduation/promotion Planning Progress monitoring

### **Domain 2:** Assist Students in Planning for Academic Growth 2017-2018

Standard Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	Spirit & Evidence	
Standard Mulcator	Level I	Level II	Level III	Level IV		
B) Enrichmen Opportunities	necessary to promote	The counselor inconsistently provides students with the information and support necessary to promote participation in various enrichment opportunities.	The counselor consistently provides <b>subgroups</b> of students with the information <b>and</b> support necessary to promote participation in various enrichment opportunities.	All of level 3 and  The counselor establishes systems to provide opportunities for multiple subgroups of students	Enrichment activities expand on students' learning and allow them apply new knowledge and skills the broaden their educational experiences. The counselor proactively seeks out, builds and maintains relationships with enrichment providers to create opportunities for their students.  College knowledge programs Research and communication summer internships Collaboration with community agencies and non-profits Maintaining relationship with outside agencies.	

### **Domain 3:** Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	
		Level I	Level II	Level III	Level IV	Spirit & Evidence
3.1 Development of students' secondary /postsecondary plans	A) Career Readiness and Exposure	The counselor inconsistently provides opportunities for students to develop career awareness  OR  The counselor inconsistently provides opportunities for students to develop career readiness skills	The counselor consistently provides opportunities for students to develop career awareness  OR  The counselor consistently provides opportunities for students to develop career readiness skills	The counselor consistently provides opportunities for students to develop career awareness  AND  The counselor consistently provides opportunities for students to develop career readiness skills	All of level 3 and  The counselor supports students in exploring possible future career paths by accessing experiential activities	When students are exposed to career opportunities they develop an understanding of how their own qualities, interests and education connect to future career choices.  Counselors develop various methods that help students increase their knowledge of career options and employ strategies that develop career readiness.  Career Guidance lessons Career workshops Career day, Career fairs Job shadowing Career readiness & workability skills Interest Inventories and Personal Career assessment tools

### **Domain 3:** Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	
Standard	mateutors	Level I	Level II	Level III	Level IV	Spirit & Evidence
	B) Exploration of Secondary / Post-Secondary Options	The counselor inconsistently provides information about secondary/post-secondary options to subgroups of students  OR  The counselor inconsistently supports subgroups of students to analyze their options in order to make informed decisions about secondary and post-secondary options	The counselor provides information about secondary/post-secondary options to <b>subgroups</b> of students  AND  The counselor implements systems that allow <b>subgroups</b> of students to analyze their options in order to make informed decisions about secondary/post-secondary options	The counselor provides information about secondary/post-secondary options to all students  AND  The counselor implements systems that allow all students to analyze their options in order to make informed decisions about secondary /post-secondary options	All of level 3 and  The counselor provides differentiated advisement about secondary/post-secondary options to all students	To assist students and families in determining the best secondary/post-secondary options,  counselors proactively seek out resources and provide the necessary information and guidance that students and families  will use to make decisions for their secondary and post-secondary options. The following are examples but are not limited to:  College/university tours College readiness LPs/workshops Parent nights High school nights (MS) College presentations Advisory/Guidance Lessons College fairs Individual/ group meetings Collaboration with community based college access groups

### **Domain 3:** Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	
Standard	mateutors	Level I	Level II	Level III	Level IV	Spirit & Evidence
	C) Secondary/ Post-Secondary Applications and Transition Planning	The counselor inconsistently supports subgroups of students to complete and submit secondary/post-secondary applications  OR  The counselor inconsistently provides secondary/post-secondary transition support to subgroups of students	The counselor consistently supports subgroups of students to complete and submit secondary/post-secondary applications  OR  The counselor consistently provides secondary/post-secondary transition support to subgroups of students	The counselor consistently supports all students to complete and submit secondary/post-secondary applications  AND  The counselor consistently provides secondary/post-secondary transition support to all students	All of level 3 and  The counselor supports students in applying to more competitive or "best fit" secondary/post-secondary institutions	When students are supported throughout the secondary and post-secondary application process, they are more likely to complete the necessary steps in order to be accepted, enrolled, and transition to a best fit Secondary/post-secondary institution that best suits their needs and future goals. The following are examples but not limited to:  Lesson Plans Parent, financial aid, & academic progress meetings Post-secondary, secondary Workshops College/ High School applications Grade-level programming and selections

### **Domain 3:** Educational Transitions and Pre-College Guidance 2017-2018

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard	
Standard	maicators	Level I	Level II	Level III	Level IV	Spirit & Evidence
3.2 Financial Aid Literacy and Support	A) Provide financial aid awareness	The counselor inconsistently provides financial aid information to students.	The counselor consistently provides financial aid information to students.	The counselor consistently provides financial aid information to students and families.	The counselor implements systems to ensure that students <b>and</b> families are provided with appropriate financial aid information.	When students and families are aware of the multitude of financial aid options they are knowledgeable about the cost of postsecondary education, the need for financial planning, and the financial aid process.  Examples but not limited to:  On campus workshops Cash for College workshops Promote off campus workshops and conferences. Promotion of scholarships Lesson guidance plans Scholarships workshop
Financial Aid Li	B) Financial aid and scholarship applications  High School Only	The counselor inconsistently provides assistance for students to complete the financial aid and scholarship application process.	The counselor consistently provides assistance for students to complete the financial aid and scholarship application process.	The counselor consistently provides assistance for students <b>and families</b> to complete the financial aid and scholarship application process.	All of level 3 and  The counselor continues to check for quality and follow-through of students within the financial aid and scholarship application process.	In order to support students' successful post-secondary transition, counselors implement programs that support students in completing the financial aid and scholarship process  Cal Grant/TN Promise FAFSA/Dream Application Need-Based/Merit Scholarships

Monitor and address personal. Social. and emotional concerns that may consolin social. Services and collaborat e with staff, mental health team and outside agencies agencies
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The counselor inconsistently utilizes the tools and training to implement individual or school wide crisis support.  OR  The counselor inconsistently follows up with necessary stakeholders about short term next steps.	The counselor consistently utilizes the tools and training to implement individual or school wide crisis support.  OR The counselor consistently follows up with necessary stakeholders about short term next steps.	The counselor consistently utilizes the tools and training to implement individual or school wide crisis support.  AND The counselor consistently follows up with necessary stakeholders about short term next steps.	All of level 3 and  The counselor helps coordinate a system of supports that provide long term crisis management for individual students.	A trained counselor can play a key role and implement individual or school wide crisis support by utilizing crisis protocol and procedures, which minimize the effects of crisis situations,  Suicide assessments PREPARE certification Debrief
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4.2 Counseli ng Services	The counselor does not conduct individual and/or group counseling sessions that provide students with strategies to address personal, social and emotional barriers to learning.	rategies to spersonal, and emotional  The counselor inconsistently conduct individual and/or group individual and/or group counseling sessions the provide students with strategies to address personal, social and inconsistently conduct individual and/or group individual	individual and/or group counseling sessions that	All of level 3 and  The counselor coordinates a stakeholder-inclusive plan of support for students receiving individual and/or group counseling.	When counselors provide individual counseling services to students with personal, social and emotional barriers to learning, students are able to employ coping skills that allow them to succeed in a school setting.  Individual counseling sessions Teacher/staff consultations Review of student data Consultation with families Group counseling sessions Group referral list Parent consent forms Pre and post survey Group counseling curriculum or outline
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B) Mediation	The counselor inconsistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.  OR  The counselor inconsistently provides follow-up with appropriate stakeholders (as needed).	The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.  OR  The counselor consistently provides follow-up with appropriate stakeholders (as needed).	The counselor consistently facilitates mediations and teaches conflict resolution skills that support a safe learning environment.  AND  The counselor consistently provides follow-up with appropriate stakeholders (as needed).	The counselor coordinates a comprehensive, schoolwide mediation program that stakeholders know how to use and engage in.	When counselors facilitate the mediation process and teach conflict resolution skills, students are able to resolve conflict and contribute to a safe learning environment.  Mediation sessions Mediation contracts Power School logs Advisory
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# APPENDIX C TEACHER/COUNSELOR CASELOAD

### Green Dot Public Schools California Counselor Caseload

This form shall be used to document the conversation regarding any counselor caseload exceeding 350 students for Green Dot Public Schools California's ("Green Dot") high schools (HS) or 450 students for Green Dot middle schools (MS), and any subsequent ameliatory measures agreed upon by the principal and the affected counselor. All possible avenues for reducing the caseload to 350 (HS)/450 (MS) or less should be exhausted before using this form.

Counselor's Signature	Date
Principal's Signature	Date
Other (explain)	
Additional support from an administrator	
Limited adjunct supervisorial duties	
Reduced workload in areas other than the couns	selor role
Additional full or part time counselor, counselor	aide, or counselor intern
The principal and the affected counselor (named ameliatory measures given that the identified cast of 350 (HS)/450 (MS):	, ,
Briefly state the reason that this caseload MUST (HS)/450 (MS):	exceed the caseload limit of 350
Semester/School Year:	
Counselor:	
Principal:	
School Site:	

### **Green Dot Public Schools**

### **Teacher Caseload**

This form shall be used to document the conversation regarding any class exceeding the class size limit of 33 or intervention classes (defined as math and literacy intervention classes) exceeding 27 and any subsequent amelioratory measures agreed upon by the principal and the affected teacher. All possible avenues for reducing the class size to 33 or intervention classes to 27 or less should be exhausted before using this form.

School Site:	
Principal:	
Teacher:	
Semester/School Year:	
Course(s):	
Period(s):	
Briefly state the reason that this class MUST exceed intervention classes limit of 27:	the class size limit of 33 or
The principal and the affected teacher (named above amelioratory measures given that the identified cours of 33 or intervention classes above 27:	, ,
Substitute day(s) for grading/planning (specify numb	er of days)
Lower class sizes in other periods (specify which cou	urses/periods)
Instructional aid for the affected period	
Stipend in the amount of \$ (stipend shall agreement)	not exceed the contractual
Other (explain)	
Principal's Signature	Date
 Teacher's Signature	Date

# APPENDIX D MEMORANDA OF UNDERSTANDING

Teacher/Counselor Stipend positions for the 2018-2019 School Year -Sunset Date: June 30, 2019

# MEMORANDUM OF UNDERSTANDING BETWEEN ASOCIACIÓN DE MAESTROS UNIDOS AND AND GREEN DOT PUBLIC SCHOOLS CALIFORNIA

# TEACHER/COUNSELOR STIPEND POSITIONS FOR THE 2018-2019 SCHOOL YEAR

This Memorandum of Understanding ("MOU") between Asociación de Maestros Unidos ("AMU") and Green Dot Public Schools California ("GDPSC," referred to herein collectively with AMU as the "Parties") memorializes the establishment of stipend positions available for AMU members. The positions and stipend amounts are attached hereto.

NOW, THEREFORE, the Parties hereby agree as follows:

- "STRS") because the positions relate to, or are an outgrowth of, GDPSC's instructional and guidance program. Should a stipend position be filled, the AMU member shall complete the duties in the position's job description, in full per semester, to receive the stipend amount. As a result, GDPSC shall remit payment, including employee/employer contributions to STRS and less all legally required withholdings, for such stipend work in the month All stipend positions listed herein are intended to meet the standard for creditable service under the California State Teachers' Retirement System which the work was completed (i.e., in December 2018 and June 2019)
- GDPSC shall provide AMU with a calendar of meetings, trainings, and other events relevant to stipend positions available to AMU members by April 9, 2018. Such events shall be open to AMU officers to attend as observers and potential presenters. 7
- This MOU shall become effective upon full execution thereof and, absent a written agreement between the Parties, shall sunset on June 30, 2019. 33
- 4. Entire Agreement.
- This MOU contains the entire agreement, and supersedes any oral or written understandings, between the Parties with respect to the subject matter contained herein. In the event of any conflict, ambiguity or silence, the collective bargaining agreement between the Parties ("CBA") shall apply. entering this MOU, the Parties do not agree to waive any rights under the CBA. ಡ
  - No person or party is authorized to make any representations or warranties except as set forth herein, an no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. 5
- c. This MOU shall only be modified by written mutual agreement of the Parties.

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**AUTHORIZED SIGNATURES:** 

GREEN DOT PUBLIC SCHOOLS CALIFORNIA

Dr. Cristina de Jesus

President and Chief Executive Officer

: 125 of**g** 125 of

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Shirt of Mills

ASOCIACIÓN DE MAESTROS UNIDOS

Angel Maldonádo

President

Date: 6/6//

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	Retur	Returning Positions for 2018-2019		
Position	Deliverables	Commitment	Selection Criteria	Stipend, Application Deadline & Contact
Champions 1 Summer Training day + 2018-2019	Alumni Champions will:  Support a caseload of students as they transition out of high school into college/workforce  Support and recruit for Alumni Events in coordination with the College and Success Coordinator  Support and help facilitate 1 summer melt alumni workshop  Recruit alumni for a summer overnight program  Utilize Alumni Data Tracking system to track and support a minimum caseload of 25 alumni from your school site to monitor college persistence and increase post-secondary attainment among Green Dot graduates  Support the planning and implementation of Launch to College event in collaboration with	<ul> <li>Attend a six hour summer training (9:00-3:00)</li> <li>July 30, 2018</li> <li>Attend a six hour, Mid-Year Spring Retreat (9:00-3:00)</li> <li>January 28, 2019</li> <li>Attend 5 two-hour after school meetings to discuss Alumni related events with College and Career Success Coordinator (3:30-5:30)</li> <li>October 4, 2018</li> <li>February 7, 2019</li> <li>March 7, 2019</li> <li>April 11, 2019</li> <li>May 9, 2019</li> <li>May 9, 2019</li> <li>Participate in 5 one hour individual check-ins</li> <li>September 13, 2018</li> <li>October 11, 2018</li> <li>February 21, 2019</li> <li>March 21, 2019</li> <li>April 18, 2019</li> </ul>	1 teacher or counselor per school site	Recommended stipend: \$2500 (paid by the school site) Application Due April 27, 2018 Janneth Johnson

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127 of 144	the College and Career Success Coordinator	<ul> <li>Attend 1 Launch to College Event (during the school day)</li> <li>May 17, 2019</li> <li>Plan for and attend 1 three-hour Summer Alumni Workshop</li> <li>June 13, 2019 (9:00-12:00)</li> <li>Plan and attend one 2-hour Summer Overnight (Alumni Champions will not be there overnight, their two hour session will happen during the day)</li> </ul>		
Counselor Professional Development Leaders 3 Summer Training days +	Counselor Professional Development Leaders will  Plan and facilitate 5 specified 2-hour Counselor Professional Learning Communities (PLC) sessions with Counselor Support Specialists	<ul> <li>Plan and facilitate 5 specified two hour Counselor Professional Learning Communities (PLC) sessions</li> <li>o Independent: 8:00-10:0</li> <li>o Middle School 1:30-3:30</li> </ul>	3 counselors	• \$3,250 • Application Due April 27, 2018 • Janneth Johnson

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2018-2019	o Locke 1:30-3:30 or 8:00-10:00
	o Note: Times and dates are
	determined by participant
	schedules during the following:
	○ The week of August 27th
	○ The week of November 5th
	○ The week of February 4th
	o The week of April 22nd
	o The week of May 13th
	<ul> <li>Attend a four-hour CPDL Retreat</li> </ul>
	(9:00-12:00)
	o July 18, 2018
,	<ul> <li>Attend a two day Optional</li> </ul>
128	Counselor/ Teacher Leader
of 14	Summit (8:30-3:30)
4	o June 14th - June 15th
	<ul> <li>Attend 5 two-hour after school</li> </ul>
	planning sessions (3:30-5:30)
	o Monday. September 10th
	o Monday, October 22nd
	o Monday, December 3rd
	o Monday, January 28 <sup>tth</sup>
	Monday, March 25 <sup>th</sup>
	Particular of the first of the

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Coordi		Teacher training sessions (4:00-	Varied content areas	
_	Coordinate with TESS Facilitator to schedule observations throughout	7:00) o Semester 1 - Thursday,	and levels	27, 2018 • Rosa Joo
	the school year	September 6th	Highly Effective teachers will be	
_ (	Provide lesson plans 5 days prior to	o semester z - Inursaay, January 24th	invited to apply by	
ວ '⊏ ເ	materials with guest teachers during	* Dates will be confirmed based on participants'	Effectiveness Team	
_	טטארועמנטוט	availability	observation.	
a	Agree to additional filming sessions,	<ul> <li>Teach up to 4 demo class lessons</li> </ul>	Teachers will submit	
Ē	accompanied with relevant lesson	each semester	an application	
Š,	plans, reflection, and media release	<ul> <li>Debrief immediately and in-</li> </ul>	including lesson plan	
torms		person with guest teachers and	and reflection.	
aw	Promptly communicate with the	TESS facilitator following each		
- Ц	TESS Facilitator and site	observation		
ij	administrators via email	<ul> <li>Collaborate with Green Dot</li> </ul>		
		teachers		
		<ul> <li>Submit to a Guest Teacher and</li> </ul>		
		TESS Facilitator review		
		once/semester		

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26 teachers All subject areas at middle and high school level (specific positions TBD based on intent to returns)  • \$3,250 • Application Due April 27, 2018 • Dan Helenius to returns)	
<ul> <li>Attend one 7-hour PDL Retreat (8:30-3:30)</li> <li>June 12 (8:30-3:30)</li> <li>Attend two day Optional school Counselor/ Teacher Leader Summit (8:30-3:30)</li> <li>June 14th - June 15th to row June 14th - June 15th to row Attend one 3-hour summer follow up meeting to prep for AGDD #1 (9:00-12:00).</li> <li>Attend one 3-hour planning pDLs and department)</li> <li>Attend five 2.5-hour planning sessions after school from 4:30-7:00</li> <li>Monday, August 20th</li> <li>Monday, January 28th</li> <li>Monday, January 28th</li> <li>Monday, March 11th</li> <li>Attend one 2.5-hour end of the year meeting from 4:30-7:00</li> <li>Monday, April 29th</li> </ul>	
<ul> <li>PD Leaders will be responsible for:</li> <li>Planning and facilitating 4 Collaboration Days for Green Dot teachers o August 3, 2018 o Septemeber 19, 2018 o March 20, 2019</li> <li>Having their classes filmed in order to build the Green Dot video library of instructional practices.</li> </ul>	
Professional Development Leaders (PDLs) 4 days in the Summer + 2018- 2019	

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<ul> <li>Hired at the school site</li> <li>Recommended school site site stipend: \$2000 (determined at site level)</li> <li>Participants must sign</li> </ul>		ſ
One teacher per school site Selected at school site level	This position is paid for by a school site stipend using Title III funds	
<ul> <li>Attend 3 summer meetings (18 Hours)</li> <li>Two day Optional Counselor/ Teacher Leader Summit (8:30-3:30) on June 14th -</li> </ul>	June 15th  o July 25, 2018 (EL Lead Training)  • Attend quarterly two-hour EL Lead Meetings (4:30 -6:30) at Locke)  o September 26, 2018  o December 5, 2018  o Pebruary 27, 2019  o May 8, 2019  • Meet quarterly with the EL Coordinator at teacher's school	site (one hour meeting during teacher's prep period or after school)  Meet monthly with the Administrator over ELs.
<ul> <li>EL Leads will be responsible for:</li> <li>Supporting school-wide awareness and understanding of EL needs by delivering school site PDs that focus on the ELD Standards, language</li> </ul>	<ul> <li>objectives and Integrated ELD features.</li> <li>Collaborating with the ILT to connect EL strategies to weekly school site PD.</li> <li>Collaborating with administration and teachers to assess and monitor ELs by supporting ELPAC motivation and reflection, facilitating distribution of EL passports and assisting with monitoring of ELs and reclassified students on a quarterly basis.</li> </ul>	<ul> <li>Building parent communication by co-facilitating the Parent EL committee (DELAC)</li> </ul>
GD English Learner Lead 3 Summer Training days	5018-5016 131 of 144	

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Education Academic Success Working Team Summer Position with extension through school year Contingent upon grant funding	grades 6-12 to add to the current curriculum that address Common Core standards, transition goals, parent engagement, and prepare students for the SBAC.	Lessons during five 6-hour days of summer planning	Teachers 1 ELA Teacher	<ul> <li>Application Due April 27, 2018</li> <li>Susana Campo</li> </ul>
Special Education Co Education Co Summer Position with extension through school year Contingent upon grant funding	Develop Professional Development for Special Education teachers on best practices for implementation of a co-teaching model	<ul> <li>Participate in five -6-hour days of summer planning</li> <li>June 18-June 22, 2018</li> <li>Design (for 15-hours) and facilitate four 2-hour workshops per year.</li> <li>O Dates will be codeterwined during summer meetings.</li> <li>Meet with the SEPA and Lead Teacher assigned to the schools two times per year. (2 hours)</li> <li>Meet with the school administrator over special education two times per year. (2 hours)</li> </ul>	6 Teachers (General or Special Ed Teachers)	• \$2000 • Application Due April 27, 2018 • Susana Campo

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African American Achievement Committee 1 Summer Launch Day & 2018-2019 School Year	<ul> <li>Provide feedback and support the GD initiative to close the achievement gap for African American students</li> <li>Analyze data and offer suggestions for academic, behavioral and socialemotional interventions</li> <li>Vet potential community partners</li> </ul>	<ul> <li>Attend one Summer Launch 3-hour meeting (1:00pm-4:00pm)</li> <li>July 18 2018</li> <li>Participate in four 2-hour meetings from 4:30-6:30</li> <li>Monday, October 8th</li> <li>Monday, Pecember 10th</li> <li>Monday, February 11th</li> <li>Monday, April 29th</li> </ul>	4 teachers	<ul> <li>Stipend: \$35/hour</li> <li>Max \$385</li> <li>Application due April 27, 2018</li> <li>Tim Ojetunde</li> </ul>
Advisory Summer Working Team Summer Position	<ul> <li>Participate in the completion of assigned projects for Advisory:</li> <li>Review Provided Research in advance</li> <li>Curriculum Map</li> <li>Planned out PD Units</li> <li>Model Unit Plans for grades 6 &amp; 9</li> <li>Model Lessons for grades 6 &amp; 9</li> <li>Assessments/ Projects</li> </ul>	<ul> <li>Participate in 10 (4 hour)</li> <li>work sessions from 9:30-1:30</li> <li>July 9th -20th</li> </ul>	6 Advisory Lead Teachers	<ul> <li>\$35 per hour / Max of</li> <li>\$1470</li> <li>Application due April</li> <li>27, 2018</li> <li>Charli Kemp</li> </ul>
Focus Groups and Working Teams 2018-2019	<ul> <li>Focus group members will</li> <li>provide feedback on various topics depending on the nature of the group</li> <li>Working teams will</li> <li>Collaborate on curriculum development under leadership of an Ed Team member</li> </ul>	Focus Groups members will  Attend after school meetings (typically two hour meetings) Working Team members will  Attend home office work sessions and or work on specific assignments from home	Between 3-5 AMU members Typically chosen via All Call (within the applicable dept)	\$35/hour Julia Fisher

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	Ne	New Positions for 2018-2019		
Position	Deliverables	Commitment	Selection Criteria	Stipend, Application Deadline & Contact
EL Benchmark Assessment Design Team Summer	<ul> <li>Develop one EL Benchmark Exam that exposes students to the task types and question types in the ELPAC Exam.</li> <li>Create a designated assessment toolkit (ex. sample do nows to support skill development, question stems, etc.)</li> <li>Develop a lesson for teachers to give to students to reflect on their scores from the assessment.</li> </ul>	<ul> <li>Attend a 6-hour PD day on June 12, 2018.</li> <li>Collaborate with a partner by phone, email or in person for approximately 10 hours</li> <li>Attend 1 four-hour final feedback day on July 27, 2018.</li> </ul>	6 Teachers (2 Middle, 4 high school) Experience supporting the needs of ELs. Priority for EL Leads and Designated ELD teachers.	<ul> <li>\$700</li> <li>Applications due April 27, 2018</li> <li>Jennifer Freeman</li> </ul>
Feacher Induction Program (Clear Credential) Teacher Mentor 2018-2019	<ul> <li>Develop a trusting and reflective professional partnership with the participating teacher.</li> <li>Assist participating teacher in developing and completing an Individual Learning Plan (ILP) including:</li> <li>Communicate and collaborate with the designated school site administrator and program directors regarding participant needs and program effectiveness</li> </ul>	<ul> <li>Meet with participating teacher on average 4 hours per month</li> <li>Attend eight 1.5-hour mentor training meetings via Skype or in person</li> </ul>	Possession of California Clear Teaching Credential Mentor must teach at the school site of the participating teacher Highly Effective teachers in Group 4 In the fall, the New Teacher team will reach out to schools	<ul> <li>\$1500 stipend per teacher served</li> <li>Paid \$750 per semester</li> <li>Max 2 teachers per site mentor</li> <li>Applications due September 15th</li> <li>Katherine Tolliver</li> </ul>

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	•	Complete designated documents and surveys to support teacher and program development.  Coordinate support and resources to foster participating teacher professional growth		with openings for Teacher Induction Mentors	
Diversity Equity and Inclusion (DEI) Committee  1 Summer  Launch Day & 2018-2019  School Year	•	Provide feedback and support the GD DEI initiative that aims to deepen commitment to our mission for all GD team members, students, and families Analyze data from stakeholders and offer suggestions for talent, educational, and culture practices	<ul> <li>Attend one 3 hour meeting (2:00-5:00pm)</li> <li>July 19, 2018 (2:00-5:00)</li> <li>Participate in four 2-hour meetings (4:30-6:30)</li> <li>Tuesday, October 9th</li> <li>Tuesday, December 11th</li> <li>Tuesday, February 12th</li> <li>Tuesday, April 30th</li> </ul>	4 teachers	<ul> <li>Stipend: \$35/hour</li> <li>Max \$385</li> <li>Application due April 27, 2018</li> <li>Patricia Wu</li> </ul>
Robotics Curriculum Resources Development Team Summer Position	•	Collaborate with the Science Team to curate resources developed by Robotics teachers across GD as well as outside resources in order to provide more codified curriculum for schools implementing a Robotics course on their campus.	<ul> <li>Two 7-hour days of summer planning (8:30 - 3:30)</li> <li>July 5-6, 2018 (dates are flexible)</li> </ul>	2 Robotics Teachers (w/ experience developing and using Robotics curriculum)	<ul> <li>Stipend: \$35/ hour paid in August</li> <li>Max: \$490</li> <li>Application Due April 27, 2018</li> <li>Tessa Cedar</li> </ul>



Best Practice Codification Team Summer Position	<ul> <li>Participate in the completion of assigned projects for Counselor</li> <li>Connect Page:</li> <li>College Tour Manual and Protocol</li> <li>Counselor Intern Manual</li> <li>Academic Counseling Manual</li> <li>Group Counseling Manual</li> <li>Alumni Champions Manual</li> <li>Credit Recovery Manual</li> </ul>	<ul> <li>Participate in five 4-hour work sessions (9:30-1:30)</li> <li>June 18 -22</li> </ul>	4 Counselors or teachers We are looking for teachers or counselors with experience teaching APEX, being an Alumni Champion, or facilitating college tours	<ul> <li>\$35 per hour / Max of</li> <li>\$700</li> <li>Application due April</li> <li>27 2018</li> <li>Janneth Johnson</li> </ul>
Human Capital Ambassador 136 981	<ul> <li>Assist in the execution of Green Dot wide teacher recruitment, selection, and retention initiatives</li> <li>Help Human Capital incorporate authentic teacher voice in recruitment/conversion practices</li> <li>Collaborate with Human Capital to help school sites have a streamlined interview process and a compelling marketing approach to attract and convert top talent</li> <li>Help codify policies, procedures and best practices for increasing candidate engagement and conversion</li> </ul>	Attend two 1-hour training sessions at the Home Office (could be attended via Skype)  • May 17, 2018 at 4:30pm  • June 8, 2018 at 4:30pm  Participate in phone/Skype engagement of candidates between 4:30 – 7pm from May 17rd to July 9th  • Must commit to at least five hours during this time period participate in three (2 hour) work sessions from May 10 - June 26  • 3:30pm - 5:30pm	3-4 teachers We strongly encourage teachers at transformation schools, teachers who teach hard to staff subjects (Math, Science, SPED), and Middle School teachers to apply; all teachers will be considered	<ul> <li>\$35/hour</li> <li>Max \$1000 per teacher</li> <li>Applications due April 27, 2018</li> <li>Human Capital Budget</li> <li>Adriana Arteaga</li> </ul>

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Summer Institute for Business & Leadership (SiBL) Teaching Team Summer Only	<ul> <li>Review Curriculum options and make recommendations</li> <li>Plan and align daily lesson plan that aligns to proposed curriculum and camp outcomes</li> <li>Teach SIBL curriculum during a two week summer camp</li> <li>Collaborate with Leadership and Life coordinator</li> <li>Administer pre and post surveys</li> </ul> Remo	ocollaboration sessions (May 12th-4 hours, May 17th - 3 hour, May 24th-3 hour)  May 24th-3 hour)  Attend 4 hour training (June 15th)  Teach and implement SIBL/NFTE Curriculum over 10 days June 18th -29th (9am-4pm.)	Teachers	<ul> <li>\$35 per hour / Max of</li> <li>\$2940</li> <li>Application due April</li> <li>27, 2018</li> <li>Charli Kemp</li> <li>This position is Pending</li> <li>Grant Funding</li> </ul>
CRTF Revision Committee	Revise the College Ready Teaching     Framework	Attend four-eight 2.5-hour meetings (4:30-7:00)	4 Group 3 or 4 teachers with a most recent observation score of 3.0 or above	<ul> <li>Stipend: \$35/ hour paid in December and June</li> <li>Applications will run in the Fall</li> <li>Daniel Helenius</li> </ul>
Spanish Curriculum Development & Review Team 2018-19 Holding off as	<ul> <li>Development and review of course materials including but not limited to: scope and sequence, sample unit plans, and sample lesson plans).</li> <li>Finalization of curricular documents.</li> </ul>	<ul> <li>7-8 meetings / 3 hours per meeting (4:00pm-7:00pm)</li> <li>Dates chosen collaboratively, based on participants' availability</li> </ul>	4 Spanish teachers	<ul> <li>Stipend: \$32/ hour paid in December and June</li> <li>Max: \$768</li> <li>Application Due April</li> </ul>

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27, 2018	5 Science • Stipend: \$35/ hour chers	7 ELA • Stipend: \$35/ hour teachers, paid in December and June one per • Max: \$420 • Application Due May 19, 2017	2 Designated • Stipend \$35//hour AEE 10 paid in December and June • Max: \$420
	year/3 hours per meeting (4:00- Teachers 7:00pm)  O November 7, 2018  O March 13, 2019  O B  O C	12 hours total /4 hours per quarter of meetings and curriculum work with literacy curriculum specialists Specific meetings dates and times to be chosen by participants.	<ul> <li>Attend 4 meetings/ 2 hours per</li></ul>
	<ul> <li>Provide feedback on NGSS Transition plan</li> <li>Focus on curriculum, assessments, pathways, and professional development</li> </ul>	<ul> <li>Development and review of new ELA course units and lesson plans.</li> <li>Revision of curricular documents.</li> </ul>	<ul> <li>Teach and review Designated AEE curriculum and help make revisions to the curriculum to help align it to Designated ELD course criteria.</li> </ul>
we develop a long term plan for how to accomplish	NGSS Transition Team Work has been completed	ELA Curriculum Bevelopment & Review Team 2017-18	Designated AEE 10 Revision Team 2017-18

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	<ul> <li>Provide feedback and resources for curriculum revisions.</li> </ul>	<ul> <li>Dates chosen collaboratively,</li> <li>based on participant's availability</li> </ul>		<ul> <li>Application Due May 20, 2017</li> <li>Leona Matthews</li> </ul>
Sheltered ELA Revision Team 139 of 144	<ul> <li>Review Core Curriculum and provide feedback for the sheltered ELA course you are teaching to help Curriculum Specialists identify areas in the curriculum for revision.</li> <li>Share Sheltered resources (unit, lesson plans, handouts, etc) that you develop for your class as possible resources for curriculum specialists to share with other Sheltered teachers.</li> </ul>	<ul> <li>Attend Designated ELD PD on July 28, 2017 (not part of stipend pay, school site pays hourly rate)</li> <li>Attend four (2 hour) quarterly Sheltered Revision committee meetings after school (dates TBD)</li> <li>Create additional curricular resources to meet the needs of designated ELD (1 hour per quarter)</li> </ul>	• 7 Sheltered ELA Teachers	<ul> <li>Stipend: \$35/hour</li> <li>Max \$420</li> <li>Application due June 2, 2017</li> <li>Leona Matthews</li> </ul>
Trigonometry Curriculum Resources Development Team	Collaborate with the Math Team to locate, curate, and develop additional resources for the Trigonometry course.	• 1 day of summer planning (8:30 - 3:30) o July 6, 2017	<ul> <li>2 Math Teachers         (w/ Trigonometry         experience or         teaching next year)</li> </ul>	<ul> <li>Stipend: \$35/ hour paid in August</li> <li>Max: \$210</li> <li>Application Due May 19, 2017</li> <li>Tessa Cedar</li> </ul>

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Integrated Math Curriculum Resources Development Team	<ul> <li>Collaborate with the Math Team to Identify priorities and key ideas for the Integrated Math course to narrow the focus.</li> <li>Develop a sample Q1 unit plan using i-Ready and Carnegie resources.</li> </ul>	• 1 day of summer planning (8:30 - 3:30) o July 6, 2017	• 2 Math Teachers (w/ Integrated Math experience or teaching next year)	<ul> <li>Stipend: \$35/ hour paid in August - Max: \$210</li> <li>Application Due May 10, 2018</li> <li>Tessa Cedar</li> </ul>
Electives Lesson Design Team Summer Remote Work position & New Teacher Outputor Outp	<ul> <li>Design the first 3 daily lessons of the year for use by new teachers in:</li> <li>Spanish 1 &amp; 2 non native</li> <li>PE</li> <li>Middle School: Technology</li> <li>College Readiness</li> </ul>	<ul> <li>Three (2 hour) Induction Planning sessions during New Teacher Induction Week (7/19-7/21)</li> <li>One (1 hour) Video Conference on June 14, 2017 2:30-3:30.</li> <li>Lesson designers will submit 3 draft lesson plans by July 1st (via Drive)</li> <li>Lesson designers will address feedback on the lps) and resubmit final lesson plans by July 12th.</li> </ul>	• 6 Electives Teachers	<ul> <li>\$35 per hour for 7 hours of remote time plus 6 hours of Induction Week</li> <li>Max: \$455</li> <li>Application due June 2, 2017</li> <li>Kris Terry</li> </ul>
Visual Arts Curriculum Development & Review Team 2017-2018	<ul> <li>Development and review of course materials including but not limited to: scope and sequence, sample unit plans, and sample lesson plans).</li> <li>Finalization of curricular documents.</li> </ul>	<ul> <li>7-8 meetings / 3 hours per meeting (4:00pm-7:00pm)</li> <li>Dates chosen collaboratively, based on participants' availability</li> </ul>	<ul> <li>4 Visual Arts teachers</li> </ul>	<ul> <li>Stipend: \$32/ hour paid in December and June - Max: \$768</li> <li>App: Due May 20, 2017 - Rosa Joo</li> </ul>

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# APPENDIX E JOB SHARE



### APPLICATION FOR JOB SHARING PARTNERSHIP DEADLINE: On or before January 15

Participant 1		Participant 2	
Name		Name	_
Current Assignment	Must	Current Assignment	_
Percent of Desired Assignment	total 100%	Percent of Desired Assignment	
Desired Position		Desired Position	
Indicate briefly: (a) proposed sharing scheduschool; (e) participants' plan for employmer			enefit to
I understand that in submitting this applicat year, (b) I will receive salary and benefits prof my insurance premiums if coverage is to regarding the continuance of the Job Share in Signature of Participant #1	oportional to the percent of m be provided by the school, (d)	y assignment, (c) I am responsible for the b	palance
		Signature of Participant #2	
Approved:			
Participating Principal		Date	
Chief Talent Officer			
Chief Operating Officer		 Date	

# APPENDIX F Voluntary Transfer

### Green Dot Public schools

### Voluntary Transfer Petition to Waive Performance Evaluation Requirement

This petition process is designed exclusively for a unit member who wishes to apply for a voluntary transfer, but does not yet have a summative score. The petition process allows a unit member to request that GDPSCA and AMU waive the Effective Rating requirement and still consider the unit member for voluntary transfer. This Petition supplements the third bullet point in Article 20.4.

#### **Process and Timeline**

- 1. A unit member who falls within the parameters described above should submit the Petition to Waive Performance Evaluation Requirement ("Petition") along with his or her request for voluntary transfer.
- 2. The request for voluntary transfer along with the petition should be submitted to the Chief Academic Officer or designee.
- 3. If requests for volunatary transfer are not accompanied by this Petition, and the unit member is eligible to submit the Petition based on the absence of summative scores, they will be contacted by Chief Academic Officer or designee and asked to submit this form.
  - a. The unit member will have ten working days to submit this form.
- 4. The AMU Executive Board and GDPSCA Management will consider the request for transfer in conjunction with the submitted Petition and shall make a recommendation on hiring to GDPSCA.
- 5. GDPSCA shall hire based on this recommendation.

#### **Contents of Unit Member's Petition**

#### WRITTEN SUBMISSION

The petitioning unit member shall

- briefly describe (in 500 words or less) why his or her request for voluntary transfer should be considered without an effective rating
- explain why he or she wishes to transfer in the next school year

This petition shall be typed, dated, saved and submitted as a PDF via email to Chief Aacdemic Officer.

#### **ATTACHMENTS**

The petitioning teacher shall attach scripted evidence from Ed reflect that has been collected by observing administrators or Curriculum Specialists to support his or her petition.

	be completed by the Chief Academic Officer: On date, the Petition to waive Performance Evaluation Requirement was submitted to GDPS for review. The signature below confirms at the Petition was reviewed by AMU Executive Board and GDPSCA management. A copy of this document will be placed in the teacher's personnel file.					
/erified by: Annette Gonzalez, Chief Academic Officer	Signature:					
Date:						
Feacher Name:						
Campus Name:						



### 2018-2019 **Green Dot Public Schools California**

### **Student Policy Manual**

- Enrollment
- Instruction
- Rights and Responsibilities
- Health and Safety
- Parents
- School Advisory Council
- Localized Policies
- Student Policy Manual Signature Page

#### About this Student Policy Manual

The policies set forth in this Green Dot Public Schools California ("Green Dot" or "Green Dot Public Schools") Student Policy Manual ("Manual") are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot's culture, policies, and philosophies. Every situation is different, however, and individual circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot's student policies at the time each policy was last revised.

The policies with a "(Can be localized)" designation in the Table of Contents are recommended school policies. Any school-site specific additions or modifications to these recommended policies can be found in Section G: Localized Policies. All policies without this "(Can be localized)" designation are mandatory for all Green Dot schools.

Rev. 06/2016

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	A. 2.0 Admissions
Lottery	A. 3.0 Lottery Procedures
	A. 4.0 Waitlist Management
Transfers and Withdrawals	A. 5.0 Student Transfers
Special Enrollment	A. 6.0 Homeless Students
Circumstances	A. 6.1 Foster Youth
	A. 7.0 Over Age Students
	A. 8.0 Returning Student and Withdrawal
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### **Section B: Instruction**

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<b>Graduation and Promotion</b>	B. 1.0 Green Dot High School Graduation Requirements (Can be localized – see
	Section G: Localized Policies)
	B. 2.0 Distinguished High School Graduation
	B. 3.0 High School Commencement (Can be localized – see Section G: Localized
	Policies)
	B. 4.0 Middle School Promotion, Graduation & Acceleration (Can be localized –
	see Section G: Localized Policies)
Grades and Records	B. 5.0 Grading Scale and Failed Courses (Can be localized – see Section G:
	Localized Policies)
	B. 6.0 Academic Honors
	B. 7.0 Grade Changes and Withdrawal Grades
	B. 8.0 Transcripts
	B. 9.0 Release of Student Disciplinary Information to Colleges
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	B. 12.0 English Language Development (ELD) Program: Reclassification
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	Criteria
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Behavior	C. 4.0 Due Process
	C. 5.0 Personal Property (Can be localized – see Section G: Localized Policies)
	C. 6.0 Uniform Requirements (Can be localized – see Section G: Localized
	Policies)

	C. 7.0 Acceptable Use of Technology
	C. 8.0 Agency and Police Interrogation
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Enforcement Purposes	or solo i di cintari rotini dalloni or inimiligi daloni Emorocimenti ricciono
Responding to the	C. 37.0 Responding to the Detention or Deportation of a Student's Family
Detention or Deportation of	Member
a Student's Family Member	
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	E. 5.0 Parent Volunteer Background Checks and TB Clearances
<b>Conflict Resolution</b>	E. 6.0 Conflict Resolution: Parent / Guardian

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	G. 3.0 Middle School Promotion, Graduation, Acceleration
	G. 4.0. Grading Scale / Failed Courses
	G. 5.0 Discipline
	G. 6.0 Personal Items
	G. 7.0 Uniform Requirements

Enrollment Policy A. 1.0

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any person on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code Section 221.5 in any of its policies, practices, or procedures. Green Dot Public Schools adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). Green Dot Public Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment and the "Discrimination/Harassment Policy" complies with the requirements of Titles IV, VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Educational Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (mental or physical disability), The Individuals With Disabilities Education Act of 1990, the Age Discrimination in Employment Act of 1967, and the Age Discrimination Act of 1975, and other applicable federal and state laws. Green Dot Public Schools also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Green Dot Public Schools does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Green Dot Public Schools does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Green Dot Public Schools will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this policy should be directed to the Green Dot Public Schools Uniform Complaint Procedures ("UCP") Compliance Officer as identified in Policy C. 16.0.

Rev. 06/2018

Enrollment Policy A. 2.0

Policy: Admissions

Green Dot Public Schools operates both independent and conversion charters. Admissions policies may vary based on the type of school. Parental involvement may be encouraged but is not a requirement for acceptance to, or continued enrollment at, any Green Dot school. Each school shall follow the admission portion of the charter.

Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel 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 pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

# **Definitions:**

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

A "Conversion Charter School" as defined by this policy, is one that existed as a regular district school and converte to charter status.	d

# Admissions for Independent Charters

Independent charters are open to all students. Students must fill out a lottery form and meet all deadlines for the application process. If the number of completed lottery forms exceeds the school's capacity, a random, public lottery will determine enrollment, with preferences as established by the charter and as described herein. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

## **Admissions for Conversion Charters**

Conversion charters are open to all students. Students must fill out a lottery form prior to the lottery date and meet all deadlines for the application process. If the number of applicants exceeds the capacity, students will be placed in a school based on a public random drawing with admissions preferences, as established by the charter and legal requirements including a preference for students who reside in the former attendance area of the school. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

Rev. 06/2018

Enrollment Policy A. 3.0

Policy: Lottery Procedures

Green Dot Public Schools operates both independent and conversion charters. Lottery procedures may vary based on the type of school.

### **Lottery Application Forms**

Lottery Forms: All students, including siblings, need to turn their lottery form in prior to the lottery deadline. Existing students will be exempt from the public random lottery.

# **Lottery Preferences**

**Independent Schools** 

		Ánimo Ralph Bunche, Ánimo Watts	Ánimo James B. Taylor, Ánimo Jackie Robinson, Ánimo Ellen Ochoa, Ánimo Florence Firestone, Oscar de la Hoya Ánimo	Ánimo Pat Brown, Ánimo Jefferson, Ánimo Mae Jemison, Ánimo South Los Angeles, Ánimo Venice, Ánimo Westside	Ánimo City of Champions, Ánimo Compton Span School 1 *	Ánimo Inglewood, Ánimo Leadership *
	Siblings currently attending school	1	1			
Students who live	Founding families	2	2			
within <u>school</u> <u>district</u> boundaries	Children of Green Dot Employees	3	3			
(LAUSD unless	Matriculation	4				
otherwise noted)	All other students in school district boundaries	5	4	4	1	3
Students who live outside school	Siblings currently attending school	6	5			
<u>district</u> boundaries	Founding families	7	6			

(LAUSD unless otherwise noted)	Children of Green Dot Employees	8	7			
	Matriculation	9				
	All other students outside of school district boundaries	10	8			
Preferences not	Siblings currently attending school			1	2	1
tied to place of	Founding families			2		
residence	Children of Green Dot Employees			3	3	2
	All other students			5	4	4

<sup>\*</sup> Schools not within LAUSD school boundaries: Ánimo City of Champions (Inglewood Unified), Ánimo Compton Span School 1 (Compton Unified), Ánimo Inglewood (Inglewood Unified), Ánimo Leadership (Lennox School District)

# **Conversion Schools**

		Ánimo Phillis	Ánimo College	Alain LeRoy Locke
		Wheatley, Ánimo	Preparatory	College Preparatory
		Western	Academy	Academy
	Siblings currently attending school	1	1	1
Students who live	Founding families		2	
within Attendance Area	Children of Green Dot Employees	2	3	2
	All other students in the attendance area	3	4	3
	Siblings currently attending school	4	5	4
6. 1 . 1 !	Founding families		6	
Students who live within LAUSD school district boundaries	Children of Green Dot Employees	5	7	5
district souridaries	Matriculation			
	All other students in school district boundaries	6	8	6
	Siblings currently attending school	7	9	
	Founding families	8	10	
Students who live outside LAUSD <u>school</u>	Children of Green Dot Employees	9	11	
district boundaries	Matriculation			
	All other students outside of school district boundaries	10	12	7

Lottery forms received after the lottery deadline will be placed on the waitlist in the order they were received.

Sibling Preference defined as:

- Siblings of a currently enrolled student at any grade level are eligible to receive admissions preference to the same Green Dot School.
- Applicants who are siblings and apply to the **same Green Dot school** together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.
- Siblings must share at least one biological parent or legal guardian.

Matriculation preferences (i.e., applicants who matriculate from a specific Green Dot middle school to a Green Dot high school) are only eligible to Ánimo Ralph Bunche CHS applicants matriculating from Ánimo Jefferson CMS and Ánimo Watts College Preparatory Academy applicants matriculating from Ánimo Mae Jemison CMS.

For schools in LAUSD and Inglewood Unified School District, preferences for children of Green Dot employees are limited to 10% of the school's enrollment. For Ánimo Leadership, it is limited to 10 seats.

Founding family preference is limited to 10% of the school's enrollment.

At Ánimo College Preparatory Academy, students within the attendance area are those who live within the relevant Zone of Choice boundaries.

### **Recommended Lottery Procedures**

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. The school will conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.

In the automated online lottery, applicants will be admitted to the school in the order they are drawn, up to the school's capacity.

- The school reserves the right to select more than the capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity).
- Should the Principal elect to enroll more students than the school's capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

# **Enrollment Process and Packet**

Parents/guardians of applicants that submitted a lottery form will receive a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. Staff members will document all attempts to call the families and any responses.

If Green Dot has not received confirmation within 10 calendar days, after three attempts, the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

Completed Enrollment Form

- Photo ID of Parent/Guardian
- Proof of Birth
- Immunization Records
- Records from Previous School
- School-Parent-Student Compact
- Media Release Form
- Proof of updated TDAP vaccine (if entering in 7<sup>th</sup> grade or later)
- Lunch Application
- IEP or Section 504 plan, if applicable

Rev. 06/2018

Enrollment Policy A. 4.0

Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences will no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another Green Dot school.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, three separate phone calls on three different days are made, with accompanying documentation made available to the parents/guardians. If parents/guardians of applicants do not respond within ten calendar days, the next applicant's parents/guardians will be contacted and the previously contacted applicant may be removed from the waitlist.

The waitlist expires annually on the last day of the open enrollment period for the following school year. Waitlists DO NOT rollover year to year.

Rev. 06/2018

Enrollment Policy A. 5.0

**Policy: Student Transfers** 

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school. A practical example of this policy includes students enrolled in a Green Dot school may transfer to any other Green Dot school as long as proper application and waitlist procedures were followed.

#### Intra-Green Dot School Transfer

The transfer of a student from one Green Dot school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an Intra-Green Dot School transfer. Such transfers are initiated by parent/guardian request. Intra-Green Dot School transfers may be issued based on one or more of the following reasons:

- Sibling
- Parent employment-related transfers
- Specialized programs
- Social adjustment and/or protection

Intra-Green Dot School transfers will be granted only if the applicant is eligible and will be handled on a case-by-case basis, directly between the sending and receiving schools.

Rev. 06/2018

Enrollment Policy A. 6.0

Policy: Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. To that end, Green Dot has adopted the following policy regarding the enrollment and education of homeless students.

A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence. It includes children and youths who:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings
- Live "double-up" with another family/are sharing the housing of other persons, due to loss of housing, economic hardship, or a similar reason;
- Live in a hotel or motel due to lack of alternate adequate accommodations;
- Live in a trailer park or campsite due to lack of alternate adequate accommodations;
- Have been abandoned at a hospital;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Are a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living
  in circumstances described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Principal designates the following staff person as the School Liaison for homeless students:

Melissa Peña Community School Manager 1149 S. Hill St., Ste. 600 323-565-1600

The School Liaison shall ensure that:

- 1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- 2. Homeless students enroll in, and have a full and equal opportunity to succeed at Green Dot.
- 3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs, and referrals to health care services, dental services, mental health services, and other appropriate services.
- 4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

- 5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
- 6. Enrollment/admissions disputes are mediated in accordance with law, the Green Dot charter(s), and Board policy.
- 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- 8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

### **Enrollment**

Green Dot shall immediately admit/enroll the student (subject to the school's capacity and pursuant to any procedures stated in the charter), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school.

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

#### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison.

The School Liaison shall carry out the dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute.

# Written Notice

Green Dot shall provide written notice, at the time any child or youth seeks enrollment in Green Dot, and at least twice annually while the child or youth is enrolled in Green Dot, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- 1. Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
- 2. Sets forth the general rights provided in this policy;
- 3. Specifically states:
  - a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A);
  - b. That no homeless child or youth is required to attend a separate school for homeless children or youths;
  - c. That homeless children and youths shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
  - d. That homeless children and youths should not be stigmatized by school personnel; and
- 4. Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

# **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Green Dot such as:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- · Programs for gifted and talented students
- Title I services
- School nutrition programs

## Transportation

Green Dot shall ensure that transportation is provided for homeless students to and from Green Dot, at the request of the parent or guardian (or liaison).

Rev. 06/2017

Enrollment Policy A. 6.1

Policy: Foster Youth

Green Dot recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, Green Dot shall provide them with full access to the school's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in Green Dot's local control and accountability plan (LCAP).

# **Definitions**

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code Section 309, is the subject of a petition filed under Welfare and Institutions Code Sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code Sections 300 or 602.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled.

### Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Green Dot, the Governing Board shall designate a Green Dot foster youth liaison. The Governing Board designates the following position as the Charter School's Liaison for Foster Youth:

Melissa Peña Community School Manager 1149 S. Hill St., Ste. 600 323-565-1600

The Liaison for Foster Youth shall:

- 1. Ensure and facilitate the proper educational placement, enrollment in Green Dot, and checkout from the School of students in foster care.
- 2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from Green Dot.
  - When a student in foster care is enrolling in Green Dot, the Liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, Liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

- 3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under Green Dot's charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Green Dot's charter; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.
- 4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- 5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
- 6. Develop protocols and procedures for creating awareness for Green Dot staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
- 7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Green Dot's foster youth.
- 8. Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Green Dot's local control and accountability plan.
- 9. This policy does not grant the Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the Liaison is advisory with respect to placement options and determination of the school of origin.

### Enrollment

A student placed in a licensed children's institution or foster family home shall attend programs operated by Green Dot unless one of the following circumstances applies:

- 1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
- 2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to Green Dot indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.
  - c. The decision to unilaterally remove the student from Green Dot and to place him/her in an alternate education program may not be financed by Green Dot.
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Liaison for Foster Youth may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in Green Dot consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the Liaison for Foster Youth shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the Liaison for Foster Youth, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately

enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
- 2. Does not have clothing normally required by the school, such as school uniforms
- 3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

# **Complaints of Noncompliance**

Complaints of noncompliance with this policy shall be governed by Green Dot's Uniform Complaint Procedures policy.

Rev. 06/2017

Enrollment Policy A. 7.0

Policy: Over-Age Students

A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

- 1) the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965; and
- 2) the pupil is not over the 22 years of age on the date of enrollment.

Green Dot encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at <a href="https://www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf">www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf</a>.

In addition, Green Dot would like to specifically make all students, and especially students, over the age 18 aware of California Penal Code Section 261.5(a), which provides: "Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age."

Rev. 06/2018

Enrollment Policy A. 8.0

Policy: Returning Student and Withdrawal

# Returning Student

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy.

Students who have been incarcerated, are returning from juvenile detainment and/or are on probationary status with the juvenile court system must attend a conference with their parent/guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process outlined in the Green Dot Discipline Policy prior to being eligible to return to school.

### Withdrawal

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is his/her responsibility to notify the Principal. In some cases, the Principal may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if he/she wishes to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid.

Rev. 05/2015



Enrollment Policy A. 9.0

Policy: Student Records

### <u>In General</u>

Student records are any items of information (in handwriting, print, tape, film, video or audio tape, microfiche, computer, or other medium) gathered within or outside Green Dot that are directly related to an identifiable student and maintained by Green Dot, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for Green Dot.

### Student records do not include:

- directory information (see Policy C. 18.0);
- informal notes that remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee;
- records of the law enforcement commissioned at Green Dot campuses, subject to 34 CFR § 99.8;
- records that only contain information about an individual after he/she is no longer a student at Green Dot and that are not directly related to the individual's attendance as a student; and
- grades on peer-graded papers before they are collected and recorded by a teacher.

#### Other Definitions

"Eligible Student" is defined as a student who has reached eighteen (18) years of age.

"School Official" is defined as a person employed by Green Dot as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Green Dot. A school official also may include a volunteer or an independent contractor outside of Green Dot who performs an institutional service or function for which Green Dot would otherwise use its own employees and who is under the direct control of Green Dot with respect to the use and maintenance of personally identifiable information from education records.

## Types of Student Records

"Mandatory permanent records" include the following examples and are to be kept in perpetuity by Green Dot:

- student name, birth date, place of birth, gender;
- parent/guardian name and address;
- class subjects taken during the school year; and
- graduation date.

"Mandatory interim records" are those that schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples include:

- health information;
- participation in special education programs including required tests, case studies, authorizations;
- actions necessary to establish eligibility for admission or discharge; and
- progress reports.



"Permitted records" are student records that Green Dot maintains for appropriate educational purposes. Permitted records may be destroyed when their usefulness ceases. Examples include:

- program placement;
- programming of student class schedules;
- state assessment results;
- objective counselor and/or teacher ratings;
- materials created and stored within a student's Google account
- routine discipline data; and
- verified reports of relevant behavior patterns.

# Persons Granted Absolute Access to Student Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, Green Dot shall comply with the request. Absolute access to their child's or own student records shall be granted to:

- parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent;
- an adult student, or a student under 18 years of age who attends a postsecondary institution, in which
  case the student alone shall exercise rights related to his/her student records and grant consent for the
  release of records; and
- parents/guardians of an adult student with disabilities who is at least 18 years of age and has been declared incompetent under California law.

# Persons or Agencies Granted Limited Access to Student Records

The following persons or agencies shall have access to student records that are relevant to their legitimate educational interest or other legally authorized purpose without prior written consent of the parent or eligible student:

- parents/guardians of a student at least 18 years of age who is a dependent child as defined under 26 USC § 152;
- students who are at least 16 years of age who have completed the 10<sup>th</sup> grade;
- Green Dot officials and employee who have a legitimate educational interest as defined in this policy and 34 C.F.R. Part 99:
- members of a Green Dot Student Attendance Review Team;
- Upon receipt of a student records request from a receiving school/school district, Charter School shall
  transfer a copy of the student's complete cumulative record within ten (10) school days in accordance
  with Education Code section 49068. Charter School shall comply with the requirements of California Code
  of Regulations, title 5, section 3024, regarding the transfer of student special education records.
- the California Student Aid Commission, for the purpose of providing the grade point average ("GPA") of all Green Dot students in grade 12, and subsequently providing verification of high school graduation or its equivalent of all Green Dot students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the California Student Aid Commission to provide test scores in lieu of the GPA;
- federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR § 99.35; and



- any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- any judge, district attorney, probation officer, counsel of record of a minor student pursuant to California Education Code Section 49076;
- a foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Green Dot for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed and maintained by Green Dot;
- a student at least 14 years of age who is both a homeless student and an unaccompanied minor as defined in 42 USC § 11434a;
- an individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to California Family Code Section 6552 and signs the affidavit for the purpose of enrolling a minor in school;
- a caseworker or other representative of a state or local child welfare agency or tribal organization that
  has legal responsibility for the care and protection of a student, provided that the information is directly
  related to providing assistance to address the student's educational needs;
- appropriate law enforcement authorities, in circumstances where California Education Code Section 48902 requires that Green Dot provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating California Penal Code Section 245; and
- designated peace officers or law enforcement agencies in cases where Green Dot is authorized by law to
  assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written
  parental consent, lawfully issued subpoena, or court order is submitted to Green Dot, or information is
  provided to it indicating that an emergency exists in which the student's information is necessary to
  protect the health or safety of the student or other individuals.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be kept with the student's records file in perpetuity.

## **Discretionary Access to Student Records**

Green Dot may release information from a student's records to the following without prior written consent from the parent or eligible student:

- appropriate persons in an emergency if the health and safety of the student or other persons are at stake;
- accrediting associations;
- local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made;
- contractors and consultants having a legitimate educational interest, as defined above, based on services
  or functions which have been outsourced to them through formal written agreement or contract by
  Green Dot;
- agencies or organizations in connection with the student's application for, or receipt of, financial aid,
   provided that information permitting the personal identification of a student or his/her parents/guardians



for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid; or

• county elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR § 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency.

## Access to Student Records by Armed Forces Recruiters

Pursuant to the Every Student Succeeds Act of 2015 ("ESSA"), Green Dot secondary schools receiving funds under the ESSA shall provide armed forces recruiters with access to the name, address, and telephone listing of each secondary school student served by the student's school of attendance, unless the parent/guardian of such student has submitted a written request to the school that such student information not be released without prior written consent of the parent/guardian.

# **Inspection of Records**

Student records are available for inspection and review by appropriate persons as identified in this Student Records Policy and as permitted by law at the school attended by the student during regular school hours. Written requests for access should be directed to the school's custodian of records (i.e., the Principal or designee), and will be granted within five days from the date of the request subject to an authentication of the requestor's identity. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current court order specifically preventing access to records. It is the responsibility of the parent to produce legal documentation of this nature. (A court order preventing access to the student does not necessarily prevent access to records.)

#### Maintenance of Records

Student records are maintained by the student's teacher and the custodian of records, depending on the type of record, at the student's school of attendance or designated Green Dot location. All student records should be locked when feasible and kept at the school site.

The student's school of attendance should maintain a Student Record Access Log in the school's main office for each student. Each Student Record Access Log should include the:

- name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received);
- reason for disclosure;
- time and circumstances of disclosure; and
- particular records that were disclosed.

# Charges for Duplication of, or Locating/Retrieving, Records

To provide copies of any student record, Green Dot may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

### Changes to Legal Name or Gender in Mandatory Student Records

A student's legal name or gender as entered on the mandatory student record shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the



student's school of attendance shall use the student's preferred name and pronouns consistent with his/her gender identity on all other school-related documents.



# **Challenges to Student Records**

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a student record or offer a written response to a student record. Should a challenge to the content of a student record because a parent/guardian or student believes the record to be inaccurate, misleading, or otherwise in violation of the student's privacy rights as outlined above, the school Principal should be contacted for a conference. Green Dot will respond within thirty (30) days of the receipt of the challenge. Green Dot's response will be in writing and if the challenge is denied, Green Dot will set forth the reason for the denial.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. For requesting a grade change, please see Policy B. 5.0, Grade Changes and Withdrawal Grades.

# Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Green Dot to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue. S.W. Washington, D.C. 20202-5920

Rev. 06/2018



Instruction Policy B. 1.0

Policy: Green Dot High School Graduation Requirements

### **High School Graduation Requirements**

To graduate from high school, Green Dot students must earn a minimum of 240 credits. The recommended graduation requirements are outlined in the table below.

High school graduation requirements may vary by school with approval from the Green Dot Board of Directors.

The A-G requirements are the minimum requirements for admission into the California State University ("CSU") or University of California ("UC") system.

Graduation Requirements for Students with an IEP, 504 Plan, or ILP

#### **Eligibility Criteria:**

Students who have an individualized education program ("IEP") adopted pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004, a plan adopted pursuant to Section 504 ("504 Plan") of the federal Rehabilitation Act of 1973, or an Individual Learning Plan ("ILP") adopted pursuant to Green Dot policy are the only students who may be eligible to graduate under the Minimum Graduation Requirements option outlined in the table below. Minimum Graduation Requirements do not satisfy the requirements to apply to the UC system and CSUs. Green Dot shall provide students eligible for Minimum Graduation Requirements with information and support to post-secondary opportunities.

#### Students with an IEP or 504 Plan

A student with an active IEP or 504 Plan is eligible to graduate under the Minimum Graduation Requirements if:

- the student's IEP or 504 Plan indicates that the student is scheduled to receive a high school diploma by fulfilling the Green Dot's Minimum Graduation Requirements; and
- the student's IEP or 504 Plan indicates how the student's disability or suspected disability adversely impacts the student's progress towards meeting regular graduation requirements.

### · Students with an ILP

A student with an active ILP is eligible to graduate under the Minimum Graduation Requirements if:

- he or she is designated as an English Learner based on the English Language Proficiency Assessment for California (EPLAC)California English Language Development Test ("CELDT"); and
- he or she has credit recovery needs of at least five classes are eligible for an ILP;
- written parental consent is received if the student is under 18 years of age; and
- the student and his or her parent/guardian abide by the ILP's terms.

## Completion Time

The time to complete the Minimum Graduation Requirements must be stated in the student's IEP, 504 Plan, or ILP.



Students who have an active IEP or 504 Plan, and who are eligible to graduate under the Minimum Graduation Requirements must complete state-mandated testing requirements and/or applicable state waivers.

### **Foster Youth**

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by Green Dot, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers into Green Dot, he/she shall be exempted from all Green Dot-adopted coursework and other Green Dot-established graduation requirements, unless the School makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Principal or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a foster youth is in his/her third or fourth year of high school, Green Dot shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Principal or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Green Dot shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Eligible foster youth may be eligible to graduate under the Minimum Graduation Requirements per California law enacted by California Assembly Bills 167 (October 11, 2009) and 216 (September 23, 2013) by submitting a written request to be approved by Green Dot.

Upon making a finding that a foster youth is reasonably able to complete Green Dot graduation requirements within his/her fifth year of high school, the Principal or designee shall:

- 1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the School's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution.
- 2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
- 3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete Green Dot's graduation requirements.



**Graduation Requirements Table at a Glance** 

Subject Requirement	Green Dot Minimum Graduation Requirement IEP/ ILP	Green Dot Recommended Graduation Requirement	UC and CSU Admission Requirement	AB 167/216 Minimum Requirements
History/Social Science UC/CSU Requirement A	30 Semester Credits Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	30 Semester Credits Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	20 Semester Credits (Equivalent to two year-long courses or four semesters) of history/social science courses are required. Coursework must include one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.	25 Semester Credits  Student must complete one full year of World History, one full year of US History and one semester of US Government
English UC/CSU Requirement B	30 Semester Credits  Equivalent to three year-long English courses of college preparatory composition and literature are required.	40 Semester Credits  Equivalent to four year-long English courses of college preparatory composition and literature are required.	40 Semester Credits  Equivalent to four yearlong courses or eight semesters) of college preparatory English composition and literature (classic and modern) are required. Both reading and writing components must be included in the courses.	30 Semester Credits  Equivalent to three year-long English courses
Mathematics* UC/CSU Requirement C	20 Semester Credits  Two years, including Algebra I and a higher level Algebra 1 math course are required	30 Semester Credits  Equivalent to three one-year courses) of college preparatory mathematics are required	30 Semester Credits  Equivalent to three one-year courses) of college preparatory mathematics are required. Forty Semester credits are strongly recommended.	20 Semester Credits  Two year-long courses, including Algebra and a higher level Algebra 1 match course.



Lab Science	20 Semester	20 Semester	20 Semester Credits	20 Semester
UC/CSU	Credits	Credits	Laboratory Science	Credits
Requirement D	Credits	Credits	(equivalent to two one-	Credits
Requirement	Equivalent to two	Equivalent to two	year courses) of	
	one-year courses	one-year courses	laboratory science are	Equivalent to
	of laboratory	of laboratory	required. Students	two one-year
	science, one of	science, one of	must have at least two	courses of
	which must be a	which must be a	of the foundational	laboratory science, one of
	life science course	life science course	subjects of biology,	which must be a
	(biology, etc.) and	(biology, etc.) and	chemistry and physics.	life science
	the other must be	the other must be	CSU campuses demand	course (biology,
	a physical science	a physical science	that one science must	etc.) and the
	course (chemistry,	course (chemistry,	be a life science	other must be a
	physics, etc.).	physics, etc.).	(biology, etc.) and the	physical science
			second science a	course
			physical science	(chemistry,
			(chemistry, physics,	physics, etc.).
			etc.). 30 credits are	
			strongly	
			recommended.	
Language Other	10 Semester	20 Semester	20 Semester Credits	10 Semester
Than English*	Credits	Credits	(Equivalent to two,	Credits
UC/CSU			one-year courses) of	
Requirement E		Equivalent to two,	coursework in a single	Equivalent to
		one-year courses	language. 30 credits	one year-long
	Equivalent to one	of coursework in a	are strongly	course of either
	year-long course of	single language.	recommended.	visual and
	either visual and			performing arts
	performing arts or single language.			or single
Visual and	Siligle laliguage.	10 Semester	10 Semester Credits	language
Performing Art		Credits		
UC/CSU			one year-long course	
Requirement F		one year-long	required in any of the	
		course required in any of the	following categories:	
		following	dance, drama/theater,	
		categories: dance,	music, or visual art	
		drama/theater,		
		music, or visual art		
Physical Education	20 Semester	Varies based on	Not required for UC or	20 Semester
, 5.55. 244641011	Credits	charter language	CSU admission.	Credits
	Equivalent to two			3. 2 <del>.</del>
	years of physical			Equivalent to two
	education			years of physical
				education



College Prep	Not applicable	10 Semester	10 Semester Credits	N/A
Elective		Credits		
UC/CSU			(equivalent to one	
Requirement G		Equivalent to one	year-long course, or	
		year-long course,	two semester long	
		or two semester	courses) This	
		long courses This	requirement may be	
		requirement may	satisfied in one of two	
		be satisfied in one	ways: a) completion of	
		of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	one additional UC- approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	
Green Dot Electives	90 Semester	80 Semester	Not required for UC or	None
Green Dot Licetives	Credits	Credits	CSU admission.	140110
	0.00165	0.00165	233 44111331011.	
	Any elective	Any elective		
	courses applicable	courses applicable		
Total Credits	220 credits	240 credits	150 core + 90 elective	130 credits
	130 core	160 core	credits	
	90 elective	<mark>80 elective</mark>		

<sup>\*</sup> The UC and CSU allow what is known as validation to meet the requirements for math and Language other than English: refer to http://admission.universityofcalifornia.edu/counselors/files/quick-reference-2017.pdf pages 17-19 Recommend to add language: The mathematics requirement may be satisfied via meeting UC/CSU validation rules however, students are required to recover any missing credits to meet the total credits required for high school graduation."

Minimum Semester Credits necessary to graduate and to be promoted to next grade level:

**Graduation:** 240 semester credits

From 9<sup>th</sup> to 10<sup>th</sup>: 60 semester credits

From 10<sup>th</sup> to 11<sup>th</sup>: 120 semester credits

From 11<sup>th</sup> to 12<sup>th</sup>: 180 semester credits

# Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be



used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by March 2<sup>nd</sup>. The Cal Grant application submission deadline is October 1 of the grade 12 year.

Rev. 06/2018

Instruction Policy B. 2.0

Policy: Distinguished High School Graduate Requirements

Green Dot Public Schools Distinguished Graduates will achieve the following:

- I. 20 hours of community service above the recommended hours for graduation.
- II. Complete the **recommended** A-G requirements.
  - a. 30 semester units of Social Studies
  - b. 40 semester units of English
  - c. 40 semester units of Mathematics
  - d. 30 semester units of Lab Science
  - e. 30 semester units of Language other than English
  - f. 10 semester units of Visual and Performing Arts
  - g. 10 semester units of College Prep Elective
- III. Completion of 1 UC/CSU transferrable course with a "C" or above grade or passing grade (3 or above) on at least 1 AP Exam.
- IV. 3.0 or above weighted GPA

Instruction Policy B. 3.0

Policy: High School Diploma and Commencement Ceremony

#### Earning a Diploma

A student can only earn a diploma from a Green Dot school once he or she has done both of the following:

1. Completed all graduation requirements with regard to classes and credits.

Any student who has not met all credit requirements by the date of graduation must complete all units by the summer of his/her graduation year in order to earn a diploma from a Green Dot school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Green Dot school.

**Commencement Ceremony Participation Requirements** 



A student may participate in his/her school's commencement ceremony if one of the following is true:

- 1. the student has met all of the school's graduation requirements with regards to classes and credits, and met all of the school's commencement ceremony requirements (see below);
- 2. the student is deficient 10 or less credits, has met all of the school's commencement ceremony requirements (see below), and has signed up to make up the credits the summer immediately following graduation; and/or

In addition, each Green Dot school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony (all of which are not required for UC or CSU admission):

- a senior project/portfolio; and/or
- 2. community service hours (Green Dot recommends ten hours per school year).

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Cluster Director's approval.

Rev. 06/2017

Instruction Policy B. 4.0

Policy: Middle School Promotion, Acceleration & Commencement Ceremony

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

## Middle School Promotion

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy B. 5.0, "Grading Scale and Failed Courses"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, History and Writing.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year (or fail to obtain 20.0 credits) may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

#### Acceleration

When high academic achievement is evident, the Chief Academic Officer or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration.

# Middle School Commencement Ceremony Participation Recommendations

Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony (all of which are not required for UC or CSU admission):

- 1. community service hours (Green Dot recommends ten hours per school year);
- 2. adherence to all disciplinary contracts/agreements.



A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Cluster Director's approval.

Rev. 06/2017



Instruction Policy B. 5.0

Policy: Grading Scale and Failed Courses

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A "D" does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

A+ 100%	B+ 88%-89%	C+ 78%- 79%	D+ 68%-69%	F 59% <b>↓</b>
A 93% – 99%	B 83%- 87%	C 73% - 77%	D 63% - 67%	
A- 90%- 92%	B- 80% - 82%	C- 70%-72%	D- 60%- 62%	

The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

# **Failed Courses**

It is each student's responsibility to achieve academic success. If a student is experiencing difficulty with a course, he/she should seek assistance and support from his/her teacher or advisor. In the event that a student fails a course required for graduation, he/she is required to retake and pass the course before a diploma will be issued.

Changes in grading scale may be made at school's Principal discretion, and with the appropriate Cluster Director's approval.

Rev. 05/2015

Instruction Policy B. 6.0

Policy: Academic Honors

Green Dot Public Schools will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

3.0 – 3.49 GPA Honor Roll 3.5 – 3.99 GPA High Honors 4.0 And above 4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating class will be determined by the highest grade point average (weighted) and the second highest grade point average (weighted). All students will be considered for these honors including transfer students.

Rev. 05/2015



Instruction Policy B. 7.0

Policy: Grade Changes and Withdrawal Grades

# **Requests for Grade Changes**

A student or parent/guardian may request a grade change. Such requests shall be addressed with the teacher. The teacher shall respond and provide a decision regarding the requested grade change without unreasonable delay. The teacher's decision shall be final absent clerical or mechanical error, fraud, bad faith, or incompetency. Disagreement with the teacher's grading philosophy or criteria are not bases for changing a grade. If the student or parent/guardian desire to appeal the teacher's decision, the following procedures shall be followed:

- A written request shall be directed to the Principal or designee within ten school days from the start
  of the new quarter/semester regarding a grade from the immediately preceding quarter/semester.
  The Principal or designee shall consult with the teacher and student, and provide a written response
  within ten school days. The burden of proving any alleged clerical or mechanical error, fraud, bad
  faith, or incompetency is upon the student or parent/guardian.
- If further appeal is desired, a written request shall be directed to the school's Area Superintendent within 15 school days. The Area Superintendent shall give the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request. The Area Superintendent shall provide a written response within ten school days of receipt of the appeal.
- If further appeal is desired, a written request shall be directed to Green Dot's Chief Academic Officer ("CAO") within 15 school days. The CAO shall allow the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request.
- The student or parent/guardian may place a written rebuttal to the last appellate decision reached in the process in the student's file.

### Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers out of any Green Dot school prior to the end of a semester, subject to the exceptions below. The current grades in PowerSchool will be assigned as progress grades for work completed at the time of the transfer. The receiving school is responsible for granting credit.

# **Exceptions to Withdrawal Grades**

If the student is transferring out of a Green Dot school 20 school days or less prior to the end of a semester, the student will be responsible for all course requirements and must take the final exam to receive credit. A student will be granted an "I" (Incomplete) until all course requirements are completed. If the student does not complete the course requirements, including any final exam, he/she automatically receives an "F" (Fail) in those course requirements, therefore potentially resulting in a lower grade. The grade of an "I" must be removed within six weeks or it shall become an "F".

Foster youth shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring out of a Green Dot school. Upon receiving notification from a receiving school that a foster youth has transferred, Green Dot will issue check-out grades based upon the current grade assigned in PowerSchool, and award full or partial credits on an official transcript and send to the receiving school.

# **Grade Changes by Teachers**

A teacher that desires to change a student grade after initial submission to the school must submit Green Dot's "Request for Grade Change" form to a school counselor and administrator. This form, once complete with signatures from the Principal and student's counselor, shall be placed and maintained in student's cumulative file.

Rev. 06/2018



Instruction Policy B. 8.0

Policy: Transcripts

#### Credit

All Green Dot course credits are based on the California Department of Education recommendation for credit hours.

# **Granting Credit for Green Dot Courses:**

Courses worth five credits

- All courses are worth 5 credits unless otherwise noted in the Green Dot Course Catalog
- A total of 5 credits are awarded in a subject when the course is successfully completed with a letter grade of D or higher\*
- Green Dot does not offer credit for letter grades of F
- \* The UC system does not acknowledge a letter grade of a D in the admissions process
- \* Select Ánimo schools do not offer credit for the letter grade of a D

#### Courses worth less than five Green Dot credits

- Pass/Fail basis are not factored into a student GPA
- College courses worth 3 units and 5 units are equivalent to year-long courses taken in high school, and will be given a high school value of 10 credits
- UC/CSU transferable courses with a value of 2 units will be given a high school value of 10 credits
- UC/CSU college courses with a value of 1 unit will be given a value of 5 high school credits
- All other college courses with a value of 1 unit will be given a value of 2.5 high school credits
- Credits may be given to additional college programs with approval from the Green Dot Chief Academic Officer

Attendance requirement for credit: Students with 15 or more days of absence in a semester may not receive a passing grade and/or credit for the course.

### Effect of Absences on Grades for Foster Youth

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- 1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school.
- 2. A verified court appearance or related court-ordered activity.

# **Advanced Placement and Honors Courses**

GDPS will offer a wide range of courses including Honors and Advanced Placement.

Students who pass the Advanced Placement course with a C or higher will receive an additional point for the course for their GPA.

Students who pass an Honors course with a C or higher will receive an additional point for their GPA. Honors courses approved for the 11<sup>th</sup> and 12<sup>th</sup> grades on the school A-G course list will receive an additional point for the CSU and UC college applications.



# Physical Education Credit for Student Athletes

Students who are engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after school hours may earn one semester of Physical Education Course credit. The athletic program must account for a minimum of 60 hours of physical activity per semester. Program records must be maintained by the athletic director or coach and submitted to principal or designee in order to allow student engaged in the athletic program to earn one semester of Physical Education Credit. Students can earn a maximum of one semester of Physical Education Credit per semester.

### Granting Credit from Non-Green Dot schools:

The Principal will evaluate transcripts and credit accordingly. The following have been provided as guidelines:

#### **Transfer of Credit from External Schools**

Green Dot will transfer any credits received at another high school when an official transcript is provided and classes meet both of the following guidelines:

- UC/CSU approved
- Counselor/Principal verification

When transferring credits from a school using a different credit system, Green Dot will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Students entering a Green Dot school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C or higher in each course that will be averaged with the remaining class assignments.

### **Transferring Credit for Summer Classes**

Students can earn credit for summer classes for remediation and enrichment. Students cannot take summer courses for original credit to replace Green Dot graduation requirements (i.e., English 10 cannot be taken during the summer to avoid taking English 10 in the sophomore year.)

Students will receive credit for summer classes only when official transcripts have been provided to the school Counselor. Summer transcripts must be received by the end of the first semester.

# **Transferring Community College Courses and Credits**

Community college courses must be taken under concurrent enrollment to be transferable for dual credit. Non-remedial academic courses taken at a community college can be credited as dual college and high school credit.

## Transfer of Coursework and Credits for Foster Youth\*

When a foster youth transfers into Green Dot, the School shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at his/her previous school. However, Green Dot may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, Green Dot finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall Green Dot prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.



## Home-Schooled Students, Non-Accredited High Schools or International Schools

Students enrolling from home schools or non-accredited high schools will be required to provide official transcripts from the previous schools. Students must pass a proficiency test for the courses for which they desire to receive equivalency credit. Equivalency credit will be granted upon determination of mastered skills. At times, proficiency may be indicated by the successful completion of the next sequenced course if approval is secured from the Green Dot Chief Academic Officer.

# Charges for Duplication of, or Locating/Retrieving, Records

To provide copies of any student record, Green Dot may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

Rev. 06/2018

Instruction Policy B. 9.0

Policy: Release of Student Records to Other Schools, including Colleges

Upon request from other K-12 schools, colleges or universities for information pertaining to an applying student's record, including disciplinary record, Green Dot administrators and counselors must honestly and fully disclose the education records, including information regarding events resulting in suspension or expulsion, so long as the disclosure is for purposes related to the student's enrollment or transfer in the K – 12 school, college, or university. Green Dot administrators and counselors will make a reasonable attempt to notify the parent or student, if he/she is over 18, of the request for records at his/her last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Green Dot will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School's pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

Rev. 06/2017

# **Instruction Policy**

B. 10.0

Policy: Special Needs

# **Equal Education Opportunities**

At Green Dot Public Schools all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Green Dot Public School environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived mental or physical disability, religion, or religious affiliation.

### Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

Compliance monitored by the Office of Civil Rights.



- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability. Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

## Special Education

Green Dot schools are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Green Dot provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special educations students enrolled at Green Dot. Green Dot offers high quality educational programs and services for all our students in accordance with the assessed needs of each student. Green Dot collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student. Students and parents/guardians have the complaint rights afforded to them under state and federal law, including the right to file a due process complaint.

Referrals for determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

### Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in a referral to the Think Tank
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation.

Rev. 06/2017



Instruction Policy B. 11.0

Policy: Required Testing

Green Dot schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to Green Dot officials to excuse his or her child from any or all parts of the state assessments shall be granted. Please see below for more information regarding the various types of state tests.

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress ("CAASPP") is comprised of the following:

- Smarter Balanced Assessment Consortium ("SBAC") summative assessment for English–Language Arts ("ELA") and Mathematics in grades 3-8 and 11.
- California Standards Test in grades 5, 8, and 11.
- California Alternate Assessments ("CAA") for ELA and Mathematics in grades 3-8 and 11 and the field test in Science in grades 5, 8, and 11.
- Optional for local educational agencies to administer, the Standards-based Tests in Spanish. (Further information about grade levels and subjects will be forthcoming.)

#### California Alternate Assessments

As noted above, the CAAs for ELA and Mathematics are given in grades 3-8 and 11. The CAA for Science is given in grades 5 and 8 and one time in high school. Only eligible students may participate in the administration of the CAAs.

# California Science Test

California Science Test ("CAST") will be first operational in spring 2019. Students will be administered the CAST in grades 5 and 8 and once in high school. The CAST is aligned with the California Next Generation Science Standards.

### Smarter Balanced Assessments Consortium

The Smarter Balanced assessment consortium utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards for ELA and Mathematics.

#### **Physical Fitness Test**

State Law requires schools to administer the Physical Fitness Test ("PFT") annually to all students in grade nine. The state-designated PFT is the FITNESSGRAM@, developed by the Cooper Institute for Aerobics Research. The FITNESSGRAM@ is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures student performance in the following areas:

- 1. Aerobic capacity
- 2. Body composition
- 3. Muscular strength, endurance and flexibility

## Additional tests for some students:

# Spanish Standards Test (STS)

The Spanish Standards Test is a Spanish-language test administered to Spanish speaking students in grades 2–11 who have been enrolled in California schools for less than one year.



English Language Proficiency Assessments for California ("ELPAC") The ELPAC is only given to students whose primary language is not English. The ELPAC is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment for all English Learners. It is comprised of two separate assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency.

Rev. 06/2018

# Instruction Policy

B. 12.0

- o Policy: English Language Development (ELD) Program:
- 1. Assessment
- 2. Reclassification
- 3. Monitoring
- 4. Notifications
- 5. Waivers

#### EL Assessment

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The California English Language Development Test (CELDT) is California's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California's public school students, this test is the CELDT. The CELDT has three purposes:

- 1. To identify students who are limited English proficient (LEP)
- 2. To determine the level of English language proficiency of LEP students
- 3. To assess the progress of LEP students in acquiring he skills of listening, speaking, reading, and writing in English

At the time of initial enrollment, a home language survey is used to determine the student's primary language. (5 CCR 11307) Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)



### **Guidelines for Reclassification**

The ELPAC assesses student performance in the following areas: Listening, Speaking Reading and Writing. In order to be reclassified as fluent English proficient, as indicated in the following chart, students must: (1) meet an ELPAC minimum score; (2) meet a minimum Lexile range; (3) receive a grade of a C or better in ELA or a teacher recommendation; and (4) obtain parent approval:

1. ELPAC Minimum	2. Minimum Lexile Range	3. ELA Grade or Teacher	4. Parent Notification
Score		Recommendation	
Overall ELPAC proficiency of Level 4 with no less than a 3 on the Oral or Written Composite.	Language proficient Lexile range automatically qualifies for reclass:  6 ≥800  7 ≥850  8 ≥900  th 9 ≥ 925	Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition	Yes
	10 -12 950  Low Lexile range requires teacher override to reclass:  th 6:650-799  th: 7 650-849 8:650-899  th: 9 750-924  th th 10 -12:800-949	Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition <u>AND</u> Provide evidence for why the SRI does not reflect language proficiency.	Yes

Green Dot shall provide notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting with parents or guardians.

# **Monitoring**

The school will monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

#### **Notifications**

Families of students whose primary language is not English will receive the following notifications:

- 1. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)
- 2. Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)
  - A. The reason for the student's classification as English language learner
  - B. The level of English proficiency
  - C. A description of the program for English language development instruction, including a description of all



#### of the following:

- a. The manner in which the program will meet the educational strengths and needs of the student
- b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
- c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
- d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
- 3. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
- 4. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
- 5. Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

#### **Parental Exception Waivers**

- 1. At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)
- 2. A parent/guardian may request that Green Dot waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:
  - Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
  - Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
  - Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))
- 3. The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)
- 4. Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)
- 5. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
- 6. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language program that the Superintendent must approve the waiver pursuant to Board of Education guidelines.
- 7. Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a



- parental exception waiver, including Education Code 310. (5 CCR 11309)
- 8. When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.
- 9. Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)
- 10. Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)
- 11. The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.
- 12. Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.
- 13. The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)
- 14. All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)
- 15. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a program; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)
- 16. Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations, as such policies apply to charter school students. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations, as such policy applies to charter school students.
- 17. In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Rev. 06/2018

Instruction Policy B. 13.0

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o Policy: English Language Development (ELD) Program: High School Placement Criteria

Structured English Immersion or English Language Mainstream courses are offered at each school for students who are less than reasonable proficient in English.

Students are placed based on the following placement criteria:



	Beginner  CELDT Overall= B  Lexile Score 0-400  Language Gains= Level 1/2	<ul> <li>Early Intermediate</li> <li>CELDT Overall= EI</li> <li>Lexile Score 400-650</li> <li>Language Gains=Level 3</li> </ul>	Intermediate  CELDT Overall= I  Lexile Score 650- 900  Language Gains= Level 4	Reclassified  CELDT Overall= EA/A  Lexile Score= 900+  Language Gains= Level 4
Structured English Immersion (SEI) ELs with 5 years or less in the country and who are less than reasonably fluent	ELD 1 (double block)	ELD 2 (double block)	ELD 3 (double block)	N/A
English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent	1. Sheltered ELA 2. Clustered Literacy Intervention  EL Literacy Enrichment (R180 6, 7 or 9 <sup>th</sup> grade)  EL English 3D (8 <sup>th</sup> grade only)  EL Academic English Essentials (10-11 <sup>th</sup> grade)	1. Sheltered ELA 2. Clustered Literacy Intervention • EL Literacy Enrichment (R180 6, 7 or 9 <sup>th</sup> grade) • EL English 3D (8 <sup>th</sup> grade only) • EL Academic English Essentials (10-11 <sup>th</sup> grade)	1. Sheltered ELA 2. Clustered Literacy Intervention • EL Literacy Enrichment (R180 6, 7 or 9 <sup>th</sup> grade) • EL English 3D (8 <sup>th</sup> grade only) • EL Academic English Essentials (10-11 <sup>th</sup> grade)	1. Mainstream ELA 2. Literacy Intervention (if needed)

<sup>\*</sup>Ideally, all students with fewer than 6 years in the country and less than reasonable fluency should be placed in Structured English Immersion (ELD course). However, for schools with too few students to create an ELD section, students can be **clustered** into English Language Mainstream (Literacy Intervention and/or or Sheltered ELA courses). These classes infuse Specially Designed Academic Instruction in English (SDAIE) techniques and adjust content matter to students' CELDT level.

## **Course Descriptions for R180, ELD and Academic English Essentials Courses**

### ELD 1 A - 8346

ELD 1 A is designed for recent arrivals to the United States who score Beginning on the Reading and Writing portions of the CELDT and who score below 100 on the Scholastic Reading Inventory. Typical ELD 1A students have had little or no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown materials (High School: *Edge:* Fundamentals, Middle School: *Inside* Level B and Inside the USA: Newcomers for Middle School) are used to teach Early Intermediate-level ELD standards. The goal of the course, in combination with ELD 1B, is to raise students' listening, speaking, reading and writing skills to the Early Intermediate level. This double-blocked semester-long class replaces the grade level English Language Arts core class and one elective. At the HS level, "double-blocked" is defined as one approximately 100-minute period each regular "Block Day" and two short periods on the "All-Period Day." For example, a student might take ELD 1 A as period 1 on Monday and Thursday, and as Period 4 on Tuesday and Friday, while attending both Period 1 and Period 4 on the "All period day."

## ELD 1 B - 8347

HS: Prerequisites: Passage of ELD 1A end-of-course exam with 75% or higher, or a score of 100-485 Lexile's on the Edge Placement Test.

Designed as a follow-up to the ELD 1A class for students new to the country and who score at beginning or early intermediate level on the reading and writing portion of the CELDT. Hampton Brown materials (High School: *Edge* 



Fundamentals, Middle School: Inside Level B and Inside the USA: Newcomers for Middle School) are used to teach Early Intermediate-level ELD standards. The goal of the course, in combination with ELD 1A, is to lift students' listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

# ELD 2 A – 8348

# NOT UC APPROVED (g)

Prerequisites: Passage of ELD 1B end-of-course exam with 75% or higher or a score of 485-520 Lexile's on the Edge Placement Test. Reading and Writing scores on CELDT are Beginning or Early Intermediate

This course is designed as a follow up to the ELD 1B class for students who have arrived in the U.S. within the previous three years. Hampton Brown materials (High School: Edge: Level A, Middle School: Inside: Level C) are used to teach Early Intermediate-level ELD standards in all four domains of language. The goal of the course, in combination with ELD 2B, is to raise students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces the grade level ELA English Language Arts core class and one elective. At the HS level, "double-blocked" is defined as one approximately 100-minute period each regular "Block Day" and two short periods on the "All-Period Day." For example, a student might take ELD 1 A as period 1 on Monday and Thursday, and as Period 4 on Tuesday and Friday, while attending both Period 1 and Period 4 on the "All period day."

#### ELD 2 B - 8349

## **NOT UC APPROVED (g)**

Prerequisites: Passage of ELD 2A end-of-course exam with 75% or better success, or a score of 520-735 Lexile's on the Edge Placement Test. Score on CELDT is Beginning or Early Intermediate in Reading and Intermediate in Writing.

Designed as a follow-on to the ELD 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown materials (High School: *Edge: Level A, Middle School: Inside*: Level C) are used to teach Intermediate-level ELD standards in all four domains of language. Goal of the course, in combination with ELD 2A, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

## **Academic English Essentials 10**

AEE is designed as a yearlong intervention for 10<sup>th</sup> grade students who score in the 500-900 range of the SRI after finishing the 9<sup>th</sup> grade Read 180 class. It may also be used as a support class for English learners needing additional literacy support. In 2012-13, AEE 10 will address reading and writing strategies necessary to pass the CAHSEE with proficiency and will also be aligned to the CA Common Core standards. Reading instruction will focus on annotation and note taking strategies. Writing instruction will include the CAHSEE essay formats as well as the argument based, on-demand "college ready" writing as defined by the Early Assessment Program. Listening and Speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Quarterly summative assessments will include one multiple choice reading comprehension exam, one process writing assignment, and one on-demand timed writing assignment.

## **READ 180**

This program published by Scholastic is a reading intervention program for high school students reading below grade level. All students at Green Dot are tested using the Scholastic Reading Inventory assessment upon entering school. Students take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-led mini lessons on reading strategies, and interactive computer CD-ROMs.





Instruction Policy

B. 14.0

Policy: Mathematics Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

- 1. In determining the mathematics course placement for entering 9th grade students, Green Dot systematically takes multiple objective academic measures of student performance into consideration, including:
  - a. i-Ready Diagnostic Adaptive Assessment aligned to the Common Core Math standards;
  - b. Statewide summative mathematics assessments through the CAASPP;
  - Placement tests that are aligned to state-adopted content standards in mathematics;
  - d. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
  - e. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
  - f. Final grade in mathematics on the student's official, end of the year 8th grade report card; or
  - g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
- 2. Green Dot will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, updated i-Ready Adaptive Diagnostic scores, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
- 3. The Green Dot Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Green Dot shall annually report the aggregate results of this examination to the School Board.
- 4. Green Dot offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:
  - a. A parent/legal guardian of any 9th grade student may submit a written request to the Green Dot Principal, or his or her designee, that:
    - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that Green Dot relied upon in determining the student's mathematics placement.



- ii. Requests that the student retake the i-Ready Diagnostic or placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
- iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
- b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
- c. If, after reconsideration of the student's mathematics placement by the Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
- 5. Green Dot shall ensure that this mathematics placement policy is posted on its website.
- 6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Rev. 06/2018



## **Rights and Responsibilities Policy**

Policy: Attendance, Absenteeism, Truancy and SART

Green Dot believes that regular attendance is critical for a student's preparation for college, leadership and life. Accordingly, Green Dot will work with parents/guardians and students to ensure their compliance with this attendance policy.

C. 1.0

#### Absences

Students are expected to attend all classes every day. Students and parents should do everything in their power to ensure punctual arrival to school and preventing unexcused absences, including maintaining good health, arranging necessary appointments outside of school time, and scheduling family vacations outside of the academic calendar.

An "absence" means not being present in a class in which the student is enrolled for greater than 30 minutes in a school day.

Any absence will be recorded as an "excused absence" for the following reasons ONLY:

- personal illness;
- emergency medical, dental, and optometry appointments (verified by a note signed by a physician);
- quarantine under the direction of the county or city health officer;
- attending funeral services of an immediate family member:
  - excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - "immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
- court summons;
- observance of a religious holiday, instruction, or exercises, as described below; school approved activity;
- serious family emergencies, or other justifiable personal reasons, subject to approval by the Principal or designee; and
- attendance at the pupil's naturalization ceremony to become a United States citizen.

Any absence not recorded as an "excused absence" shall be recorded as an "unexcused absence".

Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the Student Attendance Review Team (SART) for support with interventions. If a student is absent from a class period for more than 15 days during the course of a semester, he/she may not receive credit in that course.

<u>Procedure for Reporting an Absence:</u> The parent or guardian must notify the school office by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify the parent in an effort to find out if the student has an excused absence.

<u>Procedure for Returning to School after an Absence:</u> When the student returns to school, he/she should bring a note from his/her parent. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence



- Telephone numbers where both parents/guardians may be reached (home and work)
- · Signature of parent or guardian

If a student does not bring a note, he/she will be marked truant.

<u>Procedure for Early Dismissal:</u> After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

#### **Tardies**

A student is considered tardy if he/she is not in his/her seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a late-slip from the school office. Any tardiness of more than 30 minutes for any class without a valid excuse is considered an unexcused absence. Excessive tardies will result in disciplinary action and may result in an appearance before the Student Attendance Review Team ("SART").

<u>Tardies between Classes:</u> Students have an allotted time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.

#### **Passes**

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/Principal/Assistant Principal as necessary.

#### Dismissal for Work or Participation in Events with External Organizations

In general, students may only be released to parents, guardians, or other individuals as indicated on the student's enrollment form and/or emergency contact information. Students may be picked up for work or participation in events with external organizations by representatives of such external organizations only with prior written consent from parents/guardians. Upon student pick-up, any representative of an authorized external organization shall be required to show appropriate identification to appropriate school staff in accord with the school's standard pick-up processes.

#### Truancy

Students absent from any class or activity period without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. A student is considered a **habitual truant** if he/she has been reported truant three or more times per school year. In addition, students shall be classified as a habitual truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. Consequences for truancy will include a disciplinary action, up to and including referral to the Student Attendance Review Team ("SART").

#### Student Attendance Review Team

The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address truancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system



**SART Members:** The SART consists of the Principal and designated classified and certificated personnel. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or truancies.

#### **Process for Addressing Excessive Unexcused Absences:**

	Totals by Semester	Contact	Person(s) Responsible	Interventions/Consequence
Phase 1	4 Absences	4-Day Letter	Meet with Counselor or Administrator	Conference to Complete Intervention Checklist
Phase 2	7 Absences	7-Day Letter with Notice of Student Agreement	Administrator	Student Agreement; home visit and/or case management may be possible.
Phase 3	10 Absences	Certified 10-Day Letter with Notice of SART	SART	Student Agreement Reviewed and Updated by SART; meeting convened with parent/guardian or asked to attend evening assembly for parents/guardians of chronically absent students.
Phase 4	15 Absences	Certified 15-Day letter with Notice of SART	SART	Student Agreement Reviewed and Updated Potential Loss of Course Credit Potential Referral to Judicial System

#### **Process for Addressing Excessive Tardies:**

	Totals by Semester	Contact	Person(s) Responsible	Interventions/Consequence
Phase 1	5 Tardies from a Class Period	Letter	Meet with Counselor or Administrator	Conference to Complete Intervention Checklist
Phase 2	10 Tardies from a Class Period	Letter with Notice of Student Agreement	Administrator	Student Agreement
Phase 3	15 Tardies from a Class Period	Certified letter with Notice of SART	SART	Student Agreement Reviewed and Updated Potential Loss of Course Credit Potential Referral to Judicial System

## **Detailed Description of Working Through the Unexcused Absence Matrix, Above**

1. After two (2) days of unexcused absence, the school will call the parent/guardian. The student's classroom teacher may also call home.



- 2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching fourth (4<sup>th</sup>) unexcused absences in a school year, the parent/guardian will receive "4 Day Letter" from the School. All SART-related communications with the parent/guardian shall be tracked in the School's student information system (e.g., PowerSchool).
- 3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "7 Day Letter with Notice of SART," and a parent/guardian conference will be requested to review the student's records and any student agreements, which may include terms requiring regular student attendance, abiding by all school rules and policies, among others. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
- 4. Upon reaching ten (10) unexcused absences, the student will be referred to the SART. In addition, the parent/guardian will receive a 10 Day Letter," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
- 5. The SART will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
  - a. The SART shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  - b. The SART will review and update the previously drafted Student Agreement. Parent shall be required to sign the updated Agreement formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The Agreement will identify the corrective actions required in the future, and indicate that the SART shall have the authority to order one or more of the following consequences for non-compliance with the terms of the Agreement:
    - i. Parent/guardian to attend school with the child for one day
    - ii. Student retention
    - Iii. After school detention program
    - iv. Required school counseling
    - vii. Loss of school event privileges
    - viii. Required remediation plan as set by the SART
  - c. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
- 6. If the conditions of the SART Agreement are not met, the student may incur additional administrative action up to and including disensollment from the school and notification of the disensollment sent to the student's district of residence.
- 7. For all communications set forth in this process, Green Dot will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Green Dot with any new contact information.
- 8. If student is absent fifteen (15) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to Green Dot's communication attempts, as set forth above, the student will be in violation of the SART Agreement and shall be disenrolled. Notification of the disenrollment shall be sent to the student's district of residence.

**Legal Interventions:** The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy. Once the case is referred to the authorities, the student and parent/guardian may be subject to the following sections of the California Penal Code:

- Sections 13202.7 (a) California Vehicle Code: "Any minor under the age of 18 years, but 13 years of age or older, who is an habitual truant, or who is adjudged by the juvenile court to be a ward of the court under subdivision (b) Section 601 of the Welfare and Institutions Code, may have his/her driving privilege suspended for one year by the court." A habitually truant may loss driving privileges for one year.
- Section 601. Welfare and Institutions Code: (a) "Any persons under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his or her parents, guardian, or



custodian, or who is beyond the control of that person...is within the jurisdiction of the juvenile court..." A student who does not follow orders of parents or guardians can be placed under the control of the court.

• Section 601. Welfare and Institutions Code: (b) "If a minor has four or more truancies within one school year as, or a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor's persistent or habitual refusal to obey the reasonable and proper orders or directions of school authorities, or if the minor fails to respond to directives of a school attendance review board or probation officer or to services provided, the minor then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court.

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#### **Rights and Responsibilities Policy**

C. 2.0

Policy: Accommodations for Student Religious Practices

In accordance with Green Dot policy against discrimination and the Establishment Clause of the U.S. Constitution, students are entitled to excused absences for the observance of religious holidays provided that they adhere to the school's Attendance Notification Procedures and to the extent the accommodation does not place undue burden on the school. Additionally, a student may be entitled for excused absences for participation in religious instruction or exercises provided, again, they adhere to the school's Attendance Notification procedures. A student may be granted an "Excused Absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Students that are absent are responsible for making up any missed assignments. A student may be granted an "Excused Absence" for participation in religious instruction or exercises for no more than four (4) school days per month. Students that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a student's parent or guardian must submit a written request to the Principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed and (c) the time and duration of accommodation. To the extent possible, students should fulfill their religious obligations during lunch or free periods. If a student must fulfill a religious obligation during class time, the Green Dot Principal should grant an excused absence for a limited, defined time. Students who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.

Rev. 06/2018

### **Rights and Responsibilities Policy**

C. 3.0

Policy: Discipline

Green Dot has a progressive discipline plan ("Discipline Plan") in place at each of its schools. The Discipline Plan is published at the beginning of each school year in this Student Policy Manual. Parents and students who do not sign this Student Policy Manual are not relieved of any obligation to adhere to the Discipline Plan. The Discipline Plan includes day-to-day discipline including, but not limited to, warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignments or reflections, in-school suspensions, Saturday school, campus community service, disciplinary probation, and guidelines for suspension and expulsion.



See Policy G. 5.0 for the school's consequence matrix.

#### Progression of Disciplinary Procedures

#### **Teacher Detention**

Teachers are responsible for the day-to-day discipline in their classrooms to meet students' individual needs to ensure that learning can take place. Any teacher may also assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, or minor inappropriate conflicts with others). Disciplinary options available to the teachers as a Teacher Detention include: warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignments or reflections, and discipline referral to the Principal. Repeated minor violations, or serious violations (i.e., any violation listed under Suspension/Expulsion Matrix below), will be referred to the Principal.

### **Administrative Detention**

Administrative Detentions are typically held after school. After a student is issued an Administrative Detention, the student's parent/guardian will be notified by telephone by the Principal or designee. This detention is served after school and will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, or assisting with cleaning of the campus) that appropriately corresponds to the student's misconduct that led to the Administrative Detention. No activity such as listening to music or sleeping is permitted. School events, activities or athletics are not valid reasons for missing an Administrative Detention.

#### **Suspension**

Suspension is intended to remove the student from peers and the class environment to provide the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to ensure the school environment is safe and free from disruption upon the student's return.

A student may only be suspended for misconduct that is related to a school activity occurring within a school under the jurisdiction of the Principal or occurring related to any other school district. The misconduct may occur at any time, including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or school-scheduled breaks (e.g., nutrition, recess, or lunch). The student will eat lunch in an assigned room.

Whether suspension occurs in or out of school, the maximum number of consecutive school days a student may be suspended five school days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP"). Students shall be provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon returning to school should it be unavailable at the time of, or during, the suspension.

The maximum number of total school days in a school year a student may be suspended is 20 school days, unless a suspension has been extended pending an expulsion hearing. For students on suspension pending an expulsion hearing, the school will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the school's main office. The student's school work may be picked up by parents/guardians and/or delivered by the school on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in the school's main office under appropriate supervision as needed.



Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. 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.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her. The student shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of the date that the school received knowledge of the suspendable offense, unless the student's parent/guardian 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 student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian also shall be notified, in writing, of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, this notice also may request that the parent/guardian respond to such requests by the next school day. There will be no penalty to the student should the parent fail to respond to this request.

## **Matrix for Suspension/Expulsion Recommendations**

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <u>Limited</u> Principal Discretion	Category III* Student Offenses with <u>Broad</u> Principal Discretion
expulsion when the following occur at school or at a school	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate.  1. Causing serious physical injury to another person, except in self-defense.	Principal <u>may</u> suspend and recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds</u> ; <u>while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.  1. Caused, attempted to cause, or threatened to cause physical injury to another person. (<b>Unless, in the case of "caused," the injury is serious.</b>  2. First offense of possession of marijuana of not more than one ounce, or alcohol.  3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</u>
Brandishing a knife at another person.	Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	<ol> <li>Caused or attempted to cause damage to school or private property.</li> <li>Stole or attempted to steal school or private property.</li> <li>Possessed or used tobacco.</li> <li>Committed an obscene act or engaged in habitual profanity or vulgarity.</li> </ol>
Unlawfully selling a controlled substance.	Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	<ol> <li>Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.</li> <li>Knowingly received stolen school or private property.</li> <li>Possessed an imitation firearm.</li> <li>Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</li> </ol>
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	4. Robbery or extortion.	<ul> <li>12. Engaged in sexual harassment.</li> <li>13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.</li> <li>14. Made terrorist threats against school officials or school property, or both.</li> <li>15. Willfully used force or violence upon the person of another, except in self-defense.</li> </ul>
5. Possession of an explosive	Assault or battery upon any school employee.	<ol> <li>Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.</li> <li>Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</li> <li>Engaged in, or attempted to engage in, hazing, as defined in Section 32050.</li> <li>Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.</li> <li>Aided or abetted the infliction of physical injury to another person (suspension only).</li> <li>Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.</li> <li>Intentionally "hacked" or broken into a School or School affiliated technology system.</li> </ol>

For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; (2), due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or other; and (3) involvement with gang activity.



## Student Discipline Review Board

The school's Discipline Review Board ("DRB") is an advisory committee to the Principal or designee on student discipline-related issues. The DRB is comprised of at least one administrator (Principal or Assistant Principal) and at least three teachers, and may also include a classified employee, counselor, or dean of students. The DRB will not include more than seven members.

The DRB convenes for a conference when a student allegedly commits a serious violation of the school's discipline code (i.e., Categories I and II in the Matrix for Suspension/Expulsion Recommendations above) or when the student has broken the terms of an applicable individualized contract. The DRB conference should be scheduled when the suspension is issued. While it is important that all evidence is collected in advance, the DRB conference must occur before the student returns to school at or near the end of the suspension period.

The Principal or designee is the facilitator and a non-voting member during any DRB conference. The Principal or designee shall make available language translation and other necessary accommodations for students and parents as needed. All other DRB members participate in any DRB conference by reviewing evidence, asking pertinent questions, discussing interventions, and voting to recommend to the Principal or designee any next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each DRB conference. The DRB may vote to recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and/or expulsion.

At the DRB conference, a determination will also be made by the Principal or designee regarding whether the student's suspension should be extended pending a DRP hearing. This determination should consider whether the student's presence will be disruptive to the education process or the student poses a threat or danger to others.

#### Academic Dishonesty and Gang Affiliation

The DRB may also recommend to the Principal or designee whether academic dishonesty (e.g., cheating, deceit, and unethical behavior with regard to any student's academic achievement) or involvement in gang activity warrants disciplinary probation, suspension, or expulsion. The following guidelines should guide a recommendation and decision for appropriate interventions and consequences for students involved in gang activity:

- where involvement in gang activity is the cause of a serious violation of the student code of conduct, expulsion should be recommended; and
- where involvement in gang activity is identified, but not an immediate threat to school/campus safety, disciplinary probation with a gang intervention plan should be recommended.

## Expulsion – Dismissal from School

A student may be expelled from the school for any of the violations listed above in the Matrix for Suspension/Expulsion Recommendations upon recommendation by the Principal pursuant to the DRB conference and after a DRP hearing.

It is a federal mandate (pursuant to the Gun-Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:



- brandishing a knife at another person;
- possessing, selling, or otherwise furnishing a firearm (not applicable to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or the designee);
- possession of an explosive (as defined in Section 921 of Title 18 of the U.S. Code);
- unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of
  Division 10 of the California Health and Safety Code, including providing or selling narcotics of any kind
  (immediate expulsion); and
- committing or attempting to commit a sexual assault, or committing a sexual battery, as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may only be expelled for misconduct that is related to a school activity occurring within a school under the jurisdiction of the Principal or occurring related to any other school district. The misconduct may occur at any time, including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

#### Authority to Expel

A student may be expelled by the DRP following a DRP hearing. The DRP will consist of the following members:

- Chief Academic Officer, Vice President of Schools, or designee;
- two administrators from a campus not bringing forth the expulsion; and
- two teachers or counselors from a campus not bringing forth the expulsion.

#### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within 30 school days after the Principal's or designee's expulsion recommendation, unless postponed for good cause.

The DRP hearing shall be held in closed session (complying with all student confidentiality rules under the federal Family Educational Rights and Privacy Act ("FERPA")), unless the student requests a public hearing, in writing, at least three days prior to the DRP hearing.

Written notice of the DRP hearing shall be mailed by the Principal or designee to the student and the student's parent/guardian at least seven calendar days before the DRP hearing. This notice shall include student identification information, a description of the offense, the applicable expulsions provision(s), the student's rights for due process, a description of the DRP hearing proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the DRP hearing, and the right to request a postponement. Upon mailing this notice, it shall be deemed served upon the student.

A Green Dot Area Superintendent, Vice President of Schools, Vice President of Curriculum and Programs, or designee shall be the facilitator of the DRP hearing. The DRP shall make available language translation and other necessary accommodations for students and parents as needed. 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.

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an



expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Within ten school days after the DRP hearing, the DRP's facilitator shall provide the student/parent/guardian/representative with the DRP's Findings of Fact, which will include a description of the outcome of the DRP hearing. If the DRP recommends against expulsion, the student will be reinstated immediately and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP deems appropriate. The expulsion order shall include a description of readmission procedures for the student.



#### Appeal Right

Students/parents/guardians have the right to appeal suspensions and expulsions. To appeal a suspension or an expulsion, the student/parent/guardian must submit a written appeal to Green Dot's Chief Academic Officer outlining the reason for appeal, attaching any supporting documentation, within 30 calendar days from the date of suspension or, in the event of an expulsion, within 30 calendar days from the date of the issuance of the Findings of Fact.

If requested, an expulsion appeal meeting will be held with Green Dot's Chief Academic Officer and the student/parent/guardian/representative. The Chief Academic Officer will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/representative. A decision will be made on the appeal based on a review of all evidence and the Findings of Fact within ten calendar days from the date of the expulsion appeal meeting, unless an extension is mutually agreed upon between the student/parent/guardian/representative and the Chief Academic Officer.

If the Chief Academic Officer denies the appeal, the student/parent/guardian/representative may submit an appeal to Green Dot's Board of Directors within ten calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board of Directors' Discipline Appeal Committee ("DAC"), in closed session, within 30 calendar days of receipt of the appeal to the Board. The scope of the DAC's review shall be limited to whether:

- the DRP acted without or in excess of its jurisdiction;
- there was a fair hearing;
- there was a prejudicial abuse of discretion in the hearing; and
- there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the DRP hearing.

#### **Future Placement**

If the student is expelled, Green Dot will assist parents in finding a new placement for the student, including advising parents to call the local district's student discipline office, if they want their child to attend the local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

### **Rehabilitation Plans**

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the DRP 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 school for readmission. The rehabilitation plan also should require a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, the rehabilitation plan may also recommend that the student receive counseling.

#### **Readmission**

Upon a request from a student's parent/guardian, or a student who holds his or her own educational rights, the decision to readmit a student or to admit a previously expelled student form another school district or charter school shall be made by the DRP. The DRP will determine, within a reasonable timeframe, whether the student successfully completed the rehabilitation plan and 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 capacity of the school at the time the student seeks readmission.

Upon a determination by the DRP that the student successfully completed the rehabilitation plan, and determined that the student does not pose a threat to others and will not be disruptive to the school environment, the school shall readmit the student.



#### **Disabled Students**

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Act of 1973.

Rev. 06/2018

## **Rights and Responsibility Policy**

C. 4.0

Policy: Due Process

The school shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Home Office and should be directed to the Area Superintendent for resolution with a written response within fifteen (15) school days.
- After appeal at the Green Dot Public School administrative level, if further review is desired, the appeal may be forwarded to the Chief Academic Officer for resolution with a written response within twenty (20) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Rev. 06/2018

#### **Rights and Responsibilities Policy**

C. 5.0

Policy: Personal Property

#### Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- audio devices (e.g., radios, cassette, CD, or MP3 players, iPods);
- dolls or stuffed animals;
- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;



- explicit material;
- tear gas (e.g., pepper spray)
- ammunition; and
- any item listed in the "Matrix for Suspension/Expulsion Recommendations" (see Green Dot Policy C. 3.0, Discipline).

#### **Cell Phones**

Cell phones (including walkie-talkies, pagers, or any electronic signaling device) must remain turned off and out of sight (i.e., in a student's backpack and not in pants/shorts pockets) during school hours, but may be used before and after school. If a student violates such policy:

- First Offense → Device will be returned to the student at the end of the school day.
- Repeated Offenses → Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequence assigned.

#### Lost, Stolen, Or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

#### Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

## **Lost and Found**

Items that have been found at school should be returned to the office. Students who have lost an item at school may\_come to the office before school, during break, or after school to check the Lost and Found. Items in the Lost and Found\_will be discarded on a regular basis.

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## **Rights and Responsibilities Policy**

C. 6.0

Policy: Uniform Requirements

Green Dot's uniform requirements are maintained and enforced to provide students with a safe and collegial environment aligned to Green Dot's mission. Although each Green Dot school may modify school colors as needed for school safety, students must adhere to the requirements below at all times.

**Belts.** If a belt is worn, only tan, brown, or black, a standard width, and properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles must not have logos, studs, chains, writings, or initials.

**Footwear.** Only closed-toes dress shoes or tennis shoes. No house shoes, slippers, or sandals.

**Hair.** Hair must be neat, clean, and fixed such that it does not hang in the student's face. Beards and mustaches must be neatly trimmed.



**Headwear.** No hats, bandanas, wave caps, sweatbands, or visors are allowed. Students may wear ribbons, rubber bands, barrettes, or headbands.

Jackets/Coats/Sweatshirts. Must be all black without writing, initials, emblems, or logos of any kind except the school name. Logos bearing the school name are available for free for all students upon request in the school office. Students may not wear hoods in class.

**Pants/Shorts.** Only trouser-style khaki pants/shorts. Sweatpants are not allowed. Trousers must be at least ankle length but not touching the ground. The trouser hem must not be frayed or ripped. It is not permissible to cut the leg seam. Shorts must reach the top of the knee in length. Pants/shorts must be worn at waist level and not at the hip.

**Shirts.** Only collared shirts, preferably polo-style are to be worn. The only approved logo or name is the school name. Logos bearing the school name are available for free for all students upon request in the school office. Shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be white, grey, or black, and must be worn under the shirt.

**Skirts/Skorts.** Skirts/skorts must be khaki style, an appropriately fitted size, and fall just above the student's kneecaps.

Tights/Leggings. Only solid white or beige may be worn under skirts of the appropriate length.

**Sweaters.** Only V-neck pullover, crew-neck pullover, or cardigan in solid black. All sweaters must be worn over a uniform shirt.

## **Uniform Violation**

Violations of the above Uniform Requirements must not result suspension. Green Dot recommends that its schools follow these steps upon a violation:

- 1. provide a loaner uniform, if available;
- 2. notify parents; then
- 3. a school-based consequence (students should only be removed from classroom for egregious violations).

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#### **Rights and Responsibilities Policy**

C. 7.0

Policy: Acceptable Use of Technology

This policy is for management and usage of computer resources owned and operated by Green Dot Public Schools ("School"). The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school computers.

#### **Educational Purpose**

• Use of Green Dot equipment and access to the Internet via Green Dot equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use School resources only in a manner specified in the Policy.



- **"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Green Dot approved personal research activities, or other purposes as defined by the School from time to time.
- "Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.



#### Notice and Use

- Green Dot shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.
- Before a student is authorized to use Green Dot's technological resources, the student and his/her
  parent/guardian shall sign and return the Acceptable Use Agreement in this Manual specifying user
  obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree
  not to hold Green Dot or any Green Dot staff responsible for the failure of any technology protection
  measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to
  indemnify and hold harmless Green Dot and Green Dot personnel for any damages or costs incurred.

### Safety

- Green Dot shall ensure that all School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Green Dot is able exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Green Dot nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.
- To reinforce these measures, the Green Dot Principal or designee shall implement rules and procedures
  designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure
  that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students
  while they are using online services and may have teacher aides, student aides, and volunteers assist in
  this supervision.
- The Green Dot Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.
- The Green Dot Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using School technology.
- Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.
- Student use of School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on School computers with Internet access. The Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.
- All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information



about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

• Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with Green Dot's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

## Guiding Principles for Responsible Computer Usage

- Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
- Unless noted to the contrary, data files should not be considered private and/or confidential. Green Dot
  may access any records, files, records/logs of any Internet Web Sites stored or visited, or communications
  on any School computer at any time.
- Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement.
   Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
- The School's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
- The School's computers may not be used to play games or transmit material via any media, including email or internet pages, that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Students shall not engage in an act of bullying on School computers, including, but not limited to, bullying committed by means of an electronic act.
- Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
- Users may not vandalize computer resources or the electronic information services in any form.
   Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
- The School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.
- Students should not intentionally interfere with the performance of Green Dot's network or intentionally damage any Green Dot technology resources. Students shall not use hacking tools on the network or intentionally introduce malicious code or viruses into Green Dot's network.
- Students may not create unauthorized wireless networks to access Green Dot's network. This includes establishing wireless access points, wireless routers, and open networks on personal devices.

#### Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet firewall system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and his/her parents accept responsibility for the student's on-line actions. All other disciplinary policies of the School apply to the use of technological resources.

## Concerning General Usage

The School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or



violation of other rights arising under the law. The School also reserves the right to discipline students for violations of this policy, up to and including suspension and expulsion.

Students are encouraged to remove any "personal" information stored on the School's computers. Generally, the School will delete information left on computers/networks to better facilitate the use of computers for legitimate School purposes, and the School shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on School computers.

#### **Protection Measures**

While Green Dot is able exercise reasonable control over content created and purchased by Green Dot, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Green Dot nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold Green Dot or any Green Dot staff responsible for the failure of any technology protection measure, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless Green Dot and its personnel for any damages or costs incurred.

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## **Rights and Responsibility Policy**

C. 8.0

Policy: Agency and Police Interrogation

Protection of student rights shall be balanced with Green Dot Public Schools' responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Green Dot, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Security officers and police officers whose regular duties involve working on the school campus shall have the authority set forth in the preceding paragraph.

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted. The principal or designee shall require the officer to complete the form entitled "Investigations Conducted on [SCHOOL] Premises" prior to any such interview. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy. At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.



Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall attempt to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse, consistent with the law.

Although subpoenas may legally be served at school on students age 12 or older, Green Dot believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

If access is required to apprehend/arrest a student, the principal or designee should be informed. If a student is apprehended, all reasonable efforts shall be made to remove the student from class or other public area and away from other students in the public prior to such apprehension.

## **Victim Interviews by Social Services**

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

- 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- 2. The selected person shall not participate in the interview.
- 3. The selected person shall not discuss the facts or circumstances of the case with the child.
- 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in California Penal Code section <u>11167.5</u>.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

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### **Rights and Responsibilities Policy**

C. 9.0

Policy: Search and Seizure

Green Dot Public Schools recognizes its responsibility to maintain order and security within its schools and during school-related activities. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the school, in accordance with this policy.

#### Students and Their Personal Effects

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

- 1. Outside the view of others, including students
- 2. In the presence of a school administrator or adult witness
- 3. By a certified employee or administrator of the same sex

Immediately following the search of a student, documentation shall be made by the school authority who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

Green Dot Pubic Schools reserves the right to use canine services to proactively ensure a safe academic environment.

Green Dot may conduct a random metal detector weapon search at its schools if:

- (1) Green Dot determines that a substantial need exists to keep weapons off campus based upon demonstrable data or if Green Dot's <u>Chief Executive Officer</u> determines that an emergency situation exists that warrants a random metal detector search at Green Dot's schools;
- (2) no system of more suspicion-intense searches are workable;
- (3) the searches are minimally intrusive in that students are not touched and are only required to open pockets or jackets if they trigger the metal detector (if clothes are extremely baggy, the clothes may be touched such that the wand is about 3-4 inches away from the student's person);
- (4) the persons searched are selected on neutral criteria; and
- (5) parents and students are given prior notice of the practice.

#### School Property

Green Dot Public Schools authorities may inspect and search school property and equipment owned or controlled by Green Dot (such as, lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

#### Seizure of Property

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

## Implementation of Policy

Green Dot Public Schools campus administrators may develop rules and regulations to further implement this policy.

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## **Rights and Responsibility Policy**

C. 10.0

Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying

Green Dot Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind. Harassment, sexual harassment, discrimination, intimidation, or bullying of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Green Dot will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Green Dot school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Green Dot will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Green Dot does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Green Dot will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

A charge of harassment or bullying shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment or bullying will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

A school principal or designee may refer a victim of, witness to, or other pupil affected by, an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

[INSERT NAME] [INSERT TITLE]

[INSERT CONTACT INFO, INCLUDING PHONE NUMBER]



#### **Definitions**

#### Harassment

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### Bullying

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, that involves an imbalance of real or perceived physical or psychological power among those involved. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
  - Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided Green Dot.

\*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. , of a communication, including, but not limited to, any of the following:

#### Verbal Harassment

Harassment can include verbal conduct such as epithets, derogatory jokes, comments, or slurs. Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

## Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement, on the basis of any of the protected classes described above.

## Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.



## Sexual Harassment

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex . In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Green Dot.

Includes unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

- 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress;
- 2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual;
- 3. Such conduct has the purpose or effect of having a negative impact on the individual's academic performance or creating an intimidating, hostile or offensive educational environment; and/or
- 4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Harassment also includes retaliation for reporting or threatening to report such harassment. The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

It is the responsibility of Green Dot to:

- 1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance
- 2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement
- 3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment
- 4. Establish practices designed to create a school environment free from discrimination, intimidation, sexual harassment, or harassment
- 5. Designate a Coordinator to whom any employee or student who believes they have been subject to misconduct prohibited by this Policy can immediately report such misconduct.

It is the responsibility of the student to:

- 1. Conduct herself/himself in a manner which contributes to a positive school environment
- 2. Avoid any activity that may be considered discriminatory, intimidating, or harassing
- 3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome
- 4. Report all incidents of discrimination or harassment to the Principal
- 5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

Grievance Procedures:

## 1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance,



and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

[INSERT NAME] [INSERT TITLE]

[INSERT CONTACT INFO, INCLUDING PHONE NUMBER]

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Green Dot acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Green Dot prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

#### 2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Green Dot, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

#### 3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

## 4. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student Policy Manual (e.g., filing a complaint under the Uniform Complaint Procedures). In addition, when harassment or bullying is based upon one of the protected characteristics set forth



in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Student Policy Manual.

Rev. 06/2017

## **Rights and Responsibilities Policy**

C. 11.0

Policy: Academic Integrity

Green Dot Public Schools faculty and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of Academic Integrity Violations include, but are not limited to the following:

- Downloading information from the internet and not citing appropriate sources
- Unauthorized assistance from a peer on an exam
- Using a non-permitted device (calculator or cell phone) on an exam
- Copying
- Requests to copy from peers to copy their own work

#### Consequences for Violating Academic Integrity

- 1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
- 2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
- 3. The student may be placed on a cheating contract and will remain on the contract until graduation.
- 4. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
- 5. The Principal will be notified.
- 6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

## **Rights and Responsibilities Policy**

C. 12.0

Policy: School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction includes an act that is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. :

#### **Transportation Guidelines**

Progressive discipline will be used to maintain a safe and orderly school bus. Travel on the school bus is considered part of the school's jurisdiction. Green Dot Public Schools reserves the right to take away bus privileges from any student for disciplinary or safety reasons.

Rev. 06/2017



## **Rights and Responsibilities Policy**

C. 13.0

Policy: Transportation of Students

Green Dot is committed to transporting students safely; accordingly, students shall be provided safety instruction regarding school bus safety and emergency procedures. Green Dot's Transportation Safety Plan is located on its website. Additionally, Green Dot recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by the staff of Green Dot or its family of schools. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health).

Without preventative measures, the foregoing situations may expose Green Dot to potential legal liability. Unconventional transportation arrangements (e.g., staff driving students home after an extracurricular activity), or students being left on or near campus without transportation, elevate the risk of liability to Green Dot and its family of schools.

To help avoid such liability, employees of Green Dot or its family of schools shall not transport students in their personal vehicles unless the:

- student's parent has completed the Transportation Permission and Release of Liability Form and returned it to the student's school of attendance; and
- driver has completed the Employee Driver Agreement, which has been approved by an administrator at the
  employee's assigned school. (The driver shall follow all instructions delineated in the Employee Driver
  Agreement to obtain permission to transport a Green Dot student and adhere to all terms contained
  therein.)

To quickly determine whether a student is permitted to be transported by an employee of Green Dot or its family of schools, and whether a potential driver is authorized to transport a Green Dot student, the completed Transportation Permission and Release of Liability Form, and the Employee Driver Agreement shall be kept on file at the student's school of attendance and the employee's assigned school, respectively.

#### Transportation of Foster Youth

Green Dot shall not be responsible for providing transportation to allow a foster child to attend school, unless required by federal law. Green Dot is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

Rev. 06/2017



### **Rights and Responsibilities Policy**

C. 14.0

Policy: Field Trips and Student Travel

Green Dot Public Schools recognizes that field trips and student travel are an enriching aspect of a student's educational experience. These guidelines are developed to ensure the safety of students and adult chaperones during student trips. Green Dot Public Schools is interested in providing student travel that is educational in nature and provides student knowledge and experiences to supplement the school curriculum. Educational trips include but are not limited to visiting museums, businesses, universities, cultural exhibits, nature centers, and government agencies. Student travel should be avoided during the first three weeks and last two weeks of the academic year, the first or last two or any semester, or during exam week.

All student policies, rules and procedures are in effect during the period of student travel. Students are not permitted to travel in private vehicles on field trips.

When a situation arises that poses a threat to the safety or welfare of the student participating in a trip, the school administrator will consult with supervising faculty to determine whether to cancel a trip.

#### Field Trips

All field trips require administrator approval. The nature, purpose, cost, and timing of the trip should be outlined for approval no later than TWO WEEKS prior to the trip. No arrangements should be made in advance of the Principal's final approval.

#### Overnight and Out-of-State Travel

The Principal must approve overnight trips at least ninety (90) days prior to the anticipated travel date. Only the Principal is authorized to approve of or sign contracts with any travel agency.

Sponsoring faculty members are expected to generate and collect waivers and inform staff about participating students. The school administration can remove a student from the scheduled trip at any time prior to departure for academics, excessive absenteeism, behavior violations, and/or health safety concerns. Students shall not be excluded on the basis of a disability.

Overnight student travel requires appropriate supervision consisting of at least one adult chaperone for every seven student travelers. A minimum of two adult chaperones is required regardless of the number of students on the trip. Chaperones should be Green Dot Public School faculty and staff of adults approved by the administration. Chaperones commit to remaining with students to and from the travel designation and throughout the tour.

Parents/guardians of students participating on an overnight trip must be fingerprinted, and attend an informational session to review the objectives of the trip, standards of conduct required, clothing and equipment needs, responsibilities of students, costs for the trip, daily itinerary, and protocols for handling emergencies. Bus Rules

- 1. Remain seated
- 2. Wear seatbelts, if they are available
- 3. Refrain from unnecessary noise, singing, whistling, loud conversation or boisterous conduct
- 4. Keep all parts of the body inside the bus
- 5. Be courteous
- 6. No eating, drinking, or gum chewing
- 7. Do not wear shoes with cleats or spikes
- 8. Do not carry hazardous articles or weapons on the bus
- 9. All other school rules will be followed on the bus

Rev. 05/2015



#### **Rights and Responsibility Policy**

C. 15.0

Policy: Conflict Resolution

The Green Dot Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a student may make a request and/or have an issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

#### Step One

The student presents his/her grievance or issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within ten (10) school days.

#### Step Two

If there is dissatisfaction with the decision or if is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor: Counselor or Administrator. Following a review of the concern, the Counselor or Administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision within ten (10) school days.

#### Step Three

If the response given by the Counselor or Administrator seems unreasonable to the student member, he/she should then submit a written request for a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Academic Officer or designee, who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. In a reasonable amount of time, depending on the circumstances, the Chief Academic Officer or designee, or investigator, will report his/her findings to Green Dot for review and action, if necessary.

Rev. 06/2018

## **Rights and Responsibilities Policy**

C. 16.0

Policy: Uniform Complaint Procedures

#### **Purpose**

Green Dot recognizes the primary responsibility to ensure its compliance with applicable state and federal laws and regulations governing Green Dot's educational programs. Accordingly, Green Dot shall investigate complaints alleging failure to comply with such laws and regulations, or alleging unlawful discrimination, harassment, intimidation, retaliation, or bullying. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. Green Dot shall seek to resolve the following types of complaints in accordance with the uniform complaint procedures ("UCP") set forth herein and pursuant to Title 5 of the California Code of Regulations section 4600 et seq.:

(1) Green Dot shall use the UCP to resolve any complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying against any protected group in Green Dot programs including actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, medical condition, marital or parental status, physical disability, mental disability, sex, sexual orientation, gender, gender



identity, gender expression, or genetic information, or any other characteristic identified in California Education Code sections 200 or 220, California Penal Code section 422.55, or California Government Code section 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee, as defined in California Education Code Section 49011, for participation in an educational activity.
- (4) Complaints of Green Dot's failure to comply with the requirements governing the Local Control Funding Formula (see California Assembly Bill No. 97 (2013-2014), California Senate Bill No. 91 and California Education Code section 52075) or Sections 47606.5 and 47607.3 of the Education Code, as applicable; or
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on campus. If the School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the School shall provide a remedy to the affected pupil. (see California Assembly Bill No. 302 (2015-2016) and California Education Code section 222).

Written notice of Green Dot's UCP shall be disseminated annually to Green Dot employees, students, parents/guardians, appropriate school officials or representatives, school advisory committees, and other interested Green Dot parties. If 15 percent or more of students enrolled in a particular Green Dot school speak a single primary language other than English, Green Dot's UCP policy, forms, and notices shall be translated into that language. Distribution may be in any form (e.g., employee/parent/student handbook, brochure, newsletter, memoranda) that will reach the school community. Green Dot's UCP shall also be posted in all Green Dot schools, including staff lounges and student government meeting rooms, and Green Dot's Home Office. Copies of Green Dot's UCP shall be available free of charge. LAUSD's UCP brochure shall be available at Green Dot school sites under its jurisdiction.

### **Compliance Officers**

The following compliance officer(s) to receive and investigate complaints and to ensure the school's compliance with law:

NAME TITLE ADDRESS PHONE FAX

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief Executive Officer or designee.



Should a complaint be filed against the Principal, the compliance officer for that case shall be the Chief Academic Officer.

### **Procedures**

The following procedures shall be used to address all complaints which allege that the school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. Prior to filing a formal complaint, Green Dot encourages the early, informal resolution of complaints at the school site level whenever possible.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### Step 1: Filing a Complaint

Any individual public agency, or organization may file a written complaint that alleges a violation of federal or state laws or regulations governing Green Dot's educational programs or unlawful discrimination as identified above.

A complaint alleging legal noncompliance regarding the prohibition against requiring students to pay student fees, deposits, or charges shall be filed not later than one (1) year from the date the alleged violation occurred. Pupil fees complaints may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code section 49010 et seq.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to it. Such a complaint must be filed no later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the school principal or designee may extend the filing period for up to 90 calendar days.

UCP complaints are to be submitted, in writing, to the principal at the school at which the alleged violation occurred. Such complaints must include the following:

- the underlying facts;
- details, such as the name(s) of the those involved (including witnesses) as well as the date(s) and location(s) of the incident or alleged violation;
- information regarding any attempts to address the complaint at the school site; and
- copies of written documentation or evidence that may be relevant or supportive of the complaint.

Any individual who is unable to prepare a written complaint (e.g., disability or illiteracy) can receive assistance from the school site administrator or designee, or by contacting the schools site at which the alleged violation occurred.

Green Dot acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a way that maintain confidentiality of the involved parties to the maximum extent practicable without obstructing the investigation. Green Dot cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Green Dot will attempt to do so as appropriate. Green Dot may find it necessary to disclose information regarding the complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.



Green Dot prohibits any form of retaliation against any complainant in the UCP process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Participation in the complaint process shall not in any way affect the complainant's status, grades, or work assignments.

# **Step 2: Complaint Investigation**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. Green Dot shall complete an investigation and provide a written final response within 60 calendar days from the date of receipt of the complaint by the school unless the complainant agrees, in writing, to an extension of the timeline. The complainant and/or his or her representative shall have an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Green Dot's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### **Step 3: Final Response**

Green Dot's final response shall be written in English and, when required by Education Code section 48985, in the complainant's primary language, and include the following:

- the finding(s) of fact based on the evidence gathered;
- the conclusion(s) of law;
- disposition of the complaint;
- rationale for such disposition;
- · corrective action, if any are warranted; and
- notice of the complainant's right to appeal the final response within 15 calendar days to the California Department of Education ("CDE") and procedures to be followed for initiating such an appeal.

Any final response concerning a discrimination, harassment, intimidation, or bullying complaint based upon California law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the date of filing an appeal with the CDE before pursuing civil law remedies. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law shall also such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

The Compliance Officer of the school at which the complaint was filed shall maintain a record of each complaint and subsequent related actions, including, but not limited to, Green Dot's final response.

# **Appeal**

The complainant has a right to appeal Green Dot's final response to the CDE by filing a written appeal within 15 calendar days from the receipt of Green Dot's final response. The appeal shall specify the basis for the appeal and



whether the findings of facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the original complaint filed with Green Dot and a copy of Green Dot's final response. The appeal should be sent to:

California Department of Education 1430 N Street Sacramento, CA 95814

#### **Civil Law Remedies**

Complainants may pursue available civil law remedies outside Green Dot's UCP. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided that Green Dot has appropriately and in a timely manner apprised the complainant of his or her right to file a complaint. The moratorium does not apply to injunctive relief and is applicable only if Green Dot has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Rev. 06/2017

### **Rights and Responsibilities Policy**

C. 17.0

Policy: Photo Release and Consent Agreement

Permission is granted by the student and the student's parent or legal guardian for the following terms of release and consent:

- Permission for Green Dot to use the below-identified materials in connection with the publication and distribution of materials, in various media, regarding and/or promoting Green Dot and its activities, operations or accomplishments.
  - a. Video or film materials incorporating student's name, image, likeness, voice and/or spoken or written words.
  - b. Photographic materials incorporating student's name and/or image.
  - c. Printed materials incorporating student's name, likeness and/or image.
  - d. Telephonic or other recorded, electronic or digital materials incorporating student's name, voice and/or spoken or written words.
  - e. Web-based or other electronic or digital materials incorporating student's name, image, likeness, voice and/or spoken or written words.
- 2. Green Dot and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), student materials, or any portion or derivation thereof, in connection with the discussion or promotion of Green Dot or any aspect of Green Dot. Such right shall include the right to reproduce the student materials, in whole or in part, and the right to create derivative works based upon the student materials. All materials prepared by Green Dot that incorporate, consist of, or include student's name, image, likeness, voice, words or any portion of student materials, including, but not limited to



any copyrights or other intellectual property rights shall belong to Green Dot, and Green Dot shall be the author for all purposes.

- Green Dot agrees to use student materials in a reasonable manner to fairly and truthfully represent the student.
- 4. Student and parent or legal guardian acknowledge and agree that he/she is able to give this release and consent, that he/she gives this release and consent voluntarily and without obligation or compensation. Student and parent or legal guardian further acknowledge and agree that he/she is not a member of SAG or other such professional organization.
- 5. Student and parent of legal guardian acknowledge and agree that Green Dot has complete creative control over its use of student's name, image, likeness, voice, words or student materials, and student waives any right of inspection or approval of any use of the student's name, image, voice, words or any of the student materials and any liability of Green Dot or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.

# **Rights and Responsibilities Policy**

C. 18.0

Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information (as defined in Student Records, Policy A. 9.0, above) from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of his/her refusal.

Green Dot may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of Green Dot's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). "Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow Green Dot to include this type of information from a student's education records in certain publications, which include, but are not limited to:

- annual yearbooks;
- graduation programs;
- Green Dot/school website(s);
- sports activity sheets showing weight and height of team members;
- honor roll or other recognition lists; and
- a playbill, showing the student's role in a drama production.

GDPS has designated the following student information as directory information:

- name;
- address;
- telephone listing;
- electronic mail address;
- photograph;
- date and place of birth;
- grade level



- major field of study;
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees and awards received; and
- most recent previous school attended.

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (reauthorized as the No Child Left Behind Act of 2001) to provide military recruiters, upon request, with students' names, addresses and telephone listings, unless parents/legal guardians have advised Green Dot that they do not want their child's information disclosed without their prior written consent.

Directory information does not include a student's social security number or student identification number. However, Green Dot may disclose a student's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number, password, or other factor that only the authorized user knows. A student's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12<sup>th</sup>-grade students and students who are no longer enrolled in a Green Dot school provided that the information is used only for purposes directly related to the institution's academic or professional goals.

If parents/legal guardians do not want Green Dot to disclose directory information from their child's education records without their prior written consent, they must notify their child's school site principal, in writing, by September 1, or within 30 days upon a student's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to Green Dot.

Rev. 06/2017

# **Rights and Responsibility Policy**

C. 19.0

Policy: Student Fees

Green Dot shall ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in Green Dot's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his or her participation in an educational activity which constitutes an integral fundamental part of Green Dot's educational program. This general prohibition against student fees, unless authorized by law, shall not restrict Green Dot from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Green Dot shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

**Legally Authorized Fees and Prompt Payment** 



Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances). A record of such fees is kept in PowerSchool.

Students are expected to pay any accrued fees promptly, without constant reminders. Unpaid fees may limit participation in extra-curricular activities including, but not limited to dances, field trips, and prom. Students should always request a receipt when paying any bills. All services, goods, and bills paid by check are subject to a returned check fee.

A student's grades, diploma, and transcripts may be withheld, after affording the student his or her due process rights when a school's real or personal property has been willfully cut, defaced, or otherwise injured or damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil's parent or guardian has paid for such damages. Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise injures or damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed \$10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

Rev. 06/2017

# **Rights and Responsibilities Policy**

C. 20.0

Policy: Textbooks and Instructional Materials

Students assume full responsibility for the security and maintenance of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks. Pursuant to the language above, students and/or parents/guardians may be liable for up to \$10,000 (ten thousand dollars) for damage to textbooks.

Students may lose the privilege of participating in school activities due to lost or damaged or textbooks. These activities include, but are not limited to: dances, field trips, prom, and senior activities

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Rev. 06/2017

# **Rights and Responsibilities Policy**

C. 21.0

Policy: Lunch Applications

Free and reduced lunch applications are included in the registration packet or they may be picked up from the office. They must be completed and returned by the due date and students must complete a new application for each school year. If a student fails to complete an application, he/she will be charged the full price for lunch.

# **Rights and Responsibilities**

C. 22.0



Policy: Work Permits

Green Dot recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes.

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session. The request for a work permit shall be submitted to the Principal or designated school administrator on a form approved by the CDE.

A student is not be required to obtain a work permit if he/she is:

- self-employed;
- working at odd jobs (e.g., yard work and babysitting in private homes where he/she is not regularly employed);
- employed by his/her parent/guardian in domestic labor on, or in connection with, premises the parent/guardian owns, operates, or controls; or
- otherwise exempted by law.

A Principal or designated school administrator is authorized to issue a work permit to a minor Green Dot student. The Principal or designated school administrator has discretion to determine whether to issue the work permit. In determining whether to grant or continue a work permit, the Principal or designated school administrator will consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 GPA and satisfactory school attendance.

Students may be issued more than one work permit if he/she works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and Green Dot.

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures above.

The Principal or designated school administrator shall revoke a student's work permit whenever he/she determines that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law.

Rev. 05/2016

### **Rights and Responsibilities Policy**

C. 23.0

Policy: Athletic Eligibility

Green Dot maintains membership in the California Interscholastic Federation ("CIF") and requires that interscholastic athletic activities be conducted in accordance with CIF's bylaws and rules. A copy of the local CIF league rules may be found at <a href="https://www.cifstate.org">www.cifstate.org</a>. In addition CIF's minimum standards, to maintain athletic eligibility, Green Dot students must:

- earn a minimum 2.5 GPA in the previous grading period (students who fall between a 2.0 GPA and a 2.5 GPA in the previous grading period maintain athletic eligibility but are placed on probation for the following grading period);
- not receive a grade of "F" in any subject;



- adhere to all Green Dot safety rules, policies, and instructions, as well as satisfactory sportsmanship and citizenship in the regular school environment;
- adhere to all current CIF rules and regulations;
- pass a physical examination given and certified by a medical doctor; and
- carry sufficient insurance for injuries to participants arising while engaged in or preparing for interscholastic athletics sponsored by Green Dot.
- sign and return an acknowledgement of receipt and review of the Sudden Cardiac Arrest symptoms information sheet posted on the CDE's website.

All student transfers, including intra-Ánimo transfers (i.e., transfer between Green Dot schools), must follow CIF's transfer regulations that may include one year of non-participation for any student who transfers after the ninth grade year without a change of address.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Rev. 06/2017

#### **Rights and Responsibilities Policy**

C. 24.0

**Policy: Student Organizations** 

Green Dot believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code Section 221.5,

or that in philosophy or practice does not comply with the mission, expectations, and rules of Green Dot or the school.

Rev. 06/2018

# **Rights and Responsibilities Policy**

C. 25.0

Policy: Student Expression and Media

All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy. Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

# **Student Opinion**



Green Dot Public Schools welcomes the view of student on matters relative to curriculum, class schedules, extracurricular activities, and all other matters pertaining to the school community. Students are encouraged to express their view first to appropriate faculty or staff and then to school administration.

### **Student Media Organizations**

Green Dot Public Schools commits to freedom of expression for student forums. The school newspapers, yearbook and literary magazines are encouraged to operate in a positive climate in which students demonstrate a high level of responsibility and enjoy the trust and respect of their community. The instruction and training which students receive under the guidance of professional sponsors are expected to ensure that issues of student interest, including topics about which there may be controversy or dissent, be handled with regard for sensitivity and professional ethics. Furthermore, the additional education which student writers, editors, and broadcasters gain through experience of making decisions about the content of student publications is expected to allow students to practice their training commensurate with accepted professional standards.

Pursuant to state law, students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section. Leaflets, pictorial, and other printed matter to be distributed shall be submitted to the Green Dot principal or designee at least one (1) school day prior to distribution. Distribution, free or for a fee, may take place any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Green Dot principal.) The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Green Dot principal.)

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

### **Bulletin Boards**

At least one bulletin board shall be provided in the school for use by approved student organizations. Bulletin boards designated for students may be used to for school activities or matters of interest to students. All posted materials must conform to the general limitation stated in this policy and to the following requirements.

- All student-posted notices or communications shall be subject to reasonable size limitations, shall be dated, and must be removed after the posting expiration date to assure full access to bulletin boards for all students.
- 2. All materials are to be stamped with the inclusive dates of posting.
- 3. If student materials violate the general limitations stated in this policy, they may be removed from bulletin boards and disciplinary action may be taken.

# **Circulation of Petitions**

Subject to the procedures and general limitations stated in this policy, students may collect signatures or petitions concerning either school or non-school matters or issues. Students must seek approval from the Administration in



advance of the proposed activity to determine time, place, and manner of conducting the activity. The Administration will respond to a petition request within a reasonable time under the circumstances and approve unless there is a substantial likelihood or past history of disruption.

- The school administration may designate certain times for the conduct of activities under this provision, such as before school begins, after dismissal or during lunch periods, to prevent interference with school programming.
- 2. The school administration may designate certain places for the conduct of such activities to assure the normal flow of traffic within the school or on the school premises.
- 3. The school administration may determine the manner of conducting such activities to prevent undue level of noise, or to prevent the use of coercion or unreasonable interference with any individual or group of individuals.

# Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this policy.

#### **Organized Demonstrations**

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

This policy does not prohibit or prevent the Green Dot Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each MPS school.

No Green Dot employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this policy, or refusing to infringe upon conduct that is authorized under this policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

Rev. 06/2017

#### **Rights and Responsibilities**

C. 26.0

Policy: Solicitation by Outside Organizations

Green Dot Public Schools has adopted the following policy limiting advertising and soliciting for any cause, charity or benefit not sponsored by a Green Dot group or organization.

- 1. Students may not sell tickets or solicit contributions in the school for any external agency or charity unless it is a beneficiary of a Green Dot-endorsed charity drive.
- 2. The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.
- 3. The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.
- 4. Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Principal.



Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of Green Dot students for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such students at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the practices hereinafter enumerated:

- The written or oral identification of the activity as being a "Green Dot trip," including the identification of employees with such activity
- The publication of news articles or the publication of paid advertisements describing the activity in student newspapers
- The solicitation of students or the promotion of the activity during school hours and on school premises
- The promotion of the activity or the solicitation of students for such activities at any time on the school grounds
- The promotion of the activity or the solicitation of students by using school mailing lists or school records

# **Rights and Responsibilities Policy**

C. 27.0

Policy: Gifts, Donations, Grants, and Bequests

Green Dot and its schools may accept any gift, donation, grant, or bequest of money, property, or service from any individual, private agency or organization, or other public agency that desires to support Green Dot. While greatly appreciating suitable donations, Green Dot shall reject any gift that may directly or indirectly impair its authority to make decisions in the best interest of students or its ability or commitment to provide equitable educational opportunities.

Before accepting any gift, donation, grant, or bequest, Green Dot administration shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with the Green Dot's vision, philosophy, mission, and operations. If Green Dot believes it will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Any gift of books and instructional materials shall be accepted only if they meet regular Green Dot criteria for selection of instructional materials.

All gifts, donation, grants, and bequests, including those directed toward a particular classroom or subject of instruction, shall become Green Dot property. Donors are encouraged to donate all gifts to Green Dot rather than to a particular school. At the Chief Academic Officer's or designee's discretion, a gift may be used at a particular school.

All gifts, donation, grants, and bequests made to particular employees, by virtue of their position and employment with Green Dot, shall become Green Dot property.

# **Rights and Responsibility**

C. 28.0

Policy: Research Requests

Green Dot recognizes the value of academic research to improve educational programs and practices that are aligned with Green Dot's mission and is likely to benefit Green Dot without disrupting the school program. The Chief Academic Officer or designee must give prior authorization for research projects within Green Dot or at any Green Dot schools. Researchers shall respect the privacy rights of students, including their right to refrain from



participation in research projects in accordance with law and Green Dot policy. The Chief Academic Officer or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Persons or groups wishing to use Green Dot staff, students, or property in connection with an academic research project shall submit to the Chief Academic Officer or designee a written proposal which includes, but is not limited to:

- 1. name of researcher(s) and academic credentials;
- 2. purpose, scope, and duration of the project;
- 3. method of study or investigation to be used;
- 4. approval from the institution's internal review board;
- 5. extent of participation expected of students and staff;
- 6. a certification that the researcher(s) will use not use the Green Dot name or brand in any publication of findings without prior approval from Green Dot;
- 7. use to which project results will be put; and
- 8. benefits to the school(s) or Green Dot.

The Chief Academic Officer or designee shall evaluate the proposal based upon, but is not bound solely by, the following factors:

- 1. shows potential for improving instructional programs and strategies;
- 2. addresses a relevant educational problem, concern or issue; and
- 3. is designed to minimize interruptions and demands upon the time of students and staff.

Should the Chief Academic Officer or designee grant permission for the research project, the researcher(s) shall adhere to the Green Dot Policies for volunteers, including, but not limited to, policies regarding Criminal Background Checks and Tuberculosis Testing.

# Rights and Responsibility C. 29.0

Policy: Collecting and Retaining Student Information

The Principal or desginee shall maintain in writing Green Dot's policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures. If Green Dot possesses information that could indicate immigration status, citizenship status, or national origin information, the Green Dot 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, Green Dot shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school. Green Dot shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.



Rights and Responsibility C. 30.0

Policy: Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Green Dot personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Green Dot personnel shall solicit that documentation or information separately from the school enrollment process. Where permitted by law, the Principal or designed no shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Green Dot's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Rights and Responsibility C. 31.0

Policy: Inquiries About Social Security Numbers or Cards

Green Dot shall not solicit or collect entire Social Security numbers or cards. Green Dot shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Green Dot shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school. Green Dot shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

### Rights and Responsibility C. 32.0

Policy: Information Sharing

Green Dot shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Green Dot personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated Green Dot official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Green Dot shall provide parental or guardian notification of any



court orders, warrants, or subpoenas before responding to such requests. Green Dot shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

Green Dot's request for written or parental or guardian consent for release of student information must include the following information:

- (1) the signature and date of the parent, guardian, or eligible student providing consent;
- (2) a description of the records to be disclosed;
- (3) the reason for release of information;
- (4) the parties or class of parties receiving the information; and
- (5) if requested by the parents, guardians or eligible student, a copy of the records to be released.

Green Dot shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Green Dot shall not release the information.

# **Rights and Responsibility**

C. 33.0

Policy: Annual Information Notice to Parents and Guardians

Green Dot must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that Green Dot will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Green Dot.
- A list of the circumstances or conditions under which Green Dot might release student information to outside people or entities.
- A statement that, unless Green Dot is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Green Dot shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

# **Rights and Responsibility**

C. 34.0

Policy: Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Green Dot during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;



- Proof of identity; and
- Any other information as required by law.

Green Dot shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices. Green Dot shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration. Green Dot personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

# **Rights and Responsibility**

C. 35.0

Policy: Responding to On-Campus Immigration Enforcement

As early as possible, Green Dot personnel shall notify the Chief Executive Officer of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.). In addition to notifying the Chief Executive Officer, Green Dot personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

- 1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Chief Executive Officer.
- 2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
- 3. Ask the officer for his/her reason for being on school grounds and document it.
- 4. Ask the officer to produce any documentation that authorizes school access.
- 5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
- 6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Green Dot personnel should comply with the officer's orders and immediately contact the Chief Executive Officer.
- 7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
  - an ICE (Immigrations and Customs Enforcement) administrative warrant, Green Dot personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Chief Executive Officer or Green Dot's legal counsel.
  - a federal judicial warrant, prompt compliance with such a warrant is usually legally required.
     If feasible, consult with the Chief Executive Officer or Green Dot's legal counsel before providing the agent access to the person or materials specified in the warrant.
  - a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Green Dot personnel shall inform Green Dot's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
- 8. While Green Dot personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Green Dot personnel shall document his or her actions while on campus.
- 9. After the encounter with the officer, Green Dot personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer's credentials and contact information;
  - Identity of all school personnel who communicated with the officer;



- Details of the officer's request;
- Whether the officer presented a warrant or subpoena to accompany his/her request, what
  was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by
  a judge;
- Green Dot personnel's response to the officer's request;
- Any further action taken by the agent; and
- Photo or copy of any documents presented by the agent.
- 10. Green Dot personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Chief Executive Officer or Green Dot's legal counsel.
- 11. In turn, the Chief Executive Officer or Green Dot's legal counsel shall submit a timely report to the Green Dot's governing board regarding the officer's requests and actions and the Green Dot's response(s).
- 12. E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

#### **Rights and Responsibility**

C. 36.0

Policy: Parental Notification of Immigration-Enforcement Actions

Green Dot personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order. Green Dot personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

### **Rights and Responsibility**

C. 37.0

Policy: Responding to the Detention or Deportation of a Student's Family Member

Green Dot shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported. Green Dot shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- Green Dot shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- Green Dot shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Green Dot shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Green Dot shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Green Dot shall only contact Child Protective Services if Green Dot personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.



### **Rights and Responsibility**

C. 38.0

Policy: Responding to Hate Crimes and Bullying

### Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Green Dot shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English. Green Dot 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 Attorney General.
- Green Dot shall inform students who are victims of hate crimes of their right to report such crimes.
   Processing Complaints of Harassment and Bullying

Green Dot shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
- Green Dot shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- Green Dot shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

### Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

Green Dot 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. Green Dot 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 should, at minimum, provide agency 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.



Health and Safety Policy D. 1.0

Policy: Illness, Injury, or Medical Emergencies at School and Administration of Medication During School Hours

### Administration of Medication during School Hours

Green Dot Public Schools may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's parent has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Green Dot Public Schools shall obtain both a written statement from the physician detailing the name of medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician.

All medications require physician and parent/guardian authorization. Forms for completion by your Physician are available in the school office. (See the Request for Assisted Administration During School Hours form.) Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g. inhaled asthma medications or Epi-pens) if the school receives the proper documentation. This includes:

- 1. A written statement from the authorized health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
- 2. A written statement from the parent/guardian or foster parent of the student consenting to the self-administration, providing release for the school to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school and school personnel from liability in the case of adverse reaction. Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available at the school office. School personnel do not prescribe or give advice regarding medication. (See the Request for Self-Administration During School Hours form.)

#### Illness at School

- 1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
- 2. Students should be covered under family insurance. The school is not responsible for medical bills for illness or injuries occurring at school.
- 3. Green Dot Public Schools does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.



- 4. Arrangements to leave school because of illness or injury must be made through the office.
- 5. Health matters are treated confidentially.
- 6. Students expecting to be absent ten consecutive days or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.

#### Injury or Medical Emergencies

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Green Dot Public Schools staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (listed on the emergency card) makes transportation arrangements.

#### **Epinephrine Auto-Injectors**

As described in Policy A. 3.0, Lottery Procedures, during the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain a prescription for epinephrine auto-injectors ("EpiPen") from an authorizing physician and surgeon that includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Such a prescription may be filled by local or mail order pharmacies or EpiPen manufacturers. Green Dot recommends that each Green Dot school stock a minimum of two regular epiPens. EpiPens are ordered centrally and restocked annually. The designated school administrator is responsible for restocking epiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer
  an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis;
  and
- a description of the training that volunteers will receive.

Training: Each school's School Operation Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer EpiPens, and receive annual refresher training. Such training shall be consistent with the most recent "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs" published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration: If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school's School Operation Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics



arrive. The school will also contact the student's parent/guardian and physician as soon as practicable upon learning of the student's anaphylactic reaction.

Rev. 06/2017



Health and Safety Policy D. 2.0

Policy: Communicable and Infectious Disease

It is the Principal's duty to report at once to the local Health Office the presence or suspected presence of any communicable disease. "CAC, Title 17, Health Section 2508."

The school follows the recommendations of the Los Angeles County Health Department in excluding and readmitting students with communicable conditions. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. A student who has been absent from school because of a reported communicable disease must provide the required documentation for readmission. Proper readmission documentation is determined by the communicable disease and can include: (a) a permit issued by the Public Health Department or physician before he or she is readmitted to school; or (b) a Proof of Treatment Form (for lice and ringworm only).

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and school, county and state policy. After treatment for head lice, the presence of nits (i.e., head-lice eggs) alone is not an absolute indication for exclusion and students should not be absent from school for extended periods of time due to this treatable condition.

The Principal is not required to send prior notice of exclusion to the parent/guardian if the student is excluded because it is determined that the presence of the student would constitute a clear and present danger to the life, safety, or health of students or school personnel.

# **Reporting and Notifications**

### Reporting Communicable Disease by School

In outbreaks of any illness affecting over 10% of students enrolled, the school must telephone on the day of the occurrence the County Department of Public Health. Principal may intercede to expedite the process by liaising with the County Department of Public Health and/or student's physicians, as deemed necessary.

# Notification of Parents and School Employees

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse to facilitate notification. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

The school's responsibility to notify school employees and the parent/ guardian of children exposed to a communicable disease is based on several factors determined by the school's Administrator such as:

- 1. Is the disease likely to be spread by school contact?
- 2. Is the disease serious enough to warrant investigation or prophylactic treatment by the student's private physician or the County Department of Public Health?
- 3. Is there an action the parents or school employees should or could be taking?

### **Specific Conditions and Communicable Disease**

#### **Incomplete Immunizations**

In the case of exposure to a vaccine-preventable disease, students with incomplete immunization status may be excluded from school. These may include exposures to pertussis, measles, and mumps.

Rev. 06/2017



Health and Safety Policy D. 3.0

Policy: Blood Borne Pathogens

#### General Prevention for Blood Borne Pathogens

If a student suddenly becomes ill in class and vomits or is cut and bleeds on the floor of a classroom, specific procedures will be followed to eliminate the possible hazard of body fluid exposure. The procedures include:

- Staff member keep students away from the potential hazard
- Staff member contacts main office
- School Operations Manager or administrator removes student to the main office and contacts the school custodian
- Custodian (if available) is responsible for cleaning up the bodily fluid spills
- Custodian uses protective equipment such as gloves, apron, protective eyewear, etc.
- Custodian removes body fluid from floor
- Custodian sanitizes floor
- Custodian cleans and decontaminates all equipment and environmental working surfaces exposed to body fluids
- Custodian removes gloves and disposes in appropriate biohazard container
- Custodian washes hands with antibacterial soap
- In the absence of the custodian, the administrative staff will assume responsibility for the procedures above.

Rev. 06/2017

Health and Safety Policy D. 4.0

Policy: Home and Hospital Schooling

Green Dot Public Schools requires regular attendance at school to ensure students receive a quality education. If a student incurs more than ten (10) school days of consecutive absence due to health or physical impairment, he/she shall seek home and/or hospital based instruction.

Home and hospital schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the home and/or hospital program shall be determined in relation to each student's education needs, as well as his/her physical and mental health.

If a student is eligible for home and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home school teacher to provide service.

A student who requires home and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons. A student who requires home and/or hospital schooling for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive home and/or hospital schooling through telephonic or other electronic communication systems if such a system is available to the student and instructor. **However, at least two (2) hours per week of** 



**direct instructional services shall be provided.** All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, Counselor, administration, the physician/therapist (if necessary), and the home school teacher. A student will not be permitted to return to classes until the plan has been approved.

#### Long-term Hospitalization

In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) he/she may retain his/her status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school Counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and his/her return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.

Health and Safety Policy D. 5.0

Policy: Emergency Preparedness and Emergency Contact Information

### **Emergency Preparedness**

The schools' emergency policies and procedures are formulated with the guidance of local law enforcement and Green Dot Public Schools in order to prepare for:

- □ Fires
- □ Terrorist (bomb, chemical) threats
- Earthquakes
- □ Active shooter/killer threats
- □ Plane crash
- □ Smog episodes
- □ Power outages

Green Dot Public Schools staff will implement and maintain the following:

- 1. A site-specific disaster preparedness plan.
- 2. School Site Incident Command System Team.
- 3. Training for all staff on the elements of the plan, as well as an instruction program in first-aid and CPR.
- 4. A stockpile of emergency and medical supplies, back up communication equipment, and three days of food and water at the school site.
- 5. Placards posted in classrooms and offices which indicate evacuation routes.
- 6. Emergency cards on file for all students and staff.
- 7. Established policy on the release of students to parents or guardian.
- 8. Clearly understood policy on the release of school, district staff, and their emergency assignments.
- 9. Clearly outlined procedures for use of school facilities as emergency shelters.



# **Emergency Contact Information**

### **Emergency Cards**

Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the school Office.

\*STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD AND PROPER IDENTIFICATION WILL BE ASKED FOR ALL ADULTS SIGNING STUDENTS OUT.

#### Change of Address

Parents are asked to notify the office in writing as soon as any change of contact information occurs. This will ensure that all mailings will be received without delay or interruption.

Rev. 06/2018

#### **Health and Safety Policy**

D. 6.0

Policy: Administrative Supervision

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day. Unless otherwise noted for a specific school sponsored program or activity, hours of supervision at school begins 30 minutes before and after school ends.

To ensure the safety of our students, it is important that students do not arrive before their appropriate start time and that they leave promptly at the conclusion of his/her school day. Students who linger on or near campus will be sent home. Should any student create a disturbance by lingering before or after school, disciplinary action may be taken.

School administration, staff, and parent volunteers are available to help ensure our campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from supervisory staff and parent volunteers.

# **Health and Safety Policy**

D. 7.0

Policy: Closed Campus and Visitor Policy, Sign in and Verification

# **Closed Campus**

Green Dot Public Schools are closed campuses. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

#### Visitor Policy, Sign in and Verification

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and



volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

- <u>Volunteers</u> include individuals who have been recruited by classroom teachers, Parent Coordinators or school administrators, and have received authorization from the principal (or principal designee)
- Parents function as volunteers, visitors or both, during their child's tenure in a school
- Home Office and other support personnel provide resource assistance to students and staffs in schools.
- <u>Visitors</u> include all individuals who are not in any of the above listed categories or are not employed by the school.

**Note:** All visitors, volunteers, school board members, parents and home office personnel are expected to comply with the procedures outlined in this policy.

#### **Procedures:**

The principal or principal's designee will:

- 1. Require all parents, visitors and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons in the building, consistent with the above stated "purposes" of this directive.
- 2. Utilize the V-Soft Raptor System (commonly referred to as "Raptor"), a visitor registration and management system. The Raptor system will replace all manual paper-based logs, and will allow the front office staff to produce visitor badges, and electronically check visitors against state and federal sex offender databases. Provide all parents, visitors and volunteers with a visitor's badge to wear during their stay at the school. The school will make all reasonable efforts to ensure that the visitor reaches his or her stated destination. The badge is to be returned to the school office when the visitor or volunteer signs-out. Home Office and support staff are expected to wear their identification badges during visits to school buildings. No one is to be permitted to visit or volunteer without a badge.
  - Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the building. Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without the permission of a building administrator.
- 3. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.
- 4. Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

# **Procedures for Juvenile Court Personnel**

There are instances when the welfare of a student is also under the jurisdiction of the Los Angeles County Juvenile Court or Department of Juvenile Justice. This Protocol is meant to provide some useful guidelines for Green Dot personnel and Juvenile Court personnel when a school visit is required. Information in this Protocol may be altered by court order.





Schools are a secure educational environment and all non-school personnel must sign in with the front office. Schools may limit access to certain areas of the school and, at the discretion of the Principal or designee, may require that Probation Officers schedule days and times convenient for the school staff and the student's schedule. In these instances:

- (1) The Juvenile Court Representative (Probation Officer [PO]) should appear and provide:
  - (a) A court order that specifically provides for such meetings.
  - (b) Juvenile Court/Probation Dept. Photo Identification.
- (2) The school should:
  - (a) Photocopy Court request and Photo ID of PO for school records.

    Information regarding probation will not be maintained in the student's permanent record;
  - b) Not share any information over the phone.
- (3) The adjudication (probation) of a student is confidential information and all care shall be taken to protect the privacy rights of the student pursuant to the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. Green Dot Public Schools will provide student information in compliance in a timely manner as set forth in FERPA.
- Schools should identify a staff member to act as the primary point of contact at a school to help insure student privacy. This contact person should be a staff member who is in the building a majority of their day.
- o If a Probation Officer provides the school appropriate court written consent and at the discretion of the Principal or designee, a student may be interviewed by a PO without advanced parental/guardian/custodial agency notice and outside the presence of the Principal or designee.
- At the discretion of the Principal or designee, students may be drug tested by the PO at school. Drug
  tests must be witnessed and observed by the PO. If the PO provides the school with prior written
  court consent, school personnel will not be required to witness the drug test or notify
  parents/guardians/custodial agencies in advance. Therefore, temporary use of an administrative or
  handicap restroom will be made available.
- o Student attendance and appropriate behavior are requirements for all students on probation.
- With prior written consent, the Principal or designee should report any discipline/truancy problems with students to the student's probation officer as there may be legal sanctions placed on the student.

D. 8.0

Rev. 05/2015

### Health and Safety Policy

Policy: Barring Disruptive Persons from School Sites

# <u>Guidelines for Barring Disruptive Persons from School Sites</u>

The following guideline is prepared to assist school site administrators in dealing with disruptive persons who interfere with the normal course of business at school sites. Numerous laws and regulations give the site administrator the absolute right to insist on good order on their campus. This guideline lists the steps necessary to bar disruptive persons from the campus.

### Definitions:

<u>Common Area</u> – Defined as where routine business is conducted in the school office. The common area would include the walkway to the office from the sidewalk and the area at the counter in the office. The common area does not include any offices behind the counter such as the Principal or Counselor's office. This area was defined to separate a common area (the office) from those areas where the educational process takes place (classrooms,



hallways, auditoriums, cafeterias, etc.). An officer will use different probable cause for arrests in "common areas" than that used in "educational areas".

<u>Posting</u> – A term requiring all schools to post certain information in a place where people can see the posted signs. Schools are required to post certain instructions, such as "instructions to all visitors to report to the office before conducting business on the site".

# **A.**Important facts to remember are:

- 1. No person has the right to interfere with the orderly delivery of instruction.
- 2. Parents and guardians have a constitutional right to participate in the education of their children.
- 3. A parent's right is at all times tempered with the need to preserve order and tranquility at their children's school.
- **B.** Parents and guardians who have been restricted from their children's school site can only legally remove children for the following reasons:
  - 1. Disciplinary situations
  - 2. Medical attention
  - 3. Family emergencies

The restricted parents/guardians can only enter the "common area" or school office to request release of their children. They will not be allowed in other areas of the site.

**C.** In all cases of conflict, the school desires a positive outcome for all parties involved. If a parent/guardian or other person causes a systematic disruption of the educational environment, their access onto the school site will become limited and/or restricted. Administrative authority to restrict access is clearly identified in the California Education and Penal Codes.

The following are general guidelines for dealing with parents/guardians who are disruptive to the educational process on school sites.

- 1. When staff reports that a person is disruptive to the educational environment, that person should be **immediately** escorted to the school office. The school office is considered a "common area" where public business is conducted. An administrator will talk to the reported offender to determine if a productive solution can be found for the problem. The school's "Visitor Log-In Book" should be checked to see if the individual signed in. If not, the disruptive person will be informed that **all visitors to the campus are legally required to report to the office** prior to entering the campus for any reason.
  - In all cases, if the disruption is extreme or involves any threat of violence, the school Security staff should be contacted to intervene and escort the visitor off campus. Also, if appropriate, call local law enforcement at 911. An Incident Report about the problem **will** be filed by the site administrator.
- 2. If the situation is not resolved on the first encounter, documentation will be prepared to track the problem behavior. This documentation is essential should the problem escalate and enforcement action (an arrest) is necessary. The administrator will consider some of the following steps as he/she attempts to resolve the problem.
  - a. Meet with the parent/guardian and school staff and attempt to resolve the problem. Set up a specific set of guidelines to govern behaviors while the person is on campus.



- b. Consult with the Green Dot Public Schools Director of Security and Cluster Director regarding the behaviors exhibited by the disruptive person. By making Green Dot Public Schools aware of the situation, it helps guarantee a more rapid response if there are continuing problems.
- c. Send a "stay away letter", or legally described "626 letter", which is designed to require a meeting prior to the disruptive person being allowed back on the school site. Send copies to the Green Dot Public Schools Home Office, including the Cluster Director, Director of Security, and Vice President of Education. The meeting required in the "626 letter" process accomplishes the following objectives:
  - (1) Requires the person to always report to the office, sign in and contact an administrator prior to conducting business at the site. Remember the office is a "common area" for conducting business.
  - (2) Forbids the person from going directly to a classroom or playground without being escorted.
  - (3) Discusses the specifics of the person's disruptive behavior and advises them that they can be **arrested** for violations of Section 626 of the Penal Code.
  - (4) In cases of extremely disruptive behavior, a Security staff member may be assigned to assist the disruptive person with their interaction at the school site.
  - (5) The 626 letter is canceled in 14 days. This legal mandate does not relieve the disruptive person receiving the letter from obeying some fundamental rules and conditions of access after the 14 days. These would include:
    - (a) Required reporting to the office or "common area" to sign in prior to conducting business on site.
    - (b) Calling and making an appointment prior to arriving on site.
    - (c) Never going directly to a classroom or playground without an escort. Remember outside of the office is not a "common area". Thus, a classroom or auditorium is not a "common area" and the offender can be forbidden access to this area.
    - (d) All behavior while at the school site must be appropriate as defined by the site administration.
    - (e) The 626 letter is one of the last efforts made by staff to avoid possible stricter enforcement action (arrest).
- 3. If all efforts have been unable to resolve the behavior, then the Chief Operating Officer should be notified.
- 4. In cases of extreme behavior or disruption, Green Dot may opt to file an application for Work Place Violence injunction in a court of law.

Please consult with the Green Dot Public Schools Director of Security for further assistance and/or information.

The following California Code Sections will help you evaluate the extent of your authority when dealing with a disruptive person.

### Penal Code:

- 415 Fighting, noise, use of offensive words (challenging to fight)
- 415.5 Disturbance of peace of school
- 626.2 Unauthorized entry, dismissed employee or student
- 626.6 Committing an act likely to interfere with peaceful activities
- 626.7 Failure to leave campus, wrongful return penalties (Revised 1/2004)
- 627.4 Refusal or revocation (allows admin. to refuse access)
- 627.7 Misdemeanor, to refuse to leave on request



### **Health and Safety Policy**

Policy: Employee Interactions with Pupils

D 9.0

Green Dot recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

#### **Professional Boundaries**

This policy is intended to guide all Green Dot employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Although this policy gives specific, clear direction, it is each employee's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" Some activities may seem innocent from an employee's perspective, but can be perceived as inappropriate from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to, or may be perceived as, sexual or other misconduct. Employees must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

#### **Examples**

Examples of Unacceptable Behaviors (Violations of This Policy) Absent Extraordinary Circumstances (e.g., a familial relationship)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation, including hugging a student.
- Intentionally being alone with a student away from the school.
- Cursing or making or participating in inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Seeking emotional involvement with a student for your benefit, including involving students in adult issues.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Allowing students in your home.
- Sending emails, text messages, posts, or letters to students if the content is not about school activities.
- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.



## Examples of Acceptable and Recommended Behaviors

- Getting school and parental written consent for any after-school activity.
- Obtaining formal approval (using the Green Dot Transportation Policy and Guidelines) to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present when you must be alone with a student.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.

### **Duty to Report Suspected Misconduct**

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to the school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and report thoroughly the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

# Use of Electronic Media by Staff to Communicate with Students

Although Green Dot employees enjoy free speech rights guaranteed by the First Amendment to the United States Constitution, certain types of communication, typically by virtue of their subject-matter connection to campus, may relate enough to school to have ramifications for the author or subject at Green Dot. Knowing participation by Green Dot employees with students in social media (e.g., Facebook, Snapchat, Twitter, Instagram, video games) or other similar means can lead to violations of the following that may result in disciplinary action, up to and including termination from employment from Green Dot:

- Use of personal technology for non-Green Dot business should be limited to off-duty time and designated breaks.
- Any participation by any Green Dot employee with students, including through the use of electronic media or technology, should always be limited to school business.
- Green Dot employees must maintain a clear distinction between their personal social media use and any Green Dot-related social media sites.
- Green Dot employees' social networking profiles, personal blogs, or other personal online platforms should not be linked to Green Dot students' online profiles.
- Green Dot employees shall not invite students to join social networks unless authorized by Green Dot.



 When in doubt about contacting a Green Dot student during off-duty hours using either Green Dot-owned communication devices, network services, and Internet access route or those of the employee, employees must begin by contacting the student's parent(s) or legal guardian(s) through their phone number registered with Green Dot.

Green Dot employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe and be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Green Dot students. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor.

# **Health and Safety Policy**

D. 10.0

Policy: Immunizations

Student enrollment in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or are not fully immunized within the appropriate time periods are not allowed a grace period.

#### **Exemptions**

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if his/her child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

On and after July 1, 2016, Green Dot shall not unconditionally enroll for the first time, enroll, or advance any pupil to 7<sup>th</sup> grade unless the pupil has been immunized for his/her age as required by law. (Cal. Health and Saf. Code, § 120335.) ("Unconditional enrollment" is enrollment based upon documentation of receipt of all required immunizations or upon documentation of a permanent medical exemption to immunization in accordance with Title 17 of the California Code of Regulations section 6051.)

A parent/guardian may file with Green Dot a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Cal. Health and Saf. Code, § 120370.) If Green Dot receives such a written statement, that child shall be exempt from the foregoing immunization requirements to the extent indicated by the physician's statement.

## <u>Tuberculosis Tests for Pupils</u>



As part of the comprehensive health screening required for school entry, parents/guardians shall provide evidence within ninety (90) days after their child's entry into first grade that their child has been screened for risk of tuberculosis within the preceding 18 months. (Cal. Health and Saf. Code, §§ 124040 and 124085.)

Green Dot is required to cooperate with the county or city health officer in carrying out any programs ordered by the health officer for the tuberculosis examinations of individuals applying for first admission to any elementary or secondary school in Green Dot. (Cal. Health and Saf. Code, § 121515.) Whenever ordered by the local health officer, students seeking admission for the first time to a Green Dot school at any grade level shall submit to tuberculosis testing. Any student subject to the order shall be admitted to school as follows:

The Principal or designee shall unconditionally admit the student if he/she, prior to admission, submits a certificate, signed by any public or private medical provider, indicating that he/she has completed an approved tuberculosis examination and is free from active tuberculosis. (Cal. Health and Saf. Code, §§ 121485, 121490, and 121500; 22 CCR §§ 41305, 41311, and 41313.)

A student shall not be required to obtain the certificate if his/her parent/guardian or custodian provides the Principal or designee with an affidavit stating that the required examination is contrary to his/her beliefs. If there is probable cause to believe that such a student has active tuberculosis, he/she may be excluded from school until the Principal or designee is satisfied that he/she is not afflicted. (Cal. Health and Saf. Code, § 121505.)

- A student who has not submitted the certificate may be conditionally admitted provided that he/she receives an approved tuberculin skin test within ten (10) school days after admission. A student who had a positive skin test and has not subsequently obtained a chest x-ray may be conditionally admitted if he/she receives a chest x-ray within twenty (20) school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until he/she provides the certificate. (Cal. Health and Saf. Code, § 121495; 22 CCR §§ 41315, 41311, and 41327.)
- Whenever the local health officer so orders, a student may be required to complete an additional examination and provide another certificate indicating that he/she is free of communicable tuberculosis. (Cal. Health and Saf. Code, § 121485.)
- At the discretion of the local health officer, Green Dot may admit a student without a certificate if he/she is undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease. (22 CCR § 41319.)

Whenever the Principal or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, he/she shall immediately report by telephone to the local health officer. When required by the local health officer, Green Dot shall exclude the student from school until he/she is certified to be free of communicable tuberculosis. (22 CCR § 41329.)

The Principal or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record. (22 CCR § 41323.)

The Principal or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all individuals required to complete such examinations in accordance with items delineated above, including, but not necessarily limited to, the number of individuals unconditionally and conditionally admitted and the number of individuals exempted on the basis of their personal beliefs. (22 CCR § 41325.)

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### **Entry Requirements by Age and Grade:**

Vaccine	4-6 Years Old Elementary School at Transitional-Kindergarten/ Kindergarten and Above	7-17 Years Old Elementary or Secondary School	7th Grade*
Polio (OPV or IPV)	4 doses (3 doses OK if one was given on or after 4th birthday)	4 doses (3 doses OK if one was given on or after 2nd birthday)	
Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap)	5 doses of DTaP, DTP, or DT (4 doses OK if one was given on or after 4th birthday)	4 doses of DTaP, DTP, DT, Tdap, or Td  (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.)	1 dose of Tdap  (Or DTP/DTaP given on or after the 7th birthday.)
Measles, Mumps, and Rubella (MMR or MMR-V)	2 doses (Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.)	1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.)	2 doses of MMR or any measles-containing vaccine (Both doses given on or after 1st birthday.)
Hepatitis B (Hep B or HBV)	3 doses		
Varicella (chickenpox, VAR, MMR-V or VZV)	1 dose	1 dose for ages 7-12 years. 2 doses for ages 13-17 years.	

<sup>\*</sup>New admissions to 7th grade should also meet the requirements for ages 7-17 years.

Rev. 06/2018

# **Health and Safety Policy**

D. 11.0

Policy: Health Insurance and Medical Services

Green Dot Charter Public Schools does not provide student accident insurance to help cover the costs of paramedic/ambulance care or transportation, or any medical, surgical, dental or hospital costs due to school related injuries to students.

Students with a medical condition, and who have been approved by the school, may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, Green Dot may regulate the type of sun protective clothing/headgear worn by students. Green Dot is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

School authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.



Health and Safety Policy D. 12.0

Policy: Psychological and Counseling Services

Green Dot Public Schools Clinical Services Program offers individual and group therapy to students.

Students have access to graduate level trainees and interns who provide CONFIDENTIAL support and assistance managing emotions and behaviors, and coping with crises. All mental health services are supervised by a licensed Clinical Psychologist, Marriage and Family Therapist, or Social Worker. Services are limited to the school-year and the school-day. The Clinical Services Program is also available to make referrals to community agencies and resources for services that are beyond the scope and capacity of our program.

Health and Safety Policy D. 13.0

Policy: Confidentiality

There are four instances in which an Administrator, Counselor, and/or teacher is legally bound to inform a parent and/or authority with information given during a "confidential" counseling session:

- When a student indicates he or she is going to physically harm himself or herself or jeopardize his
  or her life
- 2) When a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened
- 3) When a student indicates he or she is being physically and/or emotionally abused
- 4) When a student indicates he or she has committed a felony (i.e., selling drugs, stealing a car, etc.)

Health and Safety Policy D. 14.0

Policy: Child Abuse or Neglect Reporting

Green Dot has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and/or neglect. All Green Dot employees may not be mandated reporters, as defined by law and related regulations, but Green Dot applies this policy to all of its employees, including part-time, temporary, and seasonal employees whose employment exceeds six weeks from the first date of paid service. Any such Green Dot employee who has a reasonable suspicion that a student has been abused and/or neglected must report immediately, but in no event later than thirty-six (36) hours after such reasonable suspicion arises, to agencies responsible for investigating and prosecuting cases of child abuse and/or neglect.

The following guidelines will be followed for the purpose of interviewing students who are suspected child abuse victims at school.

- California law permits representatives of child protective agencies (Police, Sheriffs, and Children's
  Services) to interview victims of child abuse during school hours on school premises. A child who is to
  be interviewed at school is authorized by law select an adult who is a member of the school staff to
  be present at the interview. However, the staff member shall neither participate in the interview nor
  discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the
  staff person's presence at the interview is to lend support to the child and enable him or her to be as
  comfortable as possible.
- 2. The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for



the presence of staff members at child abuse interviews that would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.

3. When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.

When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the Child Protective Service representative

#### **Child Abuse Reporting Procedures**

An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, report such suspicions to an appropriate child protective agency or the local law enforcement department serving the school per applicable state law. The employee will also inform his/her supervisor.

#### **Prohibited Actions**

- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- No removal or arranging of any clothing is permitted to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

# Consequences for False Reporting/Failure to Report

- A violation of Green Dot policies may lead to disciplinary action, up to and including suspension, demotion, and/or termination.
- Generally, school employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- A violation of the law (e.g., making a false report) and/or failure to report suspected child abuse varies from state to state but may include a misdemeanor, imprisonment, and/or a monetary fine.

# California Mandated Reporting Procedures and Reporting Agencies

Child abuse or neglect includes the following (Cal. Pen. Code §§ 11165.5 and 11165.6):

- 1. A physical injury or death inflicted by other than accidental means on a child by another person.
- 2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in California Penal Code § 11165.1.
- 3. Neglect of a child as defined in California Penal Code § 11165.2
- 4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in California Penal Code § 11165.3.
- 5. Unlawful corporal punishment or injury as defined in California Penal Code § 11165.4.



#### Child abuse or neglect does not include:

- 1. A mutual affray between minors. (Cal. Pen. Code §§ 11165.6.)
- 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Cal. Pen. Code §§ 11165.6.)
- 3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Cal. Ed. Code § 44807.)
- 4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Cal. Ed. Code § 49001.)
- 5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Cal. Ed. Code § 49001.)

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Cal. Pen. Code § 11166.)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Cal. Pen. Code § 11166.)

When two (2) or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Cal. Pen. Code § 11166.)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Cal. Pen. Code § 11166.)

# **Child Abuse Reporting Agencies and Procedures**

- Department of Children and Family Services ("DCFS") (800) 540-4000
- Los Angeles Police Department Child Abuse Unit (213) 486-0530
- Los Angeles County Sheriff's Department (323) 267-4800
- City Police Department serving the school

Within thirty-six (36) hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Cal. Pen. Code §§ 11166 and 11168.)

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Principal, or Area Superintendent or designee. (Cal. Pen. Code § 11166.)



#### **Victim Interviews by Social Services**

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Cal. Pen. Code § 11174.3.)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

- 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- 2. The selected person shall not participate in the interview.
- 3. The selected person shall not discuss the facts or circumstances of the case with the child.
- 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in California Penal Code section 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Cal. Pen. Code § 11174.3.)

#### **Notifications**

Green Dot shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code § 11166, and their confidentiality rights under California Penal Code § 11167. Green Dot also shall provide these new employees with a copy of California Penal Code §§ 11165.7, 11166, and 11167. (Cal. Pen. Code §§ 11165.7 and 11166.5.)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under California Penal Code § 11166 and will comply with those provisions. The signed statement shall be retained by Green Dot's Human Resources Department. (Cal. Pen. Code § 11166.5.)

Green Dot also shall notify all employees that:

- 1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Cal. Pen. Code § 11172.)
- 2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Cal. Pen. Code § 11166.)
- 3. No employee shall be subject to any sanction by Green Dot for making a report. (Cal. Pen. Code § 11166.)



# Health and Safety Policy D. 15.0

Policy: Wellness Policy

Green Dot recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for Green Dot Public School (GD) students.

To encourage consistent health messages between the home and school environment, the Principal or designee may disseminate information to parents/guardians through school newsletters, meetings, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

#### **School Health**

The Principal or designee may involve parents, students, school food service representatives, school board, school administrators and community in the discussion of public health issues at the School Advisory Council (SAC). At the discretion of the Principal or designee, the SAC may be involved in the planning/implementation of activities to promote health within the school.

# Scoliosis/Vision/Hearing/Acanthosis Nigricans Testing

Green Dot conducts health screenings at no cost to parents/guardians for scoliosis, vision, hearing, and *acanthosis nigricans* by appropriately qualified screeners and in accordance with state law. If you have questions, please contact the Green Dot principal.

#### **Nutrition Education and Physical Activity Goals**

The school's physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards. Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

# **Nutritional Guidelines for Foods Available at School**

The Board believes that foods and beverages available to students at Green Dot Public Schools should promote and protect students' health, well-being, and ability to learn. Therefore, it is the policy of Green Dot that:

- Nutritional standards adopted by Green Dot for all foods and beverages sold to students, shall meet or exceed state and federal nutritional standards;
- Meals will be attractive and appealing to children;
- Meals will be served in clean and pleasant settings;
- A variety of fruits and vegetables will be offered;
- All milk served will be low-fat (1%) and/or non-fat milk as defined by USDA;
- Half of the served grains will be whole grain.

# **Guidelines for Reimbursable Meals**

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize Green Dot's ability to provide nutritious meals and snacks, all Green Dot schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs at the discretion of the principal.



Green Dot will make every effort to eliminate any social stigma attached to, and prevent overt identification of, students who are eligible for free and reduced-priced meals by using electronic identification and payment systems and promoting the availability of school meals to all students.

Rev. 06/2017

Health and Safety Policy D. 16.0

Policy: Comprehensive Sexual Health and HIV/AIDS Prevention Education

Green Dot Public Schools encourages all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

Green Dot Schools may use trained school personnel or outside consultants to provide comprehensive sexual health education – which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexuality transmitted diseases. Age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) may also be presented. The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues.

Parents/Guardians may contact the Principal if they would like to preview the classroom materials and may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS-prevention education.

#### Notice and Parental Excuse

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Center for Disease Control and Prevention, and the National Academy of Sciences

Schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. However, by law schools are only required to get a passive consent from parents (parent signature not required, only notification) for sexual health and HIV/AIDS prevention education taught in the classroom. See attached parent notification letter.

No questionnaire, survey, or examination containing any questions about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion will be administered unless the parent or guardian of the student is notified in writing that such test, questionnaire, survey, or examination is to be administered, and the parent or guardian of the pupil gives written permission for the student to participate in the activity.

Green Dot Public Schools may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing ageappropriate questions about the students' attitudes concerning or practices relating to sex, if the parent or guardian is given the opportunity to review the material and to request, in writing, that his or her child not participate.

A student must not attend any class in comprehensive sexual education of HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the



student from participation. A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, and alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

# **Health and Safety Policy**

D. 17.0

Policy: Condom Distribution

Green Dot Charter Public Schools will make condoms available at no cost to students who request them. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available Green Dot assumes no liability.

Health and Safety Policy D. 18.0

Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Students shall not be required to attend a charter school, and charter staff may present alternative educational opportunities to pregnant or parent students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.

Health and Safety Policy D. 19.0

Policy: Banned Substances

#### **Smoking**

Parents and visitors are asked to support the school's effort to maintain Green Dot Public Schools are a "Smoke Free Zone." Parents are asked to please refrain from smoking on campus or at any school event or activity.

#### **Drugs and Alcohol**

Green Dot schools are 100% drug and alcohol free campuses. Green Dot's Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the



treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period.

Health and Safety Policy D. 20.0

Policy: Suicide Prevention

Green Dot Green Dot recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Green Dot has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with Green Dot and community stakeholders, Green Dot school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Green Dot' strategies for suicide prevention and intervention. Green Dot must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Green Dot shall appoint an individual (or team) to serve as the suicide prevention point of contact for Green Dot. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

# A. Staff Development

Green Dot, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

#### Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-toyear based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - O How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;



- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California Healthy Kids Survey should also be analyzed to identify school climate deficits and drive program development.
- O Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
  - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal.
     Specifically, how to talk with a student about their thoughts of suicide and (based on Green Dot guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Green Dot guidelines;
  - Green Dot-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - Green Dot-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

# **B.** Employee Qualifications and Scope of Services

Employees of Green Dot must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

# C. Parents, Guardians, and Caregivers Participation and Education

 Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this suicide prevention policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.



- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - O How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

# D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Green Dot along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Green Dot and is characterized by caring staff and harmonious interrelationships among students.

Green Dot' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Green Dot' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Green Dot' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Advisory, College Readiness, Seminar, physical education).

Green Dot will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

# E. Intervention and Emergency Procedures

Green Dot designates the following positions to act as the primary and secondary suicide prevention liaisons:

- School Psychologist
- Social Worker



- Clinical Supervisor
- School Counselor

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Head of School or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Green Dot or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

- 1. Ensure the student's physical safety by one of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
- 2. Document the incident in writing as soon as feasible.
- 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
- 4. After a referral is made, Green Dot shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Green Dot may contact Child Protective Services.
- 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Green Dot.
- 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Green Dot campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Green Dot' safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing



confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Green Dot staff may receive assistance from Green Dot counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Green Dot campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

- 1. Contact the parent/guardian and offer support to the family.
- 2. Discuss with the family how they would like Green Dot to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- 3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
- 4. The suicide prevention liaisons shall identify a media spokesperson if needed.
- 5. Provide care and determine appropriate support to affected students.
- 6. Follow Green Dot's re-entry protocol, including, but not limited to, provide an opportunity to the student and parent/guardian to participate in a re-entry planning meeting with the Principal or designee, and Green Dot's mental-health staff. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate administrators maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

# F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Green Dot activities to notify a teacher, the Head of School, another Green Dot administrator, psychologist, Green Dot counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Green Dot staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

# G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff.

Green Dot shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal or designee to:
  - Confirm death and cause;
  - o Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - o Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);



- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - o Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Provide information regarding funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - o Support siblings, close friends, teachers, and/or students of deceased
  - In the case of any death, consider any short-term or long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Rev. 06/2018

# **Health and Safety Policy**

D. 21.0

Policy: Science/Laboratory Safety

Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are provided with the California Department of Education's "Science Safety Handbook for California Public Schools," as it may be updated from time to time, to review and adhere to such safety standards.

Green Dot shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances that is authorized in advance by Green Dot likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to Green Dot.

# **Health and Safety Policy**

D. 22.0

Policy: Classroom Pet Policy

Before acquiring a classroom pet, the primary classroom educator will obtain permission from the school principal, and determine and document whether any students who may come near or into contact with the pet are sensitive (e.g., more susceptible to zoonotic illnesses) or allergic to the species and/or its food/bedding/enclosure materials. The primary classroom educator is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met.

The primary classroom educator will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (i.e., how its care will fit into the curriculum), and a plan for how any injuries (e.g., bites, scratches) will be managed should they arise.



The following requirements apply to any situation with an approved classroom pet:

- only domesticated animals may be kept as classroom pets;
- wild animals may not be kept as classroom pets (e.g., locally caught frogs and snakes);
- classroom pets must be diurnal (i.e., awake during the day);
- whenever possible, the classroom pet should be acquired through an adoption center, rescue, or other re-homing opportunity;
- classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times
- students will only handle the classroom pets under direct supervision of a Green Dot employee or volunteer;
- if students are given responsibilities for feeding the classroom pet's or cleaning its habitat, this will be assigned as a reward or educational opportunity (i.e., not as a punishment);
- students must wash their hands prior to and after handling the classroom pet or cleaning its habitat;
- classroom pets will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts; and
- the air temperature in the classroom will be kept conditioned within a range appropriate for the classroom pet's species at all times.

Rev. 06/2016

Parent/ Guardian Policy E. 1.0

Policy: Power School and Parent/ Guardian Communication

# Power School

Parents are encouraged to follow student progress through the Power School system. Student homework, grades, and test scores can be reviewed on-line 24 hours a day through Power School on the internet. Power School assists parents to track students' progress and stay informed. Power School also provided a direct link to teacher email directly using Power School. Power School can also be accessed through the school website.

To access your student's information on the internet, you will need the following information:

- 1. The website location: http://ps.greendot.org/public
- 2. Your Username
- 3. Your Password

User name and password information is distributed to parents during the School Orientation, Back to School Night, and by contacting the main office.

# Parent/ Guardian Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

#### School - Home Communication

#### Teachers Contacting Parents by Phone

Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment.



#### **Automated Communication System**

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

#### School Correspondence

School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

#### **Home-School Communication**

# **Change of Contact Information**

Parents will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.

#### **Parents Contacting Teachers**

All teachers and staff members have email accounts where they can be easily contacted. From Power School, parent may click on the teacher's name on your student's web page to send an email. Parent may also contact teachers by leaving a message with the main office.

#### Messages and deliveries to students

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

Rev. 05/2015

# Parent/ Guardian Policy

E. 2.0

Policy: Academic Conferences, Progress Reports and Report Cards

#### Parent-Student-Teacher Conferences

Green Dot Public Schools commits to good communication between home and school. When a student experiences academic difficulties, or whenever it becomes evident to the teacher that the student is in danger of failing a course, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting.

In addition, parent conferences scheduled at the completion of the first and third quarters, provide an important opportunity to evaluate each student's progress (schools will set individual dates). Progress reports from the first and third quarter will be reviewed at conferences and parents will be provided with academic updates.

#### **Progress Reports**

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student's performance to-date in the semester.





#### **Report Cards**

Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's high school transcript.

# Right to Ask for Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Rev. 06/2017

Parent/ Guardian Policy E. 3.0

Policy: Parent/Guardian Volunteer Hours

Green Dot recommends that parents/guardians volunteer for 35 hours at their child's school each school year. Students may serve these hours on behalf of the parents/guardians. Green Dot appreciates your participation and will attempt to match your interests and skills with applicable projects or tasks.

For parents/guardians of students on multiple campuses, Green Dot recommends that volunteer hours be balanced between the campuses.

Hours may be set up with the school office or completed in one or more of many volunteering opportunities such as:

- office support;
- school and special events (e.g., Back-to-School Night, Open House);
- fundraising activities;
- breakfast and lunch distribution;
- field-trip assistance and supervision;
- arrival and dismissal supervision; and/or
- leadership activities such as serving as the parent representative for the School Advisory Council or PTSA, or participating in other school committees.

Other possible volunteer activities that can support your child academically include:

- classroom visits;
- classroom support;
- tutoring support; and/or
- serving as a mentor.

Green Dot Public Schools appreciates your participation as a parent volunteer and will make every attempt to match your interests and skills with projects or tasks with which you are comfortable.

Students will not be prohibited from initial or continued enrollment, or participating in any educational activity as a result of failing to satisfy the recommended volunteer hours.



Parent/ Guardian Policy E. 4.0

Policy: Student Privacy and Parent/ Guardian Volunteer Confidentiality

Green Dot Public Schools expects all parent volunteers on school sites to keep any information seen, heard or observed confidential. The U.S. Congress has addressed the privacy-related concerns of educators, parents/guardians, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA" or the "Buckley Amendment"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, which disseminates (reveals) a student's education and/or personal records without his/her parent's guardian's specific written consent.

Green Dot Public Schools' parent volunteers must refer all questions about a student's grades, personal information (i.e., contact information), parents'/guardians' contact information or student progress to authorized school employees. Volunteers may not share information about a student even with members of their own family or the student's family.

Parent/ Guardian Policy E. 5.0

Policy: Parent / Guardian Volunteer Background Checks and Tuberculosis (TB) Clearances

#### **Background Checks**

One of Green Dot's foremost values is the safety of students and staff. In accordance with California law and in keeping with such values, all parent volunteers and visitor volunteers who work in close proximity with students must be fingerprinted for a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation. The cost of the procedure may be borne by the volunteer.

Conditions that preclude volunteering at Green Dot include, but are not limited to, conviction of any controlled substance offense, conviction of a sex offense, or conviction of a serious or violent felony. If a volunteer who works in close proximity with students is found at a Green Dot school location without a criminal background clearance, he/she will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained. Additionally, should a volunteer be convicted of a controlled substance offense, sex offense, or serious or violent felony during his/her volunteer period with Green Dot, the volunteer must immediately report such a conviction to his/her immediate supervisor.

# <u>Tuberculosis</u> (TB) Clearance

Volunteers are required to have on file a certificate showing the volunteer submitted a Tuberculosis (TB) risk assessment and, if TB risk factors were identified, the volunteer was examined and found to be free of TB infections, if the volunteer's functions require or include frequent or prolonged contact with students. If no risk factors were identified, an examination is not required. The cost of the risk assessment may be borne by the volunteer. If a volunteer whose functions require or include frequent or prolonged contact with students is found at a Green Dot location without a TB risk assessment, he/she will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained.

Documentation of volunteer compliance with TB risk assessment/exams will be kept on file Green Dot's Human Resources Department or other appropriate designated office/department. Any entity providing student services that require or include frequent or prolonged contact with students will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Green Dot students.



Parent/Guardian Policy E. 6.0

Policy: Conflict Resolution – Parents/ Guardians

The Green Dot Public Schools Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a parent or guardian may make a request and/or have an issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

#### Step One

The parent/guardian presents the issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the parent/guardian a decision within a reasonable amount of time (ten school days).

#### Step Two

If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the complaint, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

#### Step Three

If the response given by the principal seems unreasonable, he/she should then submit request a meeting with the Green Dot Area Superintendent overseeing the school. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Academic Officer or designee, who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. The Chief Academic Officer or designee, or investigator, will report his or her findings to Green Dot for review and action, if necessary.

For additional information, refer to the Uniform Complaint Procedures described in C. 16.0 of the Student Policy Manual.



■ Governance Policies F. 1.0

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Policy: School Advisory Council Bylaws

# ARTICLE I Name

The name of this Committee shall be the Ánimo ----- Charter School Advisory Council. Hereafter it will be referred to as "SAC."

 ARTICLE II Purpose

The SAC shall review the Single School Plan addressing the following focus areas before October 1<sup>st</sup> for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

- A. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.
- B. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.
- C. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
- D. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to the Elementary and Secondary Education Act of 1965 (last reauthorized as the Every Student Succeeds Act). The policy shall:
  - 1. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
  - 2. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.
  - 3. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools..., including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
  - 4. Involve parents in the activities of the school.
- E. Review the school budget to assure spending in accordance with the goals of the plan. The SAC will recommend the school budget for the ensuing fiscal year before the principal submits it for Green Dot Public Schools Board approval.



F. Other activities and objectives as designated by the Green Dot Board of Directors.

# ARTICLE III Membership

#### Section I: Composition

A. The SAC shall be comprised as follows:

- 1. The Principal
- 2. Four (4) classroom teachers elected by classroom teachers.
- 3. One (1) classified staff member elected by the classified staff.
- 4. Three (3) parents shall be elected by an election procedure open to all parents.
- 5. Three (3) students shall be elected by an election procedure open to all students. Students must maintain a 2.0 grade point average to be elected and serve on the SAC. Student representatives shall not be eligible enter into closed session.

Should a School Advisory Council (SAC) decide to amend the recommended by-laws to offer a different composition, please note the following requirements:

- Half of the members of the SAC consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up the majority of this group.
- The remaining half of the members consists of equal numbers of students elected by students, and parents or other community members selected by parents.
- B. A list of alternate parents, students, and classified stakeholders shall be established before the second SAC meeting. Alternates will vote only if a regular member is absent. The alternate parent list will consist of the remaining members of the parent corps. The alternate student list will consist of the remaining members of the student council. The alternate classified list will consist of the remaining full-time classified staff (office manager, school safety officer, and parent coordinator). The alternate teacher list will be established from the candidates not successful in the general election in the order of their finish in the voting. The principal may have the assistant principal represent him in absentia.

#### C. Elections

- 1. Elections for staff and students shall be held prior to October 1<sup>st</sup>.
- 2. Appointments or election for parent membership shall be made/ held prior to July 1st.

# Section 2: Term of Office

All elected members of the SAC shall serve for a one-year term with no limit on number of consecutive terms.

# **Section 3: Voting Rights**

The voting membership shall not exceed twelve (12). Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

# **Section 4: Termination of Membership**

A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected.

Positions opened as a result of the above action will be filled by appointment by the chairperson for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.



#### **Section 5: Transfer of Membership**

Elected membership in the SAC is not transferable or assignable.

#### **Section 6: Resignation**

Resignations will be accepted upon written notice to the Chairperson. Positions opened as a result of a member's resignation will be filled by appointment for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

#### **Section 7: Additional Vacancies**

If an alternate is not available, each represented group will be responsible for selecting a new member for the duration of the school year using an election process.

# **Section 8: Non-Attendance of Meetings**

All voting members of the SAC shall notify the Chairperson of an absence prior to the meeting. The non-attending member or other requested SAC member will take responsibility to notify and request from the active list of alternates, an alternate to attend in his/her place. Students may consult with the student council advisor to find an alternate member. Parents may consult with the parent coordinator or principal to find an alternate member.

#### Section 9: Alternates

An active list of SAC alternates will be available to all members. The alternate list shall be comprised of at least one teacher, three students, three parents, one classified staff member and one administrative staff member to be selected as required in accordance with these Bylaws. When an alternate is in attendance as replacement for a regular voting member, the alternate will indicate this at the beginning of the meeting.

# • ARTICLE IV Officers

#### Section 1: Officers

The officers of the SAC shall be a Chairperson, Vice-Chairperson, Secretary, and such other officers as the SAC may deem desirable.

# **Section 2: Election of Officers**

All officers shall be elected by voting members of the SAC by ballot at an election meeting to be held at the first meeting following completion of all elections as prescribed in Article III, Section 1, not to be later than October 1<sup>st</sup>. New officers shall assume their duties at the close of the election meeting. Should an officer resign before new elections are held, the Chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

#### Section 3: Removal

Any officer may be removed by a two-thirds vote of all members sitting on the SAC whenever, in the judgment of the SAC, the best interests of the SAC would be served.

#### Section 4: Vacancy

A vacancy in any office because of death, removal, disqualification, or otherwise shall, be filled by a special election at the next SAC meeting for the unexpired portion of the term.

#### **Section 5: Chairperson**

The Chairperson shall preside at all meetings of the SAC, approve the agenda prior to its posting, and may sign all letters, reports, and other communications of the SAC. In addition, the chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the SAC from time to time.



#### Section 6: Vice-Chairperson

The duties of the Vice-Chairperson shall be to represent the chairperson in assigned duties and to substitute for the Chairperson during his or her absence, and the Vice-Chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the SAC.

#### **Section 7: Secretary**

The Secretary shall see to the keeping of the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, and to such other persons as the SAC may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the SAC records; keep a register of the address and telephone number of each member of the SAC which shall be furnished to the Secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the SAC.

# ARTICLE V Committees

# **Section 1: Standing and Special Committees**

The SAC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the SAC.

#### Section 2: Membership

Unless otherwise determined by the SAC in its decision to establish a committee, the Chairperson of the SAC shall appoint members to the various committees.

#### Section 3: Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

# Section 4: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the SAC or with policies of the governing board.

# ARTICLE VI Meetings of the School Advisory Council

# **Section 1: Regular Meetings**

SAC shall meet regularly at least once per month while school is in session, unless the SAC by consensus that a monthly meeting is not necessary.

#### **Section 2: Special Meetings**

Special meetings may be called by the Chairperson or by majority vote of the SAC.

#### **Section 3: Place of Meetings**

The SAC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

# **Section 4: Notice of Meetings**

Appropriate public notice shall be given of regular meetings at least forty-eight hours in advance of the meeting. Any change in the established date, time, or locations must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall



be delivered either personally, by email or mail to each member not less than forty-eight hours prior to the date of such meeting.

# **Section 5: Decision of the School Advisory Council**

All decisions of the SAC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Should a voting dead-lock occur, the SAC must reconsider the issue at hand, as all decisions of the SAC require an affirmative vote of the majority of its members in attendance.

SAC shall submit decisions to the Green Dot Governing Board, as appropriate, for ratification.

#### Section 6: Quorum

A majority of the authorized number of SAC members then in office constitutes a quorum for the transaction of business.

The Chairperson may cancel a meeting fifteen minutes after its designated start time, should a quorum not be established. In the absence of quorum, the assembled members may vote to hold an informational meeting, but may not conduct business.

# **Section 7: Conduct of Meetings**

All regular and special meetings of the SAC shall be conducted in accordance with ROBERT'S RULES OF ORDER or in accordance with an appropriate adaptation thereof.

#### **Section 8: Public Participation**

All regular and special meetings of the SAC and of its standing or special committees shall be open to the public. There shall be time allotted in each agenda for public address of the council. Further, the chairperson may recognize public guests during the course of the meeting.

> **ARTICLE VII Amendments**

These Bylaws may be amended by a two-thirds majority vote of the SAC at any official meeting, and must be ratified annually.



Governance Policies F. 2.0

Policy: DELAC Bylaws

District English Learner Advisory Committee (DELAC)

Bylaws

Each school with more than 20 English Learners will establish an elected DELAC.

**Functions:** The major function of the DELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

# Additional responsibilities shall include:

- Development of a district EL master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA
- Conducting of a district-wide needs assessment on a school-by-school basis
- · Establishment of district program, goals, and objectives for programs and services for ELs
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Review and comment on the LEA's reclassification procedures
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on development of the Local Control and Accountability Plan (LCAP).

#### Composition of the DELAC

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot
  Public Schools constitute membership on DELAC in at least the same proportion as the EL student population.
  They shall not constitute less than a majority (51%) of the membership in this committee. Committees are
  composed of no fewer than five members.
- Parents representing all identified EL language groups in the school are encouraged to participate.
- Other members: A good faith effort must be made to recruit membership from the following groups. They are elected from their respective groups and constitute no more than 49% of the combined membership.
  - School staff
  - Students
  - Community members (including parents of non-EL students)
  - Community representatives (not necessarily parents or members of school staff)
- Parents of EL students participating in the local school program for EL students elect parent members of the school DELAC and approve non-parent community members.

#### **Election of DELAC Members**

- Each DELAC should have at least three (3) parent members. Parents need not be elected to the team. If the number of parents exceeds 25, schools can follow the procedure below to elect members.
- <u>To elect parent members of DELAC</u>: Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including--but not limited to--mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
  - Each school should have at least 12 parents present in order to conduct the DELAC parent election.
  - Election of members and officers are concluded by the last Wednesday of October (first year only), and by June of each succeeding school year.



#### Officers

- o The officers of a DELAC consist of a Chair, (or Co-Chairs), and a Secretary.
- If DELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
- Any member of a DELAC is eligible to be an officer of the Committee. However, the Chair (or Co-Chairs) must be parents or guardians of an English Learner and not employees of Green Dot Public Schools.
- All officers shall be elected democratically through written ballot. A Quorum must be established prior to the
  election. In order to be elected as an officer all candidates must receive a least 51% of the votes of the
  members present.

# **Termination of Membership for Officers**

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

#### **Bylaws**

• Each school DELAC shall adopt bylaws to identify functions and to govern meetings. Bylaws are to be written and approved by the Committee, signed and dated by all of the officers and a copy sent to the school principal.

#### **Administrative Responsibility**

- The school principal will take responsibility for the proper functioning and implementation of the DELAC. A minimum of four (4) meetings must be held each school year, which includes the orientation and election meeting.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

#### **Delegation of Authority**

• The DELAC may designate a School Advisory Council (SAC) to function as site's advisory council for English Learners (Education Code 54425). The DELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).

This action shall be reflected in the minutes of the DELAC. However, a DELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

- Process for delegating authority to a SAC must include the following:
  - o Elect a DELAC with identifiable members.
  - DELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
  - At a scheduled DELAC meeting, discuss and vote by ballot to delegate the DELAC legal responsibilities to the SAC.
  - o This decision is recorded in the DELAC minutes.
  - At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this
    decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance
    in a secure location. These documents must be kept on file for three (3) years.
  - Clarify all DELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC responsibilities.

#### Terms of Membership

Every officer will be elected for a term of one year.



All other members are encouraged to participate for the length of their students' stay at the school.

# **Quorum and Voting**

• A majority of the members of the committee shall constitute a quorum (51%), unless otherwise determined by the council. A quorum must be established in order to vote. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

#### **Duties of the Chair**

- Preside and maintain order at all regular meetings
- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program with (approval of the committee).

#### **Duties of the Secretary**

- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

#### Meetings

- A minimum of four (4) regular meetings shall be held during the school year, which includes an orientation and election meeting at the beginning of the school year.
- The committee shall decide the date, time, and place of the meeting.
- Special meetings may be called by the chair or by a simple majority vote of the membership.
- Chair will post an agenda along with the reminder of each meeting
- All regular and special meetings shall be open to the public.
- Changes in the established date, time or location shall be given special notice.
- All meetings shall be publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted the home language of the majority of the members. Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

#### **Amendments**

• These bylaws may be amended at any regular DELAC meeting by a majority vote of the total membership.



# Ratification

The bylaws will be valid when adopted by a simple majority vote of the entire member	
Date of Draft By-Laws Presented	Date of Adoption
DELAC Chairperson	DELAC Co-Chairperson
School Principal	



Localized Policies
 G. 1.0

•

Policy: Graduation Requirements



Localized PoliciesG. 2.0

•

Policy: High School Commencement



Localized Policies G. 3.0

•

Policy: Middle School Promotion, Graduation, Acceleration



Localized PoliciesG. 4.0

•

Policy: Grading Scale / Failed Courses



Localized PoliciesG. 5.0

•

Policy: School-site Consequence Matrix

[Insert School-site Consequence Matrix here]



Localized Policies

•

Policy: Personal Items

[Insert any localized components here]

G. 6.0



Localized PoliciesG. 7.0

•

■ Policy: Uniform Requirements



# **2017-2018 Student Policy Manual Signature Page**

This Student Policy Manual contains important information about [SCHOOL NAME] and Green Dot Public Schools California. My signature below hereby certifies that:

- I have read this Student Policy Manual, and I understand my rights and responsibilities described in the policies herein;
- I understand that I should contact the school office or Principal regarding any questions I have that are not answered in this Student Policy Manual; and
- I understand that the policies described in this Student Policy Manual may change at any time.

Student Name:	Date:
Student Signature:	Date:
Parent/Guardian Name:	Date:
Parent/Guardian Signature:	Date:

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Ratification of Master Contract and/or Individual Service Agreement

with Nonpublic School and Agency for Student with Disabilities for

2018-19 School Year

ITEM: Consent

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special

**Education/SELPA** 

# **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of a master contract and/or individual service agreement with a nonpublic school and agency for a student with disabilities. This student requires services that addresses academic, social-emotional, and other unique needs as identified in the student's Individualized Education Program (IEP). The student's IEP team recommended placement at a nonpublic school and/or a nonpublic agency for services as necessary, pursuant to an IEP or settlement agreement.

# **ITEM SUMMARY:**

- 1 student with disabilities will be served per IEP team recommendation
- Vendors are certified nonpublic schools and agencies which serve students with disabilities per students' IEPs

Student #401923 is an 8<sup>th</sup> grade student who moved back into the Santa Ana Unified District's boundaries from Tustin Unified School District. While in Tustin Unified School District, the student was receiving special education services from Olive Crest Academy (non-public school). In order to provide like to like services, the student will continue at Olive Crest Academy.

# **RATIONALE:**

The District is required to provide appropriate education, at no cost to parents, for all student with exceptional needs who reside within the District. If a program is not available, necessary contract services are required through a private provider.

**LCAP Goal 1:** All students will have equitable access to a high-quality core curricular

and instructional program. (BASE and ALL STUDENTS)

**Action 1.9:** In addition to service provided to low income students, foster youth, and

English learners, students with disabilities will receive services and supports as listed in their Individualized Education Program (IEPs) in order to improve outcomes and close the achievement gap, including

graduation rate and/or performance on statewide assessments.

**Services 1.09015:** Nonpublic Schools/Nonpublic Agencies

### **FUNDING:**

Special Education Funds: \$75,380

### **RECOMMENDATION:**

Ratify the master contract and/or individual service agreement with a nonpublic school and agency for a student with disabilities for the 2018-19 school year.

MH:bg:cvl

# Ratification of Master Contract and/or Individual Service Agreement with Nonpublic School and Agency for Student with Disabilities for 2018-19 School Year

### **Board Meeting: October 23, 2018**

Student ID#	Amount	Master Contract and Individual Service Agreement for Nonpublic School/Agency
401923	\$75,380	Olive Crest Academy

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Approval/Ratification of Listing of Agreements/Contracts with Santa

**Ana Unified School District for 2018-19 School Year** 

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

**Services** 

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

### **BACKGROUND INFORMATION:**

**ITEM SUMMARY:** 

The purpose of this agenda item is to seek Board approval/ratification of the listing of agreements/contracts with Santa Ana Unified School District for 2018-19 school year.

 Agreements/Contracts for the 2018-19 school year

### **RATIONALE:**

Consultants have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environmental for all.

**Action: 07** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 010** Purchasing

### **FUNDING:**

Various Funds

### **RECOMMENDATION:**

Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2018-19 school year.

MR:jg:mm

# 2018-19 Annual Listing of Consultants/Contracted Services October 23, 2018

Consultants Recommended for Board Approval

3	Consultants Recommended for Board Approval	Approvai					_	
#	NAME	DEPARTMENT	,	FUNDING SOURCE	2017-18 Contract	2018-19		End Date
-	Priest Construction Services, Inc.	Facilities	DSA inspection services for Santa Aria High School library modernization project	Career Technical Education	\$0	\$207,900	11/1/2018	9/30/2019
					Subtotal	\$207,900		
20187	2018/10 Consultants Draviously American	And Jane Ballov and Administrative Desculation	antinina mantanina (2012)					
#	NAME		SIIMMARY OF WORK	FUNDING SOURCE	2017-18 Contract	2018-19	Start Date	Fnd Date
-	Contracted Driver Services	Business Services	Contract drivers for District owned vehicles	General Fund	\$0	\$6.000	10/15/2018	12/31/2018
2	Dannis Woliver Kelley	Business Services	Bond counsel	General Fund	\$145,000	\$10,000	7/1/2018	6/30/2019
ო	School Services of California	Business Services	Will provide Fiscal and Management Consulting, Governmental Relations and pupport, Negotiation Services, and Executive Searches on an "as needed" position.	General Fund	\$50,000	\$25,000	7/1/2018	6/30/2019
4	School Services of California	Business Services	Total compensation and salary compaction study	General Fund	\$	\$27,000	10/10/2018	4/30/2019
2	Strategic Education Services	Business Services	Will provide complex fiscal analysis of the annual budget as well as legislative	General Fund	\$40,000	\$40,000	7/1/2018	6/30/2019
9	Vavrinek, Trine, Day & Co., LLP	Business Services	Will provide an activities and prepare tax returns for the Santa Ana Unified School District Public Facilities Corporation.	General Fund	\$84,000	\$84,000	7/1/2018	6/30/2019
7	ACME Network	Career Technical Education	Virtual mentoring and work based learning	Career Technical Education	0\$	\$150,000	7/1/2018	6/30/2019
∞	Childcare Careers	Early Childhood Education	Will provide high quality staff for short term assignments and long terms assignment for staff vacancies or absences.	State Preschool Funds	\$50,000	\$70,000	7/1/2018	6/30/2019
6	University of California, Irvine	Early Childhood Education	Child behaviour pathways, behavioral assessments and plans	State Preschool Funds	\$30,900	\$40,000	8/29/2018	6/30/2019
10	Achieve3000	Educational Services	Professional development for dual language schools	Title III	\$975	\$3,700	7/1/2018	6/30/2019
11	Active Learning	Educational Services		After School Education and Safety (ASES) grants:	\$523,069	\$515,176	7/1/2018	6/30/2019
12	Arely Ruiz	Educational Services	Dance instruction for the International Baccalaureate program at Saddleback High School	Saddleback High School	0\$	08\$	10/9/2018	10/12/2018
13	Boys & Girls Clubs of Santa Ana	Educational Services	Affer-school enrichment services	After School Education and Safety (ASES) grants:	\$506,279	\$503,095	7/1/2018	6/30/2019
14	CABE	Educational Services	Five days of professional development for the DLI program	Title III	\$20,000	\$12,500	7/1/2018	6/30/2019
15		Educational Services	CCGI provides technology-based college and career planning tools with a data infrastructure that supports sharing of academic data between K-12 districts and higher education partners to inform student admission, placement, quidance, and educational planning.	Ge	\$70,880	\$70,880	7/1/2018	6/30/2019
16	California State University, Fullerton-Educational Partnerships	Educational Services	Partnership with CSUF and SAUSD in joint projects aimed at fostering and supporting the DISTRICT's post-secondary admissions, enrolment, persistency, and providing college resources.	College and Career Block Grant	0\$	\$54,491	7/1/2018	6/30/2019
17	Catapult Learning West	Educational Services	Student intervention instruction in reading and/or math as well as support services to facilitate parent involvement	Title I and Title II	\$157,546	\$212,909	9/4/2018	6/14/2019
18	Coast 2 Coast Coaching	Educational Services	Structured physical activity during lunch recess	Sepulveda Elementary School	\$9,844	\$6,740	8/13/2018	5/31/2019
19	CollegeSpring	Educational Services	SAT preparation program	College Readiness Block Grant	\$67,800	\$80,000	8/1/2018	6/15/2019
20		Educational Services	Parent Engagement through technology, at Saddleback High School	Valley High School	0\$	\$7,950	8/1/2018	6/30/2019
22	Consortium On Reaching	Educational Services	Parent Engagement mough echnology, at valley high School CORE will provide trainings and support for the advanced preparation for	General Fund	\$100,000	\$150,000	7/1/2018	6/30/2019
23		Educational Services	Parenting workshops	Site Discretionary	\$96,000	\$120,000	7/1/2018	6/30/2019
24	Discovery Cube	Educational Services	Affer-school enrichment services	After School Education and Safety (ASES) grants:	\$628,126	\$625,455	7/1/2018	6/30/2019
25	Empower Consulting	Educational Services	6 days of training to help teachers create and deliver Math Expressions lessons in no more than 3 classrooms per day.	Garfield Elementary School	\$8,200	\$13,500	10/23/2018	3/14/2019
26	Fibio Art	Educational Services	Art assembly for all grades. Three separate weeks, 4 days per week.	Muir Elementary School	\$6,968	\$9,558	8/23/2018	3/15/2019

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#	NAME	DEPARTMENT		FUNDING SOURCE	2017-18 Contract	2018-19	Start Date	End Date
27	Gerry Oxx	Educational Services	SAUSD students who under match, yet have the qualifications to attend top thered U.S. universities.	College Readiness Block Grant	0\$	\$6,000	7/30/2018	6/30/2019
28	GTFO Games	Educational Services		Santa Ana High School	\$0	\$1,063	7/26/2018	7/27/2018
29	Hatching Results	Educational Services	Professional development services for school conselors and administrators	College Readiness Block Grant	0\$	\$65,000	8/29/2018	6/30/2019
30	Houghton Mifflin Harcourt	Educational Services		S.D. Bechtel Grant	\$0	\$17,700	7/1/2018	6/30/2019
31	Jennifer B. Bonfil	Educational Services	Dance instruction for the International Baccalaureate program at Saddleback High School	Saddleback High School	0\$	\$800	9/17/2018	12/14/2018
32	Jeremy Meza	Educational Services	iction for the International Baccalaureate program at Saddleback	Saddleback High School	0\$	\$120	10/1/2018	11/19/2018
33	Jose Hernandez Mariachi Academy	Educational Services	After-school enrichment services	After School Education and Safety (ASES) grants:	\$301,095	\$240,954	7/1/2018	6/30/2019
34	Kid Healthy/ OneOC	Educational Services	Kid Healthy/ OneOC provides the Padres en Accion program that addresses health, wellness, and nutrition by engaging children and families through programs that measurably improve nutrition and fitness levels.	Site Discretionary	\$96,000	\$110,000	7/1/2018	6/30/2019
35		Educational Services	Two 48 minute, fully interactive draw along ART assemblies teaching California State Standards for Visual Arts.	ပိ	0\$	288\$	11/13/2018	11/13/2018
37	Laurel Adler, LLC Madison Park Neighborhood Association	Educational Services	Review of criater petituris against Enduration Code Metros, tutor and work with teachers to provide science enrichment to promote careers in science, technology, college and career readiness and to support student achievement in Math. Language Arts and Science, as well as schedule and contribute avents and noncream.	Site Discretionary	\$10,000	\$15,000	7/1/2018	6/30/2019
38	Magical Presentations, Inc.	Educational Services	ROAR student assembly at Walker Elementary	Walker Elementary	0\$	006\$	1/18/2019	1/18/2019
39	Magical Presentations, Inc.	Educational Services	ROAR student assembly at Carver Elementary	Title I	\$0	\$895	1/17/2019	1/17/2019
40	Meet the Masters	Educational Services	Student assemblies and lessons to introduce artists	Greenville Elementary School	\$5,911	\$4,506	8/13/2018	5/31/2019
41	MIND Research Institute	Educational Services	Professional development for District TK teachers	S.D. Bechtel Grant	0\$	\$2,500	7/1/2018	6/30/2019
45		Educational Services	STEAM Museum assemblies and The No Bully Zone assemblies at Warker Elementary	Title I	\$1,395	\$2,290	9/7/2018	10/19/2018
43	Nancy Fetzer's Literacy Connections	Educational Services	Teacher training on the use of Benchmark Advance to meet the reading and writing achievement goals	Jackson Elementary School	0\$	\$4,000	9/21/2018	10/19/2018
44		Educational Services	After-school arts program	Site Discretionary	\$8,000	\$19,000	7/1/2018	6/30/2019
45		Educational Services	After-school enrichment services	After School Education and Safety (ASES) grants:	\$475,068	\$467,268	7/1/2018	6/30/2019
46		Educational Services	Inside the Outdoors field program	Site Discretionary	\$4,778	\$10,000	9/1/2018	8/31/2019
47		Educational Services	Inside the Outdoors Travelling Scientist school program	Site Discretionary	\$4,537	\$10,000	9/1/2018	8/31/2019
48	Orange County Department of Education	Educational Services	Instructional strategies that support effective ELD instruction for use with StudySync	Carr Intermediate School	0\$	\$300	8/7/2018	8/7/2018
49		Educational Services	Two performances of The Barber of Seville	Franklin Elementary School	\$875	\$925	10/31/2018	10/31/2018
20	Orange County Opera	Educational Services	Three performances of The Barber of Seville	Greenville Elementary School	\$1,225	\$1,300	1/18/2019	1/18/2019
51	Orange County Opera	Educational Services	Two performances of The Barber of Seville	Carver Elementary School	\$875	\$925	3/8/2019	3/8/2019
52	Pacific Symphony	Educational Services	Classroom workshops, lessons, performances and assemblies.	Wilson Elementary School	\$4,030	\$4,350	9/1/2018	5/30/2019
53		Educational Services	Will provide direct support for parent engagement and education as well as direct services to students in areas of early literacy and social/emotional learning.	Site Discretionary	\$282,114	\$398,950	7/1/2018	6/30/2019
54		Educational Services	Parent training course	Jefferson Elementary School	0\$	\$6,000	9/13/2018	11/13/2018
22	Parent Institute for Quality Education	Educational Services	Parent training course	Spurgeon Intermediate School	\$6,000	\$6,000	9/12/2018	11/7/2018
26	Pearson Education	Educational Services	Two full-day on-site Professional Development trainings on iLit Product Implementation Essentials Training.		\$5,700	\$3,800	7/24/2018	8/6/2018
57	Playworks	Educational Services	The Playworks program provides a Direct Service Program to establish student leadership within the school and to build student ownership and improve playground behaviors.	Site Discretionary	\$396,000	\$328,500	7/1/2018	6/30/2019
58	Playworks	Educational Services	The Playworks program provides a Team Up Program that provides on-site consultation by teaming up with school staff who support recess.	Site Discretionary	\$166,500	\$195,000	7/1/2018	6/30/2019

#	NAME	DEPARTMENT	SUMMARY OF WORK	FUNDING SOURCE	2017-18 Contract	2018-19	Start Date	End Date
29	Pure Game	Educational Services	S.T.A.R. character education to the youth of John Adams Elementary School	Title I	\$2,000		8/13/2018	6/30/2019
09	Science Education Center	Educational Services	18 full days of science presentations, labs and activities	Greenville Elementary School	\$5,310	\$5,850	11/1/2018	3/31/2019
61	Science Tellers	Educational Services	Science Tellers school assembly at Carver Elementary	Title I	\$0	\$950	8/31/2018	8/31/2018
62	Silicon Valley Math Initiative	Educational Services	SVMI will provide staff development for K-8 principals. SVMI will provide parent training on expectations for students with the new math standards.	S.D. Bechtel Grant	\$15,000	\$15,000	7/1/2018	6/30/2019
63	Sports for Learning Inc.	Educational Services	Lunch recess program	Lincoln Elemenatary School	0\$	\$25,995	9/10/2018	5/17/2019
64	Steven Moody	Educational Services	Licensed Clinical Social Worker (LCSW) will provide therapy-based interventions for general education students who display social-emotional needs within the school setting.	Hoover Elementary School	\$5,000	\$20,000	9/17/2018	5/3/2019
65	Toyama Karate-Do	Educational Services	After-school enrichment services	After School Education and Safety (ASES) grants:	\$522,064	\$516,232	7/1/2018	6/30/2019
99	TrossTEACH	Educational Services	Professional development training for Benchmark Advance	Monte Vista Elementary School	\$0	\$5,000	10/1/2018	4/30/2019
29	University of California, Irvine	Educational Services	Reading tutoring program at Heninger Elementary School	Heninger Elementary School	\$23,472	\$23,472	9/1/2018	8/31/2019
89		Educational Services	Partnership with UCI and SAUSD in joint projects aimed at fostering and supporting the DISTRICT's post-secondary admissions, enrolment, persistency, and providing college resources.	College and Career Block Grant	\$14,010	\$36,450	7/1/2018	6/30/2019
69	University of California, Irvine Math Project	Educational Services	IMP will provide staff development for all K-12 teachers and provide classroom coaching.	S.D. Bechtel Grant	\$105,600	\$90,750	7/1/2018	6/30/2019
70		Educational Services	Professional development services provided to two teachers and two Math Specialists in the content area of Data Science.	General Fund	\$9,000	\$71,000	7/1/2018	6/30/2019
71	Extended Learning	Engage 360	Elementary and Middle School After School Program Quality Assessment	General Fund	\$37,250	\$34,450	9/26/2018	6/30/2019
72		Facilities	Construction Services: DSA Inspection Services.	Fund 1: \$10,000 Fund 25: \$10,000 Fund 35: \$150,000 Fund 40: \$30,000	\$565,000	\$200,000	7/1/2018	6/30/2019
73	Applied Best Practices	Facilities	Provide continuing disclosure services		\$3,000	\$10,000	7/1/2018	6/30/2019
74	Associated Soils Engineering	Facilities	Construction Services: Will provide soil testing, in-plant welding, masonry testing, and inspection services.	Fund 1: \$10,000 Fund 25: \$10,000 Fund 35: \$150,000 Fund 40: \$30,000	\$200,000	\$200,000	7/1/2018	6/30/2019
75	Bainbridge Environmental Consultants	Facilities	Building Services/Construction Services: Will provide hazardous material assessment and testing on an "as needed" basis.	Fund 1: \$90,000 Fund 35: \$10,000	\$50,000	\$100,000	7/1/2018	6/30/2019
92	Baker Nowicki Deisgn Studio	Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$9,500 Redevelopment Agency Funds: \$9,500	\$0	\$50,000	9/17/2018	6/30/2019
7	Baker Nowicki Design Studio	Facilities		Emergency Repair Program: \$402,473 Redevelopment Agency Funds: \$402,473	0\$	\$804,946	10/10/2018	6/30/2021
8	Baker Nowicki Design Studio	Facilities	Design and Funding Services to Pursue Grant Applications Under the New Full- Day Kindergarten Facilities Grant Program	Redevelopment Agency Funds	0\$	\$52,500	9/26/2018	12/31/2019
4	Bernards	Facilities	Construction management services for Saddleback High School kitchen project	Cafeteria Fund	0\$	\$1,317,329	8/29/2018	6/30/2020
2	Capitol Advisors Group, LLC	Facilities	Building Services/Construction Services/Facilities Planning: Will provide financial software support to the Facilities Accounting Program.	Fund 40	\$10,000	\$20,000	7/1/2018	6/30/2019
9	Colbi Technologies	Facilities	Construction Services: Will provide school advisory services on an "as needed" basis.	General Fund	\$20,000	\$22,000	7/1/2018	6/30/2019
7	Cooperative Strategies	Facilities	Facilities Planning: Will provide Community Facilities District, Redevelopment and Developer Fee Justification Services.	Fund 25: \$25,000 Fund 40: \$50,000	\$16,750	\$75,000	7/1/2018	6/30/2019
8	CS & Associates, Inc.	Facilities	Construction Services: Will provide services to successfully implement and operate a Labor Compliance Program (LCP) and update the LCP based on new regulations from the California Code of Regulations on an "as needed" basis.	Fund 40	\$35,000	\$10,000	7/1/2018	6/30/2019
6	Davis Demogrpahics	Facilities	Demographic study and student forecasts	Redevelopment Agency Funds	\$43,375	\$38,138	10/10/2018	6/30/2019
10	DLR Group	Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	\$50,000	10/10/2018	6/30/2019

*	BMAN	DEDADTMENT	MOMEONACIONAL	FINDING SOUBCE	2047 40 Contract	2018 10	Ctort Date	End Dato
<b>‡</b> =	Environmenta	Facili	Building Services/Construction and Services/Construction Services/	Fund 1	\$100,000	\$100,000	7/1/2018	6/30/2019
12		Facilities	Financial advisory services	General Fund	\$104,000	\$70,000	7/1/2018	6/30/2019
13	Ghatoade Bannon	Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	\$50,000	10/10/2018	6/30/2019
14	. Hancock, Park, Delong, Inc.	Facilities	Construction Services: Will provide school funding advisory services on an "as needed" basis	Fund 35	\$10,000	\$10,000	7/1/2018	6/30/2019
15	HMC Group	Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	000'03\$	10/10/2018	6/30/2019
16		Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	000'05\$	10/10/2018	6/30/2019
17	<ul> <li>Lentz Morrisey Architecture Inc.</li> </ul>	Facilities	Pacific Electric building assessment	General Fund	\$0	\$14,500	7/13/2018	6/30/2019
18	Lentz Morrissey Architecture Incorporated	Facilities	Architectural Services for the placement of six relocatables for Community Wellness Centers.	Redevelopment Funds	0\$	\$81,000	8/29/2018	6/30/2019
19		Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	000'03\$	10/10/2018	6/30/2019
20	Lionakis	Facilities	Architectural Services for Early Childhood Education (ECE) program move to Monroe Elementary School.	Redevelopment Funds	0\$	\$189,825	9/26/2018	12/31/2019
21	LPA Inc.	Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	O <del>.</del>	\$50,000	10/10/2018	6/30/2019
22	LPA Inc.	Facilities	Architect Services for Spurgeon Intermediate /Romero-Cruz Permanent Kindergarten Reconfiguration and Playground	Redevelopment Agency Funds	0\$	\$259,000	10/10/2018	12/31/2019
23	Murdoch, Walrath & Holmes	Facilities	Facilities Planning: Will represent the District in negotiations with developers, establish opportunities to fund, acquire, and improve properties, and enter into joint use/education partnerships.	Fund 40	\$100,000	\$144,000	7/1/2018	6/30/2019
24	Ninyo & Moore	Facilities		Fund 1: \$10,000 Fund 35: \$150,000 Fund 40: \$40,000	\$200,000	\$200,000	7/1/2018	6/30/2019
25	NMK Corporation	Facilities	Building Services: Will provide technical support, troubleshooting, installation, and configuration of District-wide communications infrastructure on an "as needed" basis.		\$20,000	\$20,000	7/1/2018	6/30/2019
26	Placeworks, Inc.	Facilities	Facilities Planning: Will provide services in the planning and implementation of corrective measures and CEQA services.	Fund 1: \$10,000 Fund 25: \$10,000 Fund 35: \$30,000	\$50,000	000'03\$	7/1/2018	6/30/2019
27	Preferred Aerial & Crane Technology, Inc.	Facilities	Building Services: Will provide on-site annual safety procedure training for electricians and maintenance employees.	Fund: 1	\$2,000	\$2,000	7/1/2018	6/30/2019
28	Priest Construction Services, Inc.	Facilities	Construction: DSA Inspection Services	Fund 40	\$100,000	\$50,000	7/1/2018	6/30/2019
29	Ruhnau Ruhnau Clarke Architects	Facilities	Architectural Design and Miscellaneous Projects	Kitchen Remodeling Fund	0\$	\$50,000	10/10/2018	6/30/2019
30		Facilities	O	Fund 1: \$10,000 Fund 25: \$30,000 Fund 40: \$10,000	\$150,000	\$50,000	7/1/2018	6/30/2019
31	Schneider Electric Buildings Americas	Facilities	Building Services: Will provide services for energy consulting support for Proposition 39	Fund: 1	\$11,432	\$462,826	7/1/2018	6/30/2019
32		Facilities	Facilities Planning: The Communication Consultant Services will provide the Board with expert counsel to consider whether a local G.O. Bond Measure has sufficient community support.	Fund: 1	\$120,000	\$80,000	7/1/2018	6/30/2019
33	Tilden-Coil Constructors	Facilities	Construction management services for Carver Elementary School Portable to Permanent project	OPSC	0\$	\$969,128	8/29/2018	1/31/2020
34	34 True North Research	Facilities	Voter opinion survey	General Fund	\$30,000	\$25,875	7/1/2018	7/31/2018

Facilities   Statistics Services (Will provide and leafing in popular weeking masonry)   Facilities   Statistics Services (Will provide and leafing in popular weeking manufaction strategies (Statistics Services)   Facilities   Statistics Services (Will provide including manufaction strategies (Statistics)   Facilities   Statistics Services (Will provide including manufaction strategies (Statistics)   Facilities   Statistics (Statistics)   Facilities   Statistics)   Facilities   Statistics (Statistics)   Facilities   Statistics)   Facilities   Statistics (Statistics)   Facilities   Facilities (Statistics)   Facilities	#	NAME	DEPARTMENT	SUMMARY OF WORK	FUNDING SOURCE	2017-18 Contract	2018-19	Start Date   End Date	End Date
Weegroup Design  Weegroup Design  Facilities Activation Control of September 1	35	Twining Cons	Facilities	Construction Services: Will provide soil testing, in-plant welding, masonry testing, and inspection services.	Fund 1: \$50,000 Fund 35: \$150,000	\$200,000	\$200,000	7/1/2018	6/30/2019
Westgroup Debigon   Facilities   Architectural Design and Miscellaneous Projects   Francisco   Francis	36		Facilities		Fund 25	\$10,000	\$10,000	7/1/2018	6/30/2019
Medignoue Design  Head Start  Mill provide any other better bette	37		Facilities	Architectural Design and Miscellaneous Projects	Emergency Repair Program: \$25,000 Redevelopment Agency Funds: \$25,000	0\$	\$50,000	10/10/2018	6/30/2019
Competence Careves, LLC  House Miller & Associates  Human Resources  Will provide being frequenting estiting searches with regard to entropients human controlled to the format in the manufacture and the search of the format in the manufacture and the search of the format in the manufacture and the search of the format in the manufacture and the search of the format in the manufacture and the search of the format in the manufacture and the search of the format in the manufacture and the search of the format in the search of the search of the format in the search of the s	38		Facilities	Architectural Services for the Lathrop Intermediate School Portable Restroom Building and parking lot expansion/tenovation	General Fund	0\$	\$106,025	9/26/2018	12/31/2019
Krimberry A. Smith	39		Head Start	Will provide high quality staff for short term assignments and long terms assignment for staff vacancies or absences.	Head Start Funds	\$102,055	\$25,000	7/1/2018	6/30/2019
Nocide Miller & Associaties  Human Resources  Will proode investigative services with regard to enclose mention process.  Will proode investigative services with regard to enclose mention of the course of the cou	40		Human Resources	Will provide investigative services with regards to uniform complaints, human resources complaints, DFEH/EEOC complaints, Williams complaints, and government tort claims.	General Fund	•	\$5,000	7/1/2018	6/30/2019
Pear McCamy Alliant Instruction Services Insurance Benefits The Pear McCamy Alliant Insurance Services Insurance Benefits The Pear McCamy Alliant Insurance Services Insurance Benefits The Pear McCamy Alliant Insurance Services Insurance Benefits The Pear McCamp Alliant Insurance Services Insurance Benefits The Concept Services of the Pear McCamp Services of the Pear McCamp Services of the Pear McCamp Services Services LLC Services The Services The Services The Services Services The Services Services The Services Service	41		Human Resources	Will provide investigative services with regard to employee matters, DFEH Complaints, hostile work environment, and other HR matters of allegations.	General Fund	\$7,000	\$7,000	7/1/2018	6/30/2019
Auther Insurance Services Insurance Benefits (SEE) and Calcinus & Floatin Case Reflorms & Floatin Case	45		Human Resources	Will provide investigative services with regard to employee matters in regards to school police department issues.	General Fund	\$3,000	\$3,000	7/1/2018	6/30/2019
Barrey & McLeman. L.C dae Barrey Sanderman. L.C dae Williprovide soft of the Health Benefits Mandern, Barrey Sanderman. L.C dae Williprovide professoration consulting and sevong area efficient for implement and sevong area efficient for the process to manager cartification in the process of the Health Benefits Mandern, Barrey Sanderman and sevong area efficient for the process of the Health Benefits Mandern, Barrey Sanderman and sevong area efficient for the process of the Health Benefits Mandern, Barrey Sanderman and sevong area efficient for Activities in the process of the Health Benefits Mandern, Barrey Sanderman and sevong area efficient for Activities for Manderman and sevong area efficient for Health Benefits Manderman and sevong area efficient for the process of the Health Benefits of the Health Benefits Manderman and sevong area efficient for the process of the Health Benefits of the Health Benefits Manderman and sevong area efficient for the process of the Health Benefits Activities for the Communication of the Benefit Communications of the Sanderman and	43		Insurance Benefits	To provide services related to the District Health Benefits and guidance on Health Care Reform as it relates to medical and dental plan.	General Fund	\$193,000	\$193,000	7/1/2018	6/30/2019
Multipordies provide professional consultant was and serving are a delicency at various school sites. In addition, consultant was a standard and addition and addition.    Multipordies provide professional desiration and serving are asserved to Services and serving are and serving are asserved to Services and serving are and serving are asserved to Services and serving are and serving are asserved to Services and services	44		Insurance Benefits	Will provide Health Benefits services for the Santa Ana Educators Association (SAEA) and California School Employees Association (CSEA) within the structure of the Health Benefits Authority.	General Fund	\$55,000	\$55,000	7/1/2018	6/30/2019
Premier Food Safety  Nutrition Services  Friedogess  Public Information Office  Friedoges Radio Personal Process for ServServe Food Manager Centrification  Friedoges In an an of Food Safety, Upon successful completion of the course  Friedoges Radio Personal Proposes Confusion Process or Confusion  Friedoges Radio Personal Process or Commission (FCD).  Public Information Office  Friedoges Radio Personal Process or Educationship with the District  Cary Miller Persh, LLP  Public Information Office  Friedoges Radio Personal Process or Educationship with the District  Cary Miller Persh, LLP  Public Information Office  Friedoges Radio Personal Process or Educationship with the District  Cary Miller Persh, LLP  Public Information Office  Friedoges Radio Personal Process or Educationship with the District  Cary Miller Persh, LLP  RYZ Insight, LLC  Friedoge Radio Personal Process or Educationship with the District Among Process or Local Packs and Complete Process or Local Packs	45		Nutrition Services	Will provide professional consulting and design services intended to improve kitchen and serving area efficiency at various school sites. In addition, consultant will assist Ruhnau Ruhnau Clarke Architects in their process to implement the District-wide kitchen master plan to remodel all school kitchens and central kitchen.	Cafeteria Fund	\$325,000	\$70,000	7/1/2018	6/30/2019
Fublic Information Office   Fusion Callegoes   Public Information Office   Public Information Informatio	46		Nutrition Services	The consultant will provide services for ServServe Food Manager Certification classes and exams for staff development purposes to Nutrition Services Employees in area of Food Safety. Upon successful completion of the course staff will possess a five year nationally recognized Food Manager certificate.	Cafeteria Fund	\$7,000	\$7,000	7/1/2018	6/30/2019
Greene Street Communications Public Information Office Gray Miller Persh, LLP as a long-standing relationship with the District Public Information Office Gray Miller Persh, LLP, has a long-standing relationship with the District Public Information Office or Street Communications. LLC will provide Santa Ana Unified School Santa Ana Unified School Green Street Communications LLC will are provided in the following phases:  Greene Street Communications or Strategic communications across a broad spectrum: web, video, print, social media and mobile.  Services will be provided in the following phases:  Strategic communications  Public Information Office Strate Communications and Research Video Development, and Marketing Material  National and Local Media Relations  This consultant provides so rough Residence of the Communication Support between the District and the communication support between the District and school so provided and to call Media Relations and Conditional Services or Information Office Information Information Information Office Information Office Information	47		Public Informaiton Office	Ismael Gallegos Radio Personality Appearance fee for Back to School Bash event with La Ranchera radio station	General Fund	\$0	\$400	8/3/2018	8/3/2018
Green Street Communications   District with customized services that deliver cost-effective and sustainable	48		Public Information Office	Will provide professional services on Education Broadband Services regulatory and lease matters related to the Federal Communications Commission (FCC). Gray Miller Persh, LLP, has a long-standing relationship with the District working in this area, on an "as needed" basis.	General Fund	\$5,000	\$5,000	7/1/2018	6/30/2019
This consultant provides consultant services for LCAP support, surveys, and ongoing communication support between the District and the community.    This consultant provides the online engagement platform Let's Talk, a software platform to serve as a single, centralized, secure cloud-based repository of all incoming questions, comments, concerns, suggestions, and compliments by any stakeholder in the District who has access to the feature that is accessible through the District and School websites and mobile application.    CareerStaff Unlimited, Inc. dba   Pupil Support Services   Pupil	49		Public Information Office	Green Street Communications, LLC will provide Santa Ana Unified School District with customized services that deliver cost-effective and sustainable solutions across a broad spectrum: web, video, print, social media and mobile. Services will be provided in the following phases:  Strategic communications  Writing and Research, Video Development, and Marketing Material  National and Local Media Relations  External/Internal Ernaagement and Outreach	General Fund	\$50,000	\$100,000	7/1/2018	6/30/2019
This consultant provides the online engagement platform Let's Talk, a software platform to serve as a single, centralized, secure cloud-based repository of all incoming questions, comments, concerns, suggestions, and compliments by any stakeholder in the District who has access to the feature that is accessible any stakeholder in the District and School websites and mobile application.    CareerStaff Unlimited, Inc. dba   Pupil Support Services   Will provide Licensed Vocational Nurses (LVNs) for infants who need respite are met.   Attendance Recovery   Program   Progra	20		Public Information Office	This consultant provides consultant services for LCAP support, surveys, and ongoing communication support between the District and the community.	General Fund	\$82,000	\$98,000	7/1/2018	6/30/2019
Career/Staff Unlimited, Inc. dba Pupil Support Services Care in accordance with their Individualized Family Service Plans (IFSPs).  Career/Staff Unlimited, Inc. dba Pupil Support Services  Procare One Nurses  Will provide Licensed Vocational Nurses (LVNs) for infants who need respite Mitchell/Health Services  Will provide Registered Nurses (RNs) and Licensed Vocational Nurses (LVNs) Procare Services  Will provide Registered Nurses (RNs) and Licensed Vocational Nurses (LVNs) Procare Services  Services to ensure all students medical needs are met.  Attendance Recovery Program Program	51		Public Information Office	This consultant provides the online engagement platform Let's Talk, a software platform to serve as a single, centralized, secure cloud-based repository of all incoming questions, comments, concerns, suggestions, and compliments by any stakeholder in the District who has access to the feature that is accessible through the District and School websites and mobile application.	General Fund	\$82,500	\$121,523	7/1/2018	6/30/2019
CareerStaff Unlimited, Inc. dba Pupil Support Services Services to ensure all students medical needs are met.    ProCare One Nurses   Pupil Support Services   Will provide Registered Nurses   Pupil Support Services   Attendance Recovery Program   Program   Program	52		Pupil Support Services	Will provide Licensed Vocational Nurses (LVNs) for infants who need respite care in accordance with their Individualized Family Service Plans (IFSPs).	Mitchell/Health Services	\$16,000	\$16,000	7/1/2018	6/30/2019
Educational Consulting Services Pupil Support Services Academic Attendance Recovery Program Attendance Recovery Program Program	53		Pupil Support Services	Will provide Registered Nurses (RNs) and Licensed Vocational Nurses (LVNs) services to ensure all students' medical needs are met.	PSS/Health Services	\$15,000	\$15,000	7/1/2018	6/30/2019
	24		Pupil Support Services	Academic Attendance Recovery Program	Attendance Recovery Program	\$275,000	\$300,000	8/29/2018	6/30/2019

#	NAME	DEPARTMENT	Will provide nursing services to students at no cost to the District funded by	FUNDING SOURCE	2017-18 Contract	2018-19	Start Date	End Date
22	Exceptional Home Healthcare	Pupil Support Services		Health Services	0\$	0\$	7/1/2018	6/30/2019
56	Lindsey Etheridge	Pupil Support Services	Provide i3 grant related consultation.	Health Services	\$7,000	\$20,000	7/1/2018	6/30/2019
22	Mike Perry	Pupil Support Services	Provide training on descalation techniques and classroom management. Works hands on to support teachers and administrators.	Health Services	•	\$25,000	7/1/2018	6/30/2019
28	Neutral Ground	Pupil Support Services	Restorative practives and violence prevention services	اقا	\$94,500		7/1/2018	6/30/2019
9	OCAPICA	Pupil Support Services Pupil Support Services	Restorative practives and violence prevention services Restorative practives services	Site Discretionary Site Discretionary	\$46,894	\$54,210	7/1/2018	6/30/2019
61	OCDE: Safe Schools and Support Services	Pupil Support Services	Mental health services fot general and special education high school students in need of tier 3 mental health and crisis interventions.	General Fund	\$1,144,266	\$982,940	7/1/2018	6/30/2019
62		Pupil Support Services	Mental health services for students and family	Site Discretionary	\$428,696	\$324,733	7/1/2018	6/30/2019
63		Pupil Support Services	Restorative practives and violence prevention services	Site Discretionary	\$257,887	\$337,965	7/1/2018	6/30/2019
64	Randolph Jones, M.D.	Pupil Support Services	Will provide written individual prescriptions for physical, occupational, and speech therapies for students needing these services.	Health Services	\$30,000	\$30,000	7/1/2018	6/30/2019
65	Turning Point Center for Families	Pupil Support Services	School-based counseling and therapeutic services for students	Site Discretionary	\$161,850	922'86\$	8/29/2018	6/30/2019
99		Pupil Support Services	Healthy Kids survey	Health Services	\$24,821	\$24,821	7/1/2018	6/30/2019
29	Western Youth Psychological Services	Pupil Support Services	Mental health services support (mental health clinicians and/or social workers) for elementary school sites.	Site Discretionary		\$228,000	7/1/2018	6/30/2019
89		Research and Evaluation		General Fund	\$23,555	\$23,555	7/1/2018	6/30/2019
69	AON Global Risk Consulting	Risk Management	Will provide actuarial study of Workers' Compensation Program as of June 30, 2017.	Self-Insurance Fund	\$5,000	000'9\$	7/1/2018	6/30/2019
70	Dr. Manny Tau	Risk Management		Self-Insurance Fund	\$15,000	\$15,000	7/1/2018	6/30/2019
71	Total Compensation Systems, Inc.	Risk Management	Will provide GASB 45 Actuarial Study of Post-Employment Benefits as of June 30, 2016.	General Fund	\$12,000	\$12,000	7/1/2018	6/30/2019
72	Vavrinek, Trine, Day & Co., LLP	Risk Management	Non audit services as defined by GAS related to analysis of contributions to the Workers' Compensation Fund (68) for comparison against obligations.	Workers' Compensation	0\$	\$4,999	9/26/2018	6/30/2019
73	Eric Wayne Gruver, Ph.D.	School Police	Will conduct pre-employment psychological evaluations for School Police Department staff.	General Fund	\$7,500	009'2\$	7/1/2018	6/30/2019
74	Gaggle.Net, Inc.	School Police	Will provide 24/7 content analysis of the District's google domain to review suspicious or questionable content on an "as needed" basis.	General Fund	\$186,968	\$200,000	7/1/2018	6/30/2019
75		School Police	Will provide services and updates for development of procedures manual for SAUSD School Police Services.	General Fund	\$6,248	\$6,748	7/1/2018	6/30/2019
92	RCS Investigations & Consulting, LLC	School Police	Will conduct pre-employment background investigations for School Police Department staff	General Fund	\$20,000	\$20,000	7/1/2018	6/30/2019
77	Sun Ridge Systems	School Police	RIMS Audit and Refresher Training for School Police	General Fund	\$0	000'6\$	8/16/2018	6/30/2019
78	Rodolfo Gomez	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$64,260	\$64,260	7/1/2018	6/30/2019
79	Abby Rozenberg	Special Ed	Will provide Independent Educational Evaluations in the area of speech and language for special education students.	Special Ed.	\$4,000	\$4,000	7/1/2018	6/30/2019
80	Agatha Theresa (Katie) Rivkind	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$49,275	\$39,623	7/1/2018	6/30/2019
8	Amanda Carrera	Special Ed	Clinical assessment, treatment, and intervention for students on assigned caseload consistent with IEP goals and for the purpose of resolving intrapersonal and interpersonal conflice and chang-changing perceptions, attitudes, andbehaviors in the area of human relationships and family life	Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
82	Andrea Baird	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
83		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
84	Barbara Penwarden dba Braille to Go	Special Ed		Special Ed.	\$7,000	\$7,000	7/1/2018	6/30/2019
82	Beatrice Braun	Special Ed	Will provide an individual educational evaluation per student's IEP in the area of audiology.	Special Ed.	\$1,500	\$1,500	7/1/2018	6/30/2019
86	Beth Ballinger	Special Ed	Will provide an individual educational evaluation per student's IEP in the area of vision.	Special Ed.	\$1,600	\$1,600	7/1/2018	6/30/2019
87	Bill Lane & Associates	Special Ed	Will provide transportation services for special education students to Residential Treatment Centers.	Special Ed.	0\$	\$20,000	7/1/2018	6/30/2019

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Continue State Stat	<b>\$</b>	Brain Learning Psychological	Special Ed		Special Ed.	\$5,000	61-0107	7/1/2018	6/30/2019
Section   Sect	88		Special Ed	Will provide mental health counseling services for special education students.	Special Ed.	\$23,774	\$79,245	7/1/2018	6/30/2019
Contraction of Transporation         Special Ed.         Special Ed.         Special Ed.         Special Ed.         Special Ed.           Contraction of Transporation         Special Ed.         Mill provide provide provide profitation of boundary of properties of the provide provide provide profitation of provide profitation provide profitation of provide profitation provide profitation provide profitation	06		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$64,260		7/1/2018	6/30/2019
Second Ec.   Second Ec.   Will provide preparational equipmentation tradems with integers   Second Ec.   Se	91		Special Ed	Will provide an Augmentative Alternative Communication Evaluation/Independent Educational Evaluation for a special education student.	Special Ed.	\$5,000		7/1/2018	6/30/2019
Control Contro	92		Special Ed	Will provide specialized equipment/technology for students with severe disabilities.	Special Ed.	\$4,600		7/1/2018	6/30/2019
Opposition Recognition         Will provide mental behalts havened by appoint by an appoint by a position of the control of	93		Special Ed	Will provide Independent Education Evaluations for special education students.		\$12,000	\$12,000	7/1/2018	6/30/2019
Ober Setting         Septing (Septing Eq.)         Will provide A medical port (A middle Mode)         Gene Eq.         \$4.00         \$5.00           Device Schools (Exe Activation)         Special Eg.         Will provide medical medical countries and port authorises.         Mode Multiple Spring (Exe Activation)         \$5.00	94		Special Ed	Will provide mental health serices for special education students in accordance with the students Individualized Education Programs (IEPs).		0\$	\$79,245	7/1/2018	6/30/2019
One of Coll Coll Coll Michaeling Special Ed.         Will provide mental brain to consuling for students.         Mental Relation Special Ed.         \$79,246         \$79,246           Doun & Schled Ed.         Special Ed.         Will provide mental brain counsuling for students.         Mental Relation Special Ed.         \$54,200         \$54,200         \$54,000           Do. Robert Schled Ed.         Mill provide mental brain counsuling for students.         Special Ed.         \$54,000         \$40,000           Dr. Robert Modrich         Special Ed.         Will provide mental brain counsuling for students.         Special Ed.         \$54,000         \$40,000           From Macronne         Special Ed.         Will provide mental brain counsuling for students.         Special Ed.         \$56,000         \$40,000           From Macronne         Special Ed.         Will provide mental brain counsuling for students.         \$56,000         \$56,000         \$50,000           From Macronne         Special Ed.         Mill provide mental brain counsuling for students.         \$56,000         \$50,000         \$50,000           From Macronne         Special Ed.         Mill provide mental brain counsuling for students.         \$56,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         \$50,000         <	92	Dayle McIntosh Center	Special Ed	Will provide American Sign Language (ASL) interpreters at special education meetings, trainings, and/or events for students with disabilities	Gen. Ed.	\$4,500		7/1/2018	6/30/2019
Obersies Special Ed         (NIII) provide frequental behalfs consenting for support.         Montal Methods         Special Ed         Special Ed         Special Ed           Dunish M. Edvinnin, PayD.         Special Ed         (III) provide frequential inclination of the property of	96	De Vida G. Gill dba Mahogany Vida Unlimited, LLC	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
Dennie M. Echeran. Pay D.         Special Ech         (Independent Reclatation (Reclatation (Regulation (Regulation (Regulation (Regulation)))         Pageola Ech         \$1,000         \$1,000           Dr. Robin Murins         Special Ech         Virti provide the mind independent electration students.         Special Ech.         \$1,000         \$1,000           Frank Mindone         Special Ech         Virti provide mind leadin councelling genines for expecial education students.         Special Ech.         \$1,000         \$10,000           Frank Mindone         Special Ech         Will provide mind leadin councelling genines for expecial education students.         \$1,000         \$10,000         \$10,000           Flank Mindone         Special Ech         Will provide mind leading students (Redundating Education) (RES) into the special education students.         \$10,000         \$10,000         \$10,000           Flank Mindone         Special Ech         Will provide mind leading students (Redundating Education) (RES) into students.         \$10,000         \$10,000         \$10,000           Bellin Special Ech         Special Ech         Will provide mind health counciling for students.         Mindon Health Special Ech.         \$10,000         \$10,000           Jaire Special Ech         Will provide mind health counciling for students.         Special Ech.         \$10,000         \$10,000           Jaire Special Ech         Will pro	26		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$64,260	\$49,275	7/1/2018	6/30/2019
OF, Rebin Mentis         Special Ect         Will provide prophosobacturious innoperation such activation of supported sequentiation assistance.         Special Ect	86		Special Ed	Independent Educational Evaluation (IEE) in psychologivcal/educational areas for students with disabilities	Special Ed.	0\$		7/1/2018	6/30/2019
Frank Miscione         Special Ed         Will provide mental health courseling for students.         Special Ed         Special Ed         \$49,275         \$40,205           Frank Miscione         Special Ed         Minimal health courseling for students.         Special Ed         \$40,205         \$70,205           Frank Manier         Special Ed         Independent Education Educa	66	Dr. Robin Morris	Special Ed	Will provide psycho-educational independent educational evaluations for special education students.	Special Ed.	\$4,000		7/1/2018	6/30/2019
Frankly, Petkey         Special Ed         Will provide mental health courseling services for special education students.         Special Ed.         \$64,320         \$70,200           Heavy set Family of Programs         Special Ed.         Integration of Registration (Fig. Part of Programs Education Programs Auditoring)         Special Ed.         \$1,500         \$1,000           Heavy set Abramson Auditoring Special Ed.         Quality of a mind provide a mindoring feducation Education Programs         Special Ed.         \$1,500         \$1,000           Heavy Represent and Language         Special Ed.         Quality of a mind feducation of Legistration Programs         Special Ed.         \$1,000         \$1,000           James Castella         Quality of a mind feducation of Education Programs         Special Ed.         Will provide mental health counseling for students.         Mental Health Special         \$1,000         \$1,000           James Castella         Will provide mental health counseling for students.         Mental Health Special         \$1,000         \$1,000         \$1,000           James Castella Ed.         Will provide mental health counseling for students.         Mental Health Special         \$1,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000         \$10,000	100	Frank Miscione	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$49,275	\$49,275	7/1/2018	6/30/2019
House Pennity of Programs         Special Ed         Independent Education House Transferration         Special Ed         \$1.500         \$1.000           Hear New at Abzumson Audrology         Special Ed         Will provide an Independent Education Programs         Special Ed         \$1.500         \$1.500           Hear New at Abzumson Audrology         Special Ed         Will provide an Independent Education Programs         Special Ed         \$1.500         \$1.500           Hollar Speech and Language         Special Ed         Will provide mental health courseling for students. Tell busing the mental health courseling for students.         Mental Health Special         \$1.500         \$1.500           Jame Reynolds         Special Ed         Will provide mental health courseling for students.         Mental Health Special         \$1.500         \$1.500           Jame Reynolds         Special Ed         Will provide mental health courseling for students.         Mental Health Special         \$1.500         \$1.500           Jame Reynolds         Special Ed         Will provide mental health courseling for students.         Mental Health Special         \$1.500         \$1.500           Special Ed         Will provide mental health courseling for students.         Will provide mental health courseling for students.         Mental Health Special         \$1.500         \$1.500           Lind Aberteen Lourenco         Special Ed<	101	Franklyn Belsey	Special Ed	Will provide mental health counseling services for special education students.	Special Ed.	\$64,320	\$79,245	7/1/2018	6/30/2019
Hear Now at Abrameon Audiology Special Ed Will provide an Independent Education Programs with Special Ed. Will provide independent Education Programs with Special Ed. Will provide independent Education Individualized Education Programs Special Ed. Will provide mental health courseling for students with disabilities. Mental Health Special Ed. Will provide mental health courseling for students with disabilities. Mental Health Special Ed. Will provide mental health courseling for students with disabilities. Special Ed. Will provide mental health courseling for students in the Special Ed. Will provide mental health courseling for students in the Special Ed. Will provide mental health courseling for students in the District stiff can be provide. Special Ed. Will provide professional interpreters and translations for students in the District stiff can provide. Special Ed. Will provide professional interpreters and translations for students in the District stiff can provide. Special Ed. Will provide professional interpreters and translations for students. Special Ed. Will provide professional interpreters and translations for students. Special Ed. Will provide provides provides the students in the disseronment of nother school of Ed. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Will provide mental health counseling for students. Special Ed. Special Ed. Will provide mental health counseling f	102	Haynes Family of Programs	Special Ed	Independent Educational Evaluation (IEE) and/or Functional Behavioral Assessment (FBA) for students with- disabilities	Special Ed.	0\$		7/1/2018	6/30/2019
Hollat Speech and Language Special Ed Sizeeth infectioner Education Programs Special Ed (Isseibilited Education Programs Special Ed (Isseibilited Education Programs Special Ed (Isseibilited Education Education Programs Special Ed (Isseibilites in accordance to subcernity Individualized Education Programs Special Ed (Isseibilites in accordance to subcernity Individualized Education Programs Special Ed (Isseibilites in accordance to subcernity Individualized Education Programs (Isseibilites in accordance in Isseibilites Individualized Education Programs (Isseibilites in accordance in Isseibilites Individualized Education Programs (Isseibilites in accordance in Isseibilites Isseibilites Individualized Isseibilites Isseibilites Isseibilites Isseibi	103	Hear Now at Abramson Audiology	Special Ed	Will provide an Independent Educational Evaluation to a special education student per the student's Individualized Education Program.	Special Ed.	\$1,500		7/1/2018	6/30/2019
Jamine Casteel         Special Ed         Willip provide Independent Educational Evaluations for special education         Special Ed.         \$12,000         \$12,000           Juli Hogan         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$64,280         \$64,280           Kathleen Lourenco         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$17,833         \$78,520           Kathleen Lourenco         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$10,000         \$20,000           Language Natwork, Inc.         Special Ed         Will provide professional interpreters and translators for students in order school         Special Ed.         \$10,000         \$20,000           Laigh Perales         Special Ed         Will provide professional interpreters and translation or students to develop and use         Mental Health Special         \$41,783         \$20,000           Liada Robertson         Special Ed         Will provide bravioral interaction in the classroom and in other school and provides and provides bravioral interaction in the classroom and in other school and school	104	Hollar Speech and Language	Special Ed	Speech Independent Educational Evaluations (IEEs) for students with disabilities in accordance to students' Individualized Education Programs (IEPs).	Special Ed.	0\$	\$10,000	7/1/2018	6/30/2019
John Registre         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$64,260         \$64,260           Jull Hogan         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$71,783         \$71,000           Kathleen Lourenco         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$71,000         \$20,000           Language Network, Inc.         Special Ed         Will provide professional interpreters and translators for students.         Mental Health Special         \$71,000         \$20,000           Leigh Persales         Special Ed         Will provide behavioral interaction in the dassroom and in other school and country and the politic staff can provide.         Mental Health Special         \$70,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$40,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$50,000         \$20,000           Marchew Williams Enterprises, LLC         Special Ed         Will provide mental health counseling for students.         Special Ed         Will provide mental health counseling for students.         \$50,000         \$2	105	Janice Casteel	Special Ed	Will provide Independent Educational Evaluations for special education students.	Special Ed.	\$12,000	\$12,000	7/1/2018	6/30/2019
Manual Hogan         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$76,62B         \$76,20B           Kathleen Lourenco         Special Ed         Will provide mental health counseling for students for students in the students of the studen	106	Jena Reynolds	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$64,260	\$64,260	7/1/2018	6/30/2019
Kathleen Lourenco         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$41,783         \$31,698           Language Network, Inc.         Special Ed         Will provide professional interpreters and translators for students.         Special Ed.         \$10,000         \$20,000           Leigh Perales         Special Ed         Will provide be bravioral interaction in the classroom and in other school         Special Ed.         \$40,000         \$20,000           Leigh Perales         Special Ed         Will provide be bravioral interaction in the classroom and in other school         Special Ed.         \$40,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health courseling for students.         Mental Health Special         \$40,000         \$20,000           Marthew Williams Enterprises, LLC Special Ed         Will provide mental health courseling for students.         Special Ed.         \$50,000         \$25,000           Marthew Williams Enterprises, LLC Special Ed         Will provide cocupational pragations of special education parent meetings and other staff meetings as propriate behalf transcription and speech therapy in accordance with the students.         Special Ed.         \$50,000         \$50,000           Maxim Healthcare         Special Ed         Will provide mental health courseling for students.         Mental Health Special         \$50,000         \$50,000 </td <td>107</td> <td>Jill Hogan</td> <td>Special Ed</td> <td>Will provide mental health counseling for students with disabilities.</td> <td>Mental Health Special Ed.</td> <td>\$76,625</td> <td>\$76,260</td> <td>7/1/2018</td> <td>6/30/2019</td>	107	Jill Hogan	Special Ed	Will provide mental health counseling for students with disabilities.	Mental Health Special Ed.	\$76,625	\$76,260	7/1/2018	6/30/2019
Language Network, Inc.         Special Ed         Will provide professional interpreters and translators for student's IEPs whose.         Special Ed.         \$10,000         \$20,000           Leigh Perales         Special Ed         Will provide behavioral threator in the class room and in other school         Mental Health Special         \$40,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health counseling for students.         Special Ed         \$40,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health counseling for students.         Special Ed         \$40,000         \$20,000           Linda Robertson         Special Ed         Will provide mental health counseling for students.         Special Ed         \$22,478         \$39,623           Marc Purchin, MBA         Special Ed         Will provide mental health counseling for students.         Special Ed         \$50,000         \$50,000           Maxim Healthcare         Special Ed         Will provide Braille transcription for special education.         Special Ed         \$50,000         \$50,000           Michael. R Jass, Ph.D.         Special Ed         Will provide and and speech the rappy in accordance with the students.         Special Ed         \$50,000         \$50,000           Michael. R Jasses, Ph.D.         Special Ed         Will provide mental health support to	108	Kathleen Lourenco	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$41,783	\$31,698	7/1/2018	6/30/2019
Leigh Perales         Special Ed appropriate behavioral linearation in the classroom and in other school         Mental Health Special         \$40,000         \$20,000           Linda Robertson         Special Ed appropriate behavioral interaction in the classroom and in other school         Special Ed appropriate behavioral interaction in the classroom and in other school         Special Ed appropriate behavioral interaction in the classroom and in other school         \$40,000         \$40,000         \$40,000           Lisa Hartman         Special Ed appropriate to writing mental health counseling for students.         Will provide mental health counseling for students.         Special Ed appropriate to ward timely resolution of issues.         Special Ed.         \$40,000         \$40,000           Marthew Williams Enterprises, LLC Special Ed appropriate to ward timely resolution of special education programs (IEPs).         Will provide Brailla transcription for special education.         Special Ed.         \$50,000         \$50,000           Michael. R Hass, Ph.D.         Special Ed         Will provide mental health support to students with disabilities because the students individualized Education Programs (IEPs) and/or Functional Behavioral         Special Ed.         \$50,000         \$50,000           Michael. R Hass, Ph.D.         Special Ed         Will provide mental health support to students.         Will provide mental health support to students.         Special Ed.         \$50,000         \$50,000           Monica Sedberry         Special Ed <td>109</td> <td>Language Network, Inc.</td> <td>Special Ed</td> <td>Will provide professional interpreters and translators for student's IEPs whose primary language is something other than what the District staff can provide.</td> <td>Special Ed.</td> <td>\$10,000</td> <td>\$20,000</td> <td>7/1/2018</td> <td>6/30/2019</td>	109	Language Network, Inc.	Special Ed	Will provide professional interpreters and translators for student's IEPs whose primary language is something other than what the District staff can provide.	Special Ed.	\$10,000	\$20,000	7/1/2018	6/30/2019
Linda Robertson         Special Ed         Will provide mental health counseling for students.         Special Ed         \$49,275         \$49,275           Lisa Hartman         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$22,478         \$39,623           Marc Purchin, MBA         Special Ed         Facilitation of special education parent meetings and other staff meetings as appropriate, toward timely resolution of issues.         Special Ed.         \$10,000           Maxim Healthcare         Special Ed         Will provide braille transcription for special education.         Special Ed.         \$25,000         \$25,000           Michael. R Hass, Ph.D.         Special Ed         Will provide compational and speech the rapy in accordance with the students.         Special Ed.         \$35,503         \$35,503           Michael. R Hass, Ph.D.         Special Ed         Will provide mental health counseling for students.         Ed.         \$29,970         \$29,970           Monica Cruz         Special Ed         Will provide mental health support to students by conduction a mental health ballth support to students.         Special Ed.         \$79,245           Monica Sedberry         Special Ed         Will provide mental health counseling for students.         Mental Health Special         \$79,245	110	Leigh Perales	Special Ed	Will provide behavioral health support for students to develop and use appropriate behavioral interaction in the classroom and in other school environments.	Mental Health Special Ed.	\$40,000	\$20,000	7/1/2018	6/30/2019
Lisa Hartman Special Ed Will provide mental health counseling for students. Health Special Ed Will provide Braille transcription of issues. Special Ed Special Ed Will provide Braille transcription for special education. Special Ed Will provide Braille transcription for special education. Special Ed Will provide Occupational and speech therapy in accordance with the students Special Ed Special Ed Independent Education Programs (IEPs). Special Ed Sp	111	Robertson	Special Ed	health	Special Ed.	\$49,275	\$49,275	7/1/2018	6/30/2019
Matchew Willams Enterprises, LLC         Special Ed         Facilitation of special education parent meetings and other staff meetings as Special Ed.         Special Ed.         \$10,000         \$10,000           Matthew Willams Enterprises, LLC         Special Ed.         Will provide decupational and speech therapy in accordance with the students.         Special Ed.         \$25,002         \$25,002           Michael. R Hass, Ph.D.         Special Ed.         Mill provide occupational and speech therapy in accordance with the students.         Mental Health Special Ed.         \$35,503         \$35,503           Michael. R Hass, Ph.D.         Special Ed.         Will provide mental health counseling for students.         Mental Health Special Ed.         \$10,000         \$29,970         \$29,970           Monica Cruz         Special Ed.         Will provide mental health counseling for students.         Individualized to students by conduction a mental health Special Ed.         \$29,970         \$29,970           Monica Sedberry         Special Ed.         Will provide mental health counseling for students.         Mental Health Special Ed.         \$79,245	112	Lisa Hartman	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$22,478	\$39,623	7/1/2018	6/30/2019
Maxim Healthcare         Special Ed         Will provide occupational and speech therapy in accordance with the students         Special Ed         \$25,000	113	Marc Purchin, MBA	Special Ed	Facilitation of special education parent meetings and other staff meetings as appropriate, toward timely resolution of issues.	Special Ed.	0\$	\$10,000	7/1/2018	6/30/2019
Maxim Healthcare         Special Ed         Will provide occupational and speech therapy in accordance with the students         Special Ed.         \$35,503         \$35,503           Michael. R Hass, Ph.D.         Special Ed         Independent Educational Evaluation (IEE) and/or Functional Behavioral Independent Education Evaluation Special Ed         \$10,000         \$10,000           Monica Cruz         Special Ed         Clinical mental health counseling for students individualized Education Program.         Special Ed.         \$79,245         \$79,245	114	Matthew Williams Enterprises, LLC	Special Ed	Will provide Braille transcription for special education.	Special Ed.	\$25,000	\$25,000	7/1/2018	6/30/2019
Michael. R Hass, Ph.D.         Special Ed         Independent Educational Education (IEE) and/or Functional Behavioral Assessment (FBA) for students with disabilities         And/or Functional Behavioral Special Ed.         Special Ed.         \$10,000           Mil provide mental health courseling for students.         Recial Ed.         Will provide mental health support to students by conduction a mental health support to students by conduction a mental health support to students by conduction a mental health support to students individualized         Special Ed.         \$79,245           Monica Sedberry         Special Ed.         Will provide mental health courseling for students.         Mental Health Special         \$79,245	115	Maxim Healthcare	Special Ed	Will provide occupational and speech therapy in accordance with the students' Individualized Education Programs (IEPs).	Special Ed.	\$35,503	\$35,503	7/1/2018	6/30/2019
Michelle Roth         Special Ed         Will provide mental health counseling for students.         Students.         Mental Health Special Ed.         \$29,970         \$29,970           Monica Cruz         Special Ed         Special Ed.         Special Ed.         \$0         \$79,245           Monica Sedberry         Special Ed.         Will provide mental health counseling for students.         Mental Health Special Ed.         \$79,245	116	Michael. R Hass, Ph.D.	Special Ed	Independent Educational Evaluation (IEE) and/or Functional Behavioral Assessment (FBA) for students with- disabilities	Special Ed.	0\$		7/1/2018	6/30/2019
Monica Cruz         Special Ed         Clinical mental health support to students by conduction a mental health special Ed         Special Ed         \$79,245           Monica Sedberry         Special Ed         Will provide mental health counseling for students.         Mental Health Special Ed.         \$79,245         \$79,245	117	Michelle Roth	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$29,970		7/1/2018	6/30/2019
Monica Sedberry Special Ed Will provide mental health counseling for students. Mental Health Special \$79,245 \$79,245	118	Monica Cruz	Special Ed	Clinical mental health support to students by conduction a mental health assessment and follow the treatment plan per the students' Individualized Education Program.	Special Ed.	\$0	\$79,245	7/1/2018	6/30/2019
	119	Monica Sedberry	Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019

Part   Charles	#	HWAN	DEPARTMENT	SIIMMARY OF WORK	FI INDING SOLIBCE	2017-18 Contract	2018-19	Start Date	Fnd Date
Protection Control Department of Special Eq.   Special Ed.   Special E	120	Nancy Aliff	Special Ed	Independent Educational Evaluation (IEE) and/or Functional Behavioral Assessment (FBA) for students with disabilities	Special Ed			8/28/2018	6/30/2019
Control County	121		Special Ed	Special education services for the District's students requiring very intensive services, including secondary students who are deaf or hearing impaired	Special Ed.		\$3,092,605	7/1/2018	6/30/2019
Part A terr Domes   Special E of   Will provide particularies in Equation & Special	122		Special Ed	Orientation and mobility services for students who are visually impaired.	Special Ed.		\$95,422	7/1/2018	6/30/2019
Polity Briefle State         Special Ed.         Vinction of membrane in the analysis of special Ed.         \$50.00         \$77.00           Print Protect Presentation         Special Ed.         Mill Protect Presentation on the agent and application on the agent and applications and agent and agent agent and applications and agent agen	123		Special Ed	Will provide psycho-educational Independent Educational Evaluations to special education student.	Special Ed.	\$4,000	\$4,000	7/1/2018	6/30/2019
Particular Depart Present   Special ET   Microbia Companies (Authority Depart Present Department (Authority Depart Present Department (Authority Depart Present Department (Authority Depart Present Department (Authority	124		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
Protries between Supports, Corp. Special Ed.   Indigenous Relations of Section Indigenous Analysis   Special Ed.	125		Special Ed	Will provide Independent Education Evaluations in the area of psychological/educational for special education students.	Special Ed.	\$24,500	\$15,000	7/1/2018	6/30/2019
Franche Manning Special Ed Mill provide remain franches by could be be about the factor of the facto	126	_	Special Ed	Independent Educational Evaluations (IEEs) and Applied Behavior Analysis (ABA) for students with disabilities in accordance to students' Individualized Education Programs (IEPs).	Special Ed.	0\$	\$10,000	7/1/2018	6/30/2019
Reduced Seguration	127		Special Ed	D D	Health Services	\$0	0\$	7/1/2018	6/30/2019
Sex Johannia County Office of Each Country Of	128		Special Ed	Will provide mental health counseling services for special education students.	Special Ed.	\$25,000	\$79,245	7/1/2018	6/30/2019
Social Edition         Will provide a bit independent obtaked by independent obtaked by independent deviation of the appeal edition. Special Ed.         \$4,000         \$1,0	129		Special Ed	Annual fee for the use of the Special Education Information System (SEIS) and Desired Results Development Profile (DRDP) feature including Annual Maintenance Integration Services and Programming fees for OC-State forms.	Special Ed.	\$53,753	\$53,753	7/1/2018	6/30/2019
Supported Sulformed College of Special Ed.         Special Ed.         Will provide a vision assessment and therapy for special education students.         Special Ed.         \$1,000         \$1,000           Steppin Valdaz         Special Ed.         Will provide a vision assessment and therapy for a state of control of the state of	130		Special Ed	Will provide an independent educational evaluation for a special education student.	Special Ed.	\$4,000	\$4,000	7/1/2018	6/30/2019
Supporting Statement Special Ed         Will provide part softward souther bild softward by the same of special Ed.         Special Ed.         \$5,000         \$7,020 B           Statement Sta	131		Special Ed		Special Ed.	\$1,000	\$1,000	7/1/2018	6/30/2019
Superaint Each         Will provide mit provide mit provide mit behalt by a provide mit by a	132		Special Ed	Will provide psycho-educational Independent Educational Evaluations to special education student.	Special Ed.	\$5,000	\$5,000	7/1/2018	6/30/2019
State of Manual Health Colors (Special Ed. 2)         Will provide mental health courseling for students.         Manual Health Special         \$49.278         \$1.10208         71.10208           Susamen M. Smith Roley         Special Ed. 2         Will provide mental health courseling for students.         Mental Health Special         \$5.000         \$5.000         \$1.10208           Trans Lowe         Special Ed. 2         Will provide mental health courseling for students.         Mental Health Special         \$1.17.28         \$1.10208         \$1.10208           Trans Lowe         Special Ed. 2         Will provide mental health courseling for students.         Mental Health Special         \$1.17.28         \$1.10208         \$1.10208           Veronical Oliveral. Payl. D.         Special Ed. 2         Will provide mental health courseling for students.         Mental Health Special         \$1.10208         \$1.10208           Veronical Oliveral. Payl. D.         Special Ed. 2         Will provide mental health courseling for students in indicating Education Programs (EE).         Special Ed. 2         \$1.10208         \$1.10208           Veronical Ed. 2         Will provide mental health courseling for students in indicating Special Ed. 2         Will provide mental providers (EU. 2)         \$1.10208         \$1.10208           Dayle Melmest Coursell Ed. 2         Special Ed. 2         Special Ed. 2         \$1.10208         \$1.10208 <td< td=""><td>133</td><td></td><td>Special Ed</td><td>Will provide an independent educational evaluation in the area of speech and language for a special education student.</td><td>Special Ed.</td><td>\$3,600</td><td>\$3,600</td><td>7/1/2018</td><td>6/30/2019</td></td<>	133		Special Ed	Will provide an independent educational evaluation in the area of speech and language for a special education student.	Special Ed.	\$3,600	\$3,600	7/1/2018	6/30/2019
Susanne M. Smith Roley Special Ed Will provide metral health courseling for students. Health Courseling for students. Special Ed Will provide metral health courseling for students. When I health Special Ed Special Ed Will provide metral health courseling for students. Metral Health Special Ed Special Ed Will provide metral health courseling for students. When I health Special Ed Special Ed Will provide metral health courseling for students. When I health Special Ed Special Ed Will provide metral health courseling for students. When I health Special Ed Special Ed Will provide metral health courseling for students. When I health Special Ed Special Ed Will provide metral health courseling for students. When I health Special Ed Spe	134		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$49,275	\$31,698	7/1/2018	6/30/2019
Tarra Lowe Special Ed Will provide mental health counseling for students. The factor of the control of the cont	135		Special Ed	Will provide Independent Educational Evaluations in the area of occupational therapy for special education students.	Special Ed.	\$5,000	\$5,000	7/1/2018	6/30/2019
Tarae Lowe Special Ed Will provide mental health counseling for students. Will provide mental health counseling for students with desbilities in Special Ed accordance to students included by Company (IEEs) in students with desbilities in Special Ed accordance to students included by Company (IEEs) and the students of the students included by Company (IEE) and the students with desbilities in Special Ed accordance to students included by Company (IEE) and the students of the students included by Company (IEE) and the students included by Company (IEE) and the students of the students included by Company (IEE) and the students of the students included by Company (IEE) and the students of the students included by Company (IEE) and the students of the students included by Company (IEE) and the students of the students included by Company (IEE) and the students of the st	136		Special Ed	Will provide mental health counseling for students.	Mental Health Special Ed.	\$79,245	\$79,245	7/1/2018	6/30/2019
Veronica Olivera, Psy.D.         Special Ed         Independent Educational Education	137		Special Ed		Mental Health Special Ed.	\$41,783	\$49,275	7/1/2018	6/30/2019
Weat Shield Adolescent Services         Special Ed         Rill provide American Sign Language (ASL) interpreted sat Board meetings         Special Ed.         \$18,000         \$20,000         \$71/2018           Dayle McIncesh Center         Superintendent's Office         Will provide American Sign Language (ASL) interpreted as and/or events for Visitors retending ASL services on an "as needed basis."         General Fund         \$20,000         \$11,2018           Dr. Mario C. Out Ph.D.         Superintendent's Office         Will provide American Signal Language (ASL) interpreted and performance evaluation.         General Fund         \$4,500         \$4,500         7/1/2018           Ladorma. Inc.         Bupperintendent's Office         Will provide professional services for E-fase projects to deliver end-cloend         Title II         \$0         \$11,0018           Mary Funacka         Teacher Induction         Four day coading aming an instruction         Title II         \$0         \$11,0018           Mary Funacka         Teacher Induction         Four day coading a services for E-fase projects to deliver end-cloend         Title III         \$0         \$11,0018           California School Management         Teacher Induction         Four day coadinance and present and pres	138		Special Ed	Independent Educational Evaluations (IEEs) for students with disabilities in accordance to students' Individualized Education Programs (IEPs)	Special Ed.	0\$	\$10,000	7/1/2018	6/30/2019
Dayle McInosh Center Superintendent's Office and/or events for visitors requesting \$A.5.00  Dayle McInosh Center Superintendent's Office and center of the state	139		Special Ed	Will provide transportation services for special education students to Residential Treatment Centers.	Special Ed.	\$18,000	\$20,000	7/1/2018	6/30/2019
Dr. Maria G. Ott, Ph.D. Superintendent's Office   Will facilitate the Superintendent's office   Will facilitate the Superintendent's Office   Superintende	140		Superintendent's Office	Will provide American Sign Language (ASL) interpreters at Board meetings and/or events for visitors requesting ASL services on an "as needed" basis.	General Fund	\$20,000	\$11,300	7/1/2018	6/30/2019
Mary Funaoka Teacher Induction supporting & strengthening classroom instruction supporting & strengthening classroom instruction supporting & strengthening classroom instruction.  Will provide professional services for complaint and advisor of all FCC documentation, main point of contact, prepare and present applicable audit documentation, main point of contact, prepare and present applicable audit documentation, main point of contact, prepare and present applicable audit documentation, main point of contact, prepare and present applicable audit documentation, main point of any FCC appeals, on an "as needed" basis, As a one-time addendum, a reference or munication protocol (SIP).  DT-Comp, Inc.  Technology Innovation Mill provide professional services to support and maintain mission critical species and support for AERIES Student Information Services  Will provide professional services and support for AERIES Student Information Services  Technology Innovation System group training for staff and direct training in subject areas, such as Services  Technology Innovation System group training for staff and direct training in subject areas, such as Services and support training for staff and direct training for staff and support to the stage of the second for the services and support and experience, on an "as needed" basis.	141	Dr. Maria G. LaVonna. In	Superintendent's Office Teacher Induction	Will facilitate the Superintendent's annual performance evaluation. Speaking engagement at Calvary Chapel School		ĽΩ	\$4,500	7/1/2018	6/30/2019
Will provide professional services for E-Rate projects, to deliver end-to-end solutions, to ensure FCC compilance and maximum funding for the District's E-Rate program; as well as preparation of all FCC documentation, and advise on any FCC appeals, on an "as needed" basis. As a one-time addendum, a telecommunication audit is included to reconcile telephone billing as we transition from digital to Voice over Internet Protocol (SIP).  Technology Innovation Protocol (SIP).  Will provide professional services and support right and direct training in subject areas, such as Services  Services Master Schedule, that require a high level of expertise and experience, on an "as needed" basis.	143		Teacher Induction	Four day coaching training for site-based coaches who work with teachers in supporting & strengthening classroom instruction	Title II	80	\$10,000	7/1/2018	6/30/2019
Technology Innovation Active professional services to support and maintain mission critical applications, including Active Directory, disaster recovery, and forensic Services and support for AERIES Student Information System group training for staff and direct training in subject areas, such as Services and experience, on an "as needed" basis.	441		Technology Innovation Services	Will provide professional services for E-Rate projects, to deliver end-to-end solutions, to ensure FCC compliance and maximum funding for the District's E-Rate program; as well as preparation of all FCC documentation, main point of contact, prepare and present applicable audit documentation, and advise on any FCC appeals, on an "as needed" basis. As a one-time addendum, a telecoremunication audit is included to reconcile telephone billing as we transition from digital to Voice over Internet Protocol (VoIP) telephone service based on the Session Initiation Protocol (SIP).	General Fund	\$110,000	\$85,000	7/1/2018	6/30/2019
Will provide professional services and support for AERIES Student Information Technology Innovation System group training for staff and direct training in subject areas, such as Services Master Schedule, that require a high level of expertise and experience, on an "as needed" basis.	145		Technology Innovation Services	Will provide professional services to support and maintain mission critical applications, including Active Directory, disaster recovery, and forensic discovery, etc., on an "as needed" basis at a rate of \$145 per hour.	General Fund	\$25,000	\$25,000	7/1/2018	6/30/2019
	146		Technology Innovation Services	Will provide professional services and support for AERIES Student Information System group training for staff and direct training in subject areas, such as Master Schedule, that require a high level of expertise and experience, on an "as needed" basis.	General Fund	\$7,500	000'6\$	7/1/2018	6/30/2019

#	NAME	DEPARTMENT	SUMMARY OF WORK	FUNDING SOURCE	2017-18 Contract	2018-19	Start Date End Date	End Date
147	147 NMK Corporation		Will provide professional services to support mission critical services in tier model to support the SAUSD LAN and WAN network infrastructure. This includes after-hours support for network equipment component failures, troubleshooting, and resolution on an "as needed" basis at a rate of \$125 per thour.	General Fund	\$25,000	\$25,000		7/1/2018 6/30/2019
148	148 Orange County Department of Technology Innovation Services	Technology Innovation Services	Network Support Services	General Fund	\$2,350	\$2,350	\$2,350 7/1/2018 6/30/2019	6/30/2019
					Subtotal 2018/19 Consultants	\$21,393,301 <b>\$21,601,201</b>		

### **Independent Contractor Agreement**

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and **Priest Construction Services**, **Inc.**, **30183 Hillside Terrace**, **San Juan Capistrano**, **CA 92675** hereinafter referred to as "CONTRACTOR."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. <u>Services to be provided by CONTRACTOR:</u> Certified DSA Inspector for the Santa Ana High School library modernization project.

### Services shall be provided by (Name of specific individual, if required).

- 2. <u>Term:</u> CONTRACTOR shall commence providing services under this AGREEMENT on 11/1/2018 and will diligently perform as required and complete performance by 9/30/2019.
- 3. <u>Compensation:</u> DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Two Hundred Seven Thousand Nine Hundred Dollars (\$207,900).
- 4. <u>Expenses:</u> DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.
- 5. <u>Independent Contractor:</u> CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and

all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

- 6. <u>Materials:</u> CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

  CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her
- 7. <u>Invoices:</u> CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved services as outlined in section 1, *Services to be provided by CONTRACTOR* at the cost outlined in section 3, *Compensation*.
- 8. <u>Originality of Services:</u> CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.
- 9. <u>Copyright/Trademark/Patent:</u> CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used

profession.

without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

- 10. *Conflict of Interest:* CONTRACTOR represents and warrants the following:
- (a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.
- (b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.
- (c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.
- 11. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is

appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN** (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN** (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

- 12. <u>Hold Harmless:</u> CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:
  - (a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
  - (b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages

- which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
- (c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.
- 13. <u>Insurance</u>: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars** (\$1,000,000) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
- 14. <u>Assignment:</u> The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.
- 15. <u>Compliance With Applicable Laws:</u> The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.
- 16. <u>Permits/Licenses:</u> CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

- 17. <u>Employment With Public Agency:</u> CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 18. <u>Entire Agreement/Amendment:</u> This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.
- 19. *Nondiscrimination:* CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.
- 20. <u>Non Waiver:</u> The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 21. *Notice:* All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

<u>DISTRICT:</u> <u>CONTRACTOR:</u>

Santa Ana Unified School District Priest Construction Services, Inc.

1601 E. Chestnut Ave 30183 Hillside Terrace

Santa Ana, CA 92701 San Juan Capistrano, CA 92675

- 22. <u>Severability:</u> If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 23. <u>Attorney Fees/Costs:</u> Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.
- 24. <u>Governing Law:</u> The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.
- 25. <u>Exhibits:</u> This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

## THIS AGREEMENT IS ENTERED INTO THIS $24^{TH}$ DAY OF OCTOBER, 2018.

DISTRICT:	CONTRACTOR:
Ву:	By: Wy Jiest
Signature	Signature
Jonathan Geiszler	William Priest
Printed Name	Printed Name
Director of Purchasing	President
Title	Title
	10/11/18
Date Signed	Date Signed

<sup>\*</sup> Risk Manager will review all insurance requirements for the District.

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Approval/Ratification of Listing of No-Cost Community Partnership

Agreements with Santa Ana Unified School District for 2018-19

**School Year** 

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

**Services** 

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval/ratification of the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for 2018-19 school year.

### **ITEM SUMMARY:**

• No-Cost Community Partnership Agreements for the 2018-19 school year

### **RATIONALE:**

Community Partnership Agreements have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement. The attached list identifies various community partnership agreements that will provide services throughout the District.

LCAP Goal: 2 Establish collaboration and communication across all levels to support and

promote engagement and school connectedness amongst students, staff,

families and community.

**Action: 2.7** Expand and maintain partnerships which support student academic success

and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's

and grants.

**Services: 2.07002** Community based organizations.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environmental for all.

**Action: 07** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 010** Purchasing

### **FUNDING:**

No fiscal impact.

### **RECOMMENDATION:**

Approve/ratify the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2018-19 school year.

MR:jg:mm

# 2018-19 Annual Listing of No-Cost Community Partnership Agreements

October 23, 2018

Community Partnerships Recommended for Board Approval

#	PARTNER	DEPARTMENT	SERVICE	AGREEMENT START DATE	AGREEMENT END DATE
1	1 Dreams for Schools	After School Porgrams	STEM themed learning opportunities offered at the after school program at Spurgeon Intermediate School.	1-0ct-18	5-Dec-18
2	2 Inspira Behavior and Advocacy Specialists	After School Porgrams	Provide one-on-one services for a student at Garfield Elemetnary, during the Engage 360 program.	1-0ct-18	30-Jun-19
3	3 JumpStart	Head Start	Language and literacy support to students in the head start program	2-0ct-18	30-Jun-19

2018/19 Community Partnerships Previously Board Approved

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# PARTNER	DEPARTMENT	SERVICE	AGREEMENI SIAKI DATE	AGREEMENT END DATE
4 High School Inc.	Career Technical Education	Data sharing agreement	29-Aug-18	With 30 days notice
Orange County Department of Education, Sarden Grover USD, Orange USD	Career Technical Education	California Caeer Technical Education Incentive Grant implementation	19-Jul-18	30-Jun-19
6 Epicenter	Charter Schools	Web-Based Charter School Authorizer Oversight and Monitoring System	1-Jul-18	30-Jun-19
7 Consulate of Mexico	Community Relations	Fostering and Supporting the District's bilingual education and students in need	24-Jan-18	With 60 days notice
8 Rancho Santiago Community College District	Early Childhood Education	Preschool services at Sepulveda Elementary School	1-Jul-17	30-Jun-22
9 Turnaround Arts	Eduactional Services	Program support in using arts to aid school improvement at Willard Intermediate School and Sierra Preparatory Academy	15-Aug-18	14-Jun-19
10 Big Brothers Big Sisters of Orange County	Educational Services	Development and growth of the High School Bigs Mentoring Program for a maximum of 140 at-risk students	1-Jul-18	30-Jun-19
11 Boys & Girls Club of Central Orange Coast	Educational Services	College Bound program to introduce and prepare teens for college and career	26-Jul-17	30-Jun-20
જ	Educational Services	Flying Start to Literacy - Provide children in grades K-3 with early literacy intervention programming support	26-Jul-17	30-Jun-20
13 Boys & Girls Club of Central Orange Coast	Educational Services	Triple Play - Provide Cconsultation and curriculum support to the Engage 360 after-school program in the areas of health and wellness for grades K-8	26-Jul-17	30-Jun-20
14 Chapman University	<b>Educational Services</b>	10 full tuition scholarships	13-Aug-18	30-Jun-21
15 Pacific Western Bank	Educational Services	Provide high school students with enrichment programming withing the school day	1-Jul-18	30-Jun-19
16 Rancho Santiago Community College District	Educational Services	College and career access pathway partnership	1-Jun-18	30-Jun-20
17 Reality Changers	Educational Services	Provide college admittance guidance and support to Segerstrom High School students.	1-Jun-18	30-Jun-19
Santa Ana Chamber of Commerce and The High School Inc. Foundation	Educational Services	Develop and provide comprehensive high-quality instructional services through the academies at Valley High School.	29-Nov-17	30-Jun-19
19 Second Harvest Food Bank of Orange County	Educational Services	Help alleviate child hunger through the provision of food to children and their families at school	1-Jul-18	30-Jun-18
20 Segerstrom Center for the Arts	Educational Services	Provide opportunities for students to design and create interactive public art installations.	1-Jan-18	31-Aug-18
21 Serving Kids Hope	Educational Services	Health wellness and mental health needs to improve emotional learning indicators	1-Sep-18	30-Jun-19
22 SETI Institute	Educational Services	Science teacher professional development	19-Sep-18	30-Sep-19
23 Stanford University	Educational Services	Research on educational outcomes	10-0ct-18	31-Dec-25
24 The Values Institute	Educational Services	Evaluate, improve and enhance instruction in their educational programs through analysis of data for students who have attended or who are currently attending the District.	1-Jul-18	30-Jun-19
25 University of California, Irvine	Educational Services	Study aimed to identify language, cognitive, and transcription factors that contribute to writing development for Spanish-speaking English learners	26-Sep-18	30-Jun-19
26 University of California, Irvine	Educational Services	Academic and cooperative exchange	29-Aug-18	With 3 months notice
27 University of California, Irvine	Head Start	UCI pediatric eye mobile and services to Head Start locations in the District	29-Aug-18	30-Jun-19

Conforming State University, Personne Harran Resources   Crother Octains and Personnes   Crother Octains and Color Accounted to Personnes   Crother Octains and Color	#	PARTNER	DEPARTMENT	SERVICE	AGREEMENT START DATE	AGREEMENT END DATE
Culturia State University, Education Human Resources Control and Processing programs of the University State University, Education Human Resources Control and Processing State University, Education Human Resources Control and Processing State University, Education Human Resources Control and Processing State University, Education Human Resources Control and Education Resources Control and Processing State University, Resources Control and Processing State University, Education Human Resources Control and Education Resources Control and			Human Resources	Educational experience and training to students of Biola University	7-Aug-18	30-Jun-22
Conforms Strie University, Fulleton  Land Strie University, Long Beach  Land Manna Resources  Educational information of the City of South Annual Resources  Education Strie University, Long Beach  Land Manna Resources  Education Strie University, Long Beach  Human Resources  Education Strie University and Education  Land Strie University and Education  Human Resources  Education Strie Education Strie Education  Human Resources  Education Strie Education Strie Education  Human Resources  Education Strie Education  Human Resources  Education Strie Education Strie Education Strie Education  Human Resources  Education Strie Education  Human Resources  Education Strie Education  Human Resources  Education Strie Education  Human Resources  Education Strie Education Str				Teacher education intership program	17-Jul-18	30-Jun-22
Cultionia Strite University, Long Babot  Annua Resources  Cultionia Strite University Cultionia  Cultionia Strite University  Cultionia Strite Universit			Human Resources	Clinincal practicum experience for University students	17-Jul-18	16-Jul-23
Cultionia State University, Long Boach Internal Resources Chapters University, Long Boach Internal Resources Chapters University, Long Boach Internal Resources Chapters University And Internal Resources Chapters University Chapters Ch				ional fieldwork experiences for students enrolled at the	24-Aug-17	30-Jun-22
Colpman University, Northridge Human Resources Education specialist internable Education benefits in Communication blooders and Selectes. 17-Jul-38   14-Jul-38	_		Human Resources	Social Work Agreement	29-Aug-18	30-Jun-22
Chapment Othersity         Imma Resources         Studention specialist Internable         Education specialist Internable         1 Aug 18         1 Aug 18           Chapment Othersity         Imma Resources         Strangework of cycle growting services to employers, employeers, page prediction of the cycle growting services to employers, employeers, page prediction of the cycle growting services to employeers, page prediction of the cycle growting services of the cycle			Human Resources	rders and	17-Jul-18	16-Jul-23
Mayor and Origonation the City of Santah Ahaman Resources.  Many and Origonation of the City of Santah Ahaman Resources.  Many and the Santah Ahaman Resources.  Many Control Lunhwestry  Many and the Santah Ahaman Resources.  Many Control Lunhwestry  Many Control Reductor  Man			Human Resources	Education specialist internship	1-Aug-18	1-Sep-23
National University Annual Resources internal Particles and Control of the Crownol of the Crowno				Supervised fieldwork and student teaching (Amendment)	1-Nov-15	31-Oct-20
Matternal University         Human Resources         Student learling or practicum resources         12-Jul-18         12-Jul-18           University         Human Resources         Student learling or practicum resources         Student learling or practicum resources         23-Jul-18         23-Jul-18           University of Polentix         Human Resources         Educational Experiences for University of Realizated         23-Jul-18         23-Jul-18           University of Realizated         Human Resources         Educational Experiences and Provides and Provides         23-Jul-18         23-Jul-18           University of Realizated         Human Resources         Interview of Realizated         23-Jul-18         23-Jul-18           Encasional Control         Pulpil Support Services         Find Enclarated and Annual Resources         13-Jul-18         23-Jul-18           California State University College Country Support Services         Pulpil Support Services         Clinical Interview of Resources         13-Jul-18         13-Jul-18           California State University College Country Support Services         Pulpil Support Services         Interview of Resources         13-Jul-18         13-Jul-18           Research Resources         Pulpil Support Services         Pulpil Support Services         Pulpil Support Services         13-Jul-18         13-Jul-18           Research Resources         Pulpil Su		i i	Human Resources	Framework for providing services to employers, employees, job seekers and others needing workforce services	10-Aug-16	30-Jun-19
Numerative the metaly throat Beacures (a businet beacures) Student seators and the students arounded at the University of La Verne (a business) and the students arounded at the University of La Verne (a business) and the State of Relational Endown Leaperteres for University of Relatinds (a business) and the State of Relatings (a business) (a business			Human Resources	Internship credential program	17-Jul-18	30-Jun-22
University of the three billion in the billion in the billion in three billion in thr			Human Resources	Student teaching or practicum experience for University students	17-Jul-18	30-Jun-22
University of Rediands Human Resources Human Resource Human Research Human Resource Human Research Human Resource Human Research Human Resource Human Research Human Resear			Human Resources	Educational fieldwork experiences for students enrolled at the University of La Verne	23-Aug-17	22-Aug-22
Human Resources internable controlled at the University of Rediands Human Resources internable classification of Rediands Human Resources internable classification of Rediands Human Resources Fide Registrate Programme Programm			Human Resources	Educational Experiences for Univerity students	17-Jul-18	30-Jun-22
State   Paper   Pape			Human Resources	edlands piyorcity	24-Aug-1/	1-Jun-19 30-Ina-10
California State University, Fullerton Peppi Support Services Clinical training for University Students County of Orange County Peppi Support Services Provides pre-entrols and their families practice good oral health habits as part of an overall healthy 3 Publis Support Services Provides pre-entrols and their families practice good oral health habits as part of an overall healthy 3 Publis Support Services Provides pre-entrols program Persistence or Provide Support Services Provide program Persistence Publis Support Services Provide optical/Vision services to the uninsured and low-income populations.  St. Lude Neighborhood Health Services Pupil Support Services Provide optical/Vision services to the uninsured and low-income populations.  St. Lude Neighborhood Health Services Pupil Support Services Provide optical/Vision services to the uninsured and low-income populations.  St. Lude Neighborhood Health Services Pupil Support Services Provide support Services Pupil		2	Punil Support Services	וובח שר נווב סווואבו אולא	10-Oct-18	30-Juli-13 1-Ort-21
County of Orange Health Care Agency         Pupil Support Services         Provide prevention and early intervention services         Provide prevention and early intervention services         20-May-15           Healthy Smiles for Kids of Orange County         Pupil Support Services         Replicate the onsite administration of influenza vaccines for District students         10-Aug-16           Neutral Ground         Pupil Support Services         Realizate the onsite administration of influenza vaccines for District students         11-Aug-18           Neutral Ground         Pupil Support Services         Teen parenting program         10-Cct-18           North OC Young Ives         Pupil Support Services         Provide optical/vision services to the uninsured and low-income populations.         11-Aug-17           Surve the People Community Health Center         Pupil Support Services         Provide optical/vision services to the uninsured and low-income populations.         11-Aug-17           Surphybank Cog         Pupil Support Services         Provide preventative denal services to the uninsured and low-income populations.         11-Aug-17           Supplybank Cog         Pupil Support Services         Provide si many SAVISD Berntified Social Services for students services to students as possible with school supply kits, dertal kits, hyglene         11-Aug-18           Incort of Committed Social Services Agency         Pupil Support Services         Previde dedentiativy services for students and femile services for students and femile		ersity, Fullerton	Pupil Support Services	Clinical training for University students	29-Jul-18	28-Jul-21
Healthty Smiles for kids of Orange County         Pupil Support Services         Hell pell thildren and their families practice good oral health habits as part of an overall healthy and services         1-Jun-18         10-Aug-16           Reaser Foundation Hospitals         Pupil Support Services         Young men's parenting program         10-Oct-18         10-Oct-18           Norange County Superintendent of Schools         Pupil Support Services         Feater parenting program         10-Oct-18         10-Oct-18           Server the People Community Health Center         Pupil Support Services         Foster youth data sharing         Provide optical/vision services to the uninsured and low-income populations.         1-Jul-18         10-Oct-18           St. Jude Neighborhood Health Services         Pupil Support Services         Provide optical/vision services to the uninsured and low-income populations.         1-Jul-18         10-Oct-18           St. Jude Neighborhood Health Services Agency         Pupil Support Services         Pupil Support Services         Pupil Support Services         1-Jul-18         11-Jul-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         1-Jul-18         11-Jul-18           University of Southern California         Pupil Support Services         Healthy Tomorrows program         1-Jul-18         1-Jul-18           Hapara, Inc.         Research and Evaluation			Pupil Support Services	Provide prevention and early intevention services	20-May-15	With 30 days notice
Kaiser Foundation         Pupil Support Services         Facilitate the onsite administration of influenza vaccines for District students         1-Jun-18           Neutral Ground         Pupil Support Services         Young men's parenting program         1-Jul-18         1-Jul-18           North OC Younglives         Pupil Support Services         Provide on parenting program         1-Jul-18         1-Jul-18           Orange Country Superintendent of Schools         Pupil Support Services         Provide optical/vision services to the uninsured and low-income populations.         1-Jul-17           St. Lude Neighborhood Health Services         Pupil Support Services         Provide perventative dental services to the uninsured and low-income populations.         1-Jul-17           St. Lude Neighborhood Health Services         Pupil Support Services         Provide as many SAUSD identified sudents as possible with school supply kits, dental kits, hygiene         1-Jul-17           Support Services         Pupil Support Services         Dental and preventative care services for students         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Supervised duration field experiences for students and families         1-Jul-18           Writtal Dental         Pupil Support Services         Supervised duration field experiences for students and families         1-Jul-18           Writtal Dental         Research and Evaluation         Rese		nty	Pupil Support Services	Idren and their families practice good oral health habits	10-Aug-16	With 30 days notice
Neutral Ground         Uppil Support Services         Young men's parenting program         1-00-18           North OC Younglives         Pupil Support Services         Teen parenting program         1-10-18         1-10-18           Orange County Superintendent of Schools         Pupil Support Services         Provide preventative dental services to the uninsured and low-income populations.         1-10-17           St. Jude Neighborhood Health Services         Pupil Support Services         Provide preventative dental services to the uninsured and low-income populations.         1-10-17           Supphybank. Org         Pupil Support Services         Provide preventative dental services to the uninsured and low-income populations.         1-10-17           Supphybank. Org         Pupil Support Services         Provide preventative care services to the uninsured and low-income populations.         1-10-17           TeanSmile         Pupil Support Services         Dental and preventative care services for students         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         1-Aug-18           University of Southern California         Pupil Support Services         1-Indentity services for students and families         1-Aug-18           Hapara, Inc.         Research and Evaluation         Research project consisting of a collaborative effort between Hapara and Santa Ana on the Industrial Pagency integration by tr	_		Pupil Support Services	Facilitate the onsite administration of influenza vaccines for District students	1-Jun-18	31-Dec-19
North OC Younglives         Pupil Support Services         Teen parenting program         Ti-Ju-18         1-Ju-18           Orange County Superintendent of Schools         Pupil Support Services         Foster youth data sharing         1-Ju-17         1-Ju-17           Serve the People Community Health Center         Pupil Support Services         Provide a preventative dental services to the uninsured and low-income populations.         1-Ju-17         1-Ju-17           St. Jude Neighborhood Health Services         Pupil Support Services         Provide as many SAUSD identified sudents as possible with school supply kits, dental kits, hygiene         1-Ju-17         1-Ju-17           Supplybank Org         Pupil Support Services         Dental and preventative care services for students         8-Aug-18         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         1-Ju-18         1-Ju-18           University of Southern California         Pupil Support Services         Supervised education field experiences for college students         1-Ju-18         1-Ju-18           Virtual Dental Care         Pupil Support Services         Supervised education field experiences for students         1-Ju-18         1-Ju-18           Kristi Hagans         Research and Evaluation         Research project consisting of a collaborative effort between Hapara and Satta Ana on the natural evaluation         1-Ju-			Pupil Support Services	Young men's parenting program	10-Oct-18	30-Jun-19
Orange County Superintendent of Schools         Pupil Support Services         Foster youth data sharing         In-Oct-18         10-Oct-18           Serve the People Community Health Center         Pupil Support Services         Provide optical/Vision services to the uninsured and low-income populations.         1-Aug-17         1-Aug-17           St. Jude Neighborhood Health Services         Pupil Support Services         Provide as many SAUSD identified sudents as possible with school supply kits, dental kits, hygiene kits and other materials.         1-Jul-17         2-Jan-18           Supplybank.Org         Pupil Support Services         Dental and preventative care services for students as possible with school supply kits, dental kits, hygiene strand other materials.         2-Jan-18         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         1-Gul-18         1-Jul-18           University of Southern California         Pupil Support Services         Supervised education field experiences for students and families         1-Jul-18         1-Jul-18           Virtual Dental Care         Pupil Support Services         Tele-dentistry services for students and families         1-Jul-18         1-Jul-18           Kristi Hagans         Research and Evaluation         Inter-agency integration and coordination of SAUSD's multi-tiered system of supports         1-Jul-18         1-Jul-18           Stanford University			Pupil Support Services	Teen parenting program	1-Jul-18	30-Jun-19
Serve the People Community Health Center         Pupil Support Services         Provide optical/vision services to the uninsured and low-income populations.         1-Aug-17           St. Jude Neighborhood Health Services         Pupil Support Services         Provide as many SAUSD identified sudents as possible with school supply kits, dental kits, hygiene         1-Jul-17           Supplybank.Org         Pupil Support Services         Pupil Support Services         Pervaled and other materials.         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         1-Aug-18         1-Aug-18           University of Southern California         Pupil Support Services         Supervised education field experiences for college students         1-Aug-18         1-Aug-18           Virtual Dental Care         Pupil Support Services         Tele-dentistry services for students and families         1-Jul-18         1-Jul-18           Kristi Hagans         Research and Evaluation         Inter-agency integration and coordination of SAUSD's multi-tiered system of student writing in the cloud.         1-Jul-18         1-Jul-18           Stanford University         Research and Evaluation         Allow the use of teacher characteristics and student address data for the approved studies on 1-Jul-18         1-Jul-18			Pupil Support Services	Foster youth data sharing	10-0ct-18	30-Jun-22
St. Jude Neighborhood Health Services         Pupil Support Services         Provide preventative dental services to the uninsured and low-income populations.         1-Jul-17         1-Jul-17           Supphybank. Org         Pupil Support Services         Rits and other materials.         Pupil Support Services         Services and preventative care services for students         8-Aug-18         8-Aug-18           The County of Orange Social Services Agency         Pupil Support Services         Healthy Tomorrows program         16-Jul-18         1-Jul-18           University of Southern California         Pupil Support Services         Supervised education field experiences for college students         1-Jul-18         1-Jul-18           Virtual Dental Care         Pupil Support Services         Tele-dentistry services for students and families         1-Jul-18         1-Jul-18           Virtual Dental Care         Research and Evaluation         Research project consisting of a collaborative effort between Hapara and Santa Ana on the nature of student writing in the cloud.         1-Jul-18         1-Jul-18           Kristi Hagans         Research and Evaluation         Inter-agency integration and coordination of SAUSD's multi-tiered system of support.         1-Jul-18         1-Jul-18           Allow the use of teacher characteristics and student address data for the approved studies on the secarch and Evaluation         Allow the use of teacher characteristics and student address data for the approved studies on 1-Jul-18			Pupil Support Services		1-Aug-17	1-Aug-19
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TeamSmilePupil Support ServicesDental and preventative care services for students8-Aug-18The County of Orange Social Services AgencyPupil Support ServicesHealthy Tomorrows program16-Jul-18University of Southern CaliforniaPupil Support ServicesSupervised education field experiences for college students1-Aug-18Virtual Dental CarePupil Support ServicesTele-dentistry services for students and families1-Jul-18Hapara, Inc.Research and EvaluationResearch project consisting of a collaborative effort between Hapara and Santa Ana on the nature of student writing in the cloud.1-Jul-18Kristi HagansResearch and EvaluationInter-agency integration and coordination of SAUSD's multi-tiered system of support.1-Jul-18Stanford UniversityResearch and EvaluationAllow the use of teacher characteristics and student poverty.1-Aug-15			Pupil Support Services	Provide as many SAUSD identified sudents as possible with school supply kits, dental kits, hygiene kits and other materials.	22-Jan-18	30-Jun-22
The County of Orange Social Services AgencyPupil Support ServicesHealthy Tomorrows program16-Jul-18University of Southern CaliforniaPupil Support ServicesSupervised education field experiences for college students1-Jul-18Virtual Dental CarePupil Support ServicesTele-dentistry services for students and families1-Jul-18Hapara, Inc.Research and EvaluationResearch project consisting of a collaborative effort between Hapara and Santa Ana on the nature of student writing in the cloud.1-Jul-17Kristi HagansResearch and EvaluationInter-agency integration and coordination of SAUSD's multi-tiered system of support.1-Jul-18Stanford UniversityResearch and EvaluationAllow the use of teacher characteristics and student address data for the approved studies on class size, SEL variation by teachers, and student powerty.1-Aug-15	_		Pupil Support Services	care	8-Aug-18	8-Aug-19
University of Southern California         Pupil Support Services         Supervised education field experiences for college students         1-Aug-18         1-Aug-18           Virtual Dental Care         Pupil Support Services         Tele-dentistry services for students and families         1-Jul-18         1-Jul-18           Hapara, Inc.         Research and Evaluation         Inter-agency integration and coordination of SAUSD's multi-tiered system of support.         1-Jul-18         1-Jul-18           Stanford University         Research and Evaluation         Allow the use of teacher characteristics and student address data for the approved studies on data size, SEL variation by teachers, and student poverty.         1-Aug-15         1-Aug-15	_		Pupil Support Services	Healthy Tomorrows program	16-Jul-18	With 30 days notice
Virtual Dental Care       Pupil Support Services       Tele-dentistry services for students and families       1-Jul-18       1-Jul-18         Hapara, Inc.       Research and Evaluation       Research project consisting of a collaborative effort between Hapara and Santa Ana on the nature of student writing in the cloud.       1-Jul-17       1-Jul-18         Kristi Hagans       Research and Evaluation       Inter-agency integration and coordination of SAUSD's multi-tiered system of support.       1-Jul-18       1-Jul-18         Stanford University       Research and Evaluation class size, SEL variation by teachers, and student poverty.       1-Aug-15       1-Aug-15			Pupil Support Services	Supervised education field experiences for college students	1-Aug-18	1-Aug-19
Hapara, Inc.Research and EvaluationResearch project consisting of a collaborative effort between Hapara and Santa Ana on the nature of student writing in the cloud.1-Jul-17Kristi HagansResearch and EvaluationInter-agency integration and coordination of SAUSD's multi-tiered system of support.1-Jul-18Stanford UniversityAllow the use of teacher characteristics and student address data for the approved studies on class size, SEL variation by teachers, and student poverty.1-Aug-15			Pupil Support Services	Tele-dentistry services for students and families	1-Jul-18	30-Jun-19
Kristi HagansResearch and EvaluationInter-agency integration and coordination of SAUSD's multi-tiered system of support.1-Jul-18Stanford UniversityAllow the use of teacher characteristics and student poverty.1-Aug-15			Research and Evaluation	orative effort between Ha	1-Jul-17	31-Jul-18
Stanford University  Research and Evaluation class size, SEL variation by teachers, and student poverty.			Research and Evaluation	О	1-Jul-18	30-Jun-19
			Research and Evaluation	Allow the use of teacher characteristics and student address data for the approved studies on class size, SEL variation by teachers, and student poverty.	1-Aug-15	30-Jun-20

61 Orange County Department of Education Services Internet access Internet Internet access Internet In	# PARTNER	DEPARTMENT	SERVICE	AGREEMENT START DATE	AGREEMENT END DATE
	31 Orange County Department of Education	Technology Innovation Services	Internet access	1-Jul-18	30-Jun-19

### **Independent Contractor Agreement**

This AGREEMENT is hereby entered into between the Santa Ana Unified School District, hereinafter referred to as "DISTRICT," and Dreams for Schools, 16381 Scientific, Irvine, Ca 92618 hereinafter referred to as "CONTRACTOR."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

### NOW, THEREFORE, the parties agree as follows:

<u>Services to be provided by CONTRACTOR</u>: Learning opportunities at that will promote
the critical skills students will need to progress through and develop a STEM-themed
mobile game application. The mission of Dreams for Schools is to inspire, create and
educate students to be STEM literate with hard and soft skills needed to become the
critical thinkers, creative leaders and technologists of tomorrow. This program will be
offered at our After School Program at Spurgeon Intermediate.

### Services shall be provided by (Name of specific individual, if required).

- 2. <u>Term:</u> CONTRACTOR shall commence providing services under this AGREEMENT on 10/1/2018 and will diligently perform as required and complete performance by 12/5/2018.
- 3. <u>Compensation:</u> DISTRICT agrees there is no cost to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT.
- 4. <u>Expenses:</u> DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

- 5. <u>Independent Contractor</u>: CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.
- 6. <u>Materials:</u> CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

  CONTRACTOR's services will be performed, findings obtained, reports and recommendations

prepared in accordance with generally and currently accepted principles and practices of his/her profession.

- 7. <u>Invoices:</u> CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved services as outlined in section 1, *Services to be provided by CONTRACTOR* at the cost outlined in section 3, *Compensation*.
- 8. <u>Originality of Services:</u> CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

- 9. <u>Copyright/Trademark/Patent:</u> CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
- 10. Conflict of Interest: CONTRACTOR represents and warrants the following:
- (a) No Current or Prior Conflict of Interest. That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.
- (b) Notice of Potential Conflict. If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.
- (c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.
- 11. <u>Termination:</u> DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the

CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within TEN (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the TEN (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

- 12. <u>Hold Harmless:</u> CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:
  - (a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
  - (b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in

any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

- (c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.
- 13. <u>Insurance</u>: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
- 14. <u>Assignment:</u> The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.
- 15. <u>Compliance With Applicable Laws:</u> The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.
- 16. <u>Permits/Licenses:</u> CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

- 17. <u>Employment With Public Agency:</u>, CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 18. <u>Entire Agreement/Amendment:</u> This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.
- 19. <u>Nondiscrimination</u>: CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.
- 20. <u>Non Waiver:</u> The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 21. <u>Notice:</u> All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

**DISTRICT:** 

Santa Ana Unified School District

1601 E. Chestnut Ave

Santa Ana, CA 92701

**CONTRACTOR:** 

**Dreams for Schools** 

16381 Scientific

Irvine, Ca 92618

- 22. <u>Severability:</u> If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 23. <u>Attorney Fees/Costs:</u> Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.
- 24. <u>Governing Law:</u> The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.
- 25. <u>Exhibits:</u> This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

### THIS AGREEMENT IS ENTERED INTO THIS $26^{TH}$ DAY OF SEPTEMBER, 2018.

DISTRICT:	CONTRACTOR:
Ву:	By: KHALILA
Signature	Signature
Jonathan Geiszler	Nithin Jilla
Printed Name	Printed Name
Director of Purchasing	Executive Director
Title	Title
9/27/18	9/26/2018
Date Signed	Date Signed

<sup>\*</sup> Risk Manager will review all insurance requirements for the District.

### Independent Contractor Agreement

This AGREEMENT is hereby entered into between the Santa Ana Unified School District, hereinafter referred to as "DISTRICT," and Inspira Behavior and Advocacy Specialists, 4195 N. Viking Way Ste 150, Long Beach, CA 90808 hereinafter referred to as "CONTRACTOR."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. <u>Services to be provided by CONTRACTOR</u>: will provide 1:1 services for Leonardo Butanda, student at Garfield Elementary, during the Engage 360° program. Based on student needs, the schedule will determined/adapted on a weekly basis. Services will be provided at the school site the student is attending.

### Services shall be provided by (Name of specific individual, if required).

- 2. <u>Term:</u> CONTRACTOR shall commence providing services under this AGREEMENT on 10/1/2018 and will diligently perform as required and complete performance by 6/30/2019.
- 3. <u>Compensation:</u> DISTRICT agrees there is cost to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT.
- 4. <u>Expenses:</u> DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

- 5. <u>Independent Contractor</u>: CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.
- 6. <u>Materials</u>: CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

  CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.
- 7. <u>Invoices:</u> CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved services as outlined in section 1, Services to be provided by CONTRACTOR at the cost outlined in section 3, Compensation.
- 8. <u>Originality of Services:</u> CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

- 9. <u>Copyright/Trademark/Patent:</u> CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
- 10. Conflict of Interest: CONTRACTOR represents and warrants the following:
- (a) No Current or Prior Conflict of Interest. That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.
- (b) Notice of Potential Conflict. If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.
- (c) Termination for Material Conflict. If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.
- 11. <u>Termination:</u> DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to

others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within TEN (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the TEN (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

- 12. <u>Hold Harmless:</u> CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:
  - (a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
  - (b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury

- or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
- (c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.
- 13. *Insurance*: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
- 14. <u>Assignment:</u> The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.
- 15. <u>Compliance With Applicable Laws:</u> The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.
- 16. <u>Permits/Licenses:</u> CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

- 17. <u>Employment With Public Agency:</u> CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 18. <u>Entire Agreement/Amendment</u>: This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.
- 19. *Nondiscrimination:* CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.
- 20. <u>Non Waiver:</u> The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 21. <u>Notice</u>: All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

### DISTRICT:

Santa Ana Unified School District 1601 E. Chestnut Ave Santa Ana, CA 92701

### CONTRACTOR:

Inspira Behavior and Advocacy Specialists 4195 N. Viking Way Ste. 150 Long Beach, CA 90808

- 22. <u>Severability:</u> If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 23. <u>Attorney Fees/Costs:</u> Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.
- 24. <u>Governing Law:</u> The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.
- 25. <u>Exhibits:</u> This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 27<sup>TH</sup> DAY OF SEPTEMBER, 2018.

DISTRICT:	CONTRACTOR:
Ву:	By: Etizabert Jequira
Signature	Signafure V
Jonathan Geiszler	EUZABETH SEQUEIRA, MEd, BCBA
Printed Name	Printed Name
Director of Purchasing	Clinical Director
Title	Title
16/2/18	09.24.2018
Date Signed	Date Signed

<sup>\*</sup> Risk Manager will review all insurance requirements for the District.



### Program Partner Agreement



Thank you for your interest in becoming a Jumpstart program partner for the coming year and beyond! This Agreement covers the essential aspects of the Jumpstart program partnership and requests information that is crucial to the success of the partnership and the Jumpstart program. We encourage you to work closely with Jumpstart program staff in your area to complete this form. If you have questions, please contact Katie Herbst at (657) 278-4406 or kherbst@fullerton.edu.

Note: If you are unable to check "yes" for any of the items in this document, please do not sign at the end of the document until you have discussed these items with the Jumpstart site manager listed above.

Date form is completed: 8/13/18	ombroska droka a 1889 skuld
Name of Center/Location: Santa Ana Unified School Dist	rict Head Start Program
Center/Location Address: 1629 Center Street San	ta Ana, CA 92704
Center/Location Telephone: 714 431 7576	Fax:
Name of Principal/Director: Charlotte S. E.	
Name and title of person completing form:Charlotte Ervin-C	Coordinator
Please designate a staff person at your program to be the official (preferably Director or Education Coordinator):  Name and title of liaison:Paul Salazar - Assistant Coordinator.	
Liaison's contact information (best way to reach):	
How many total children (birth to age 6) are served in your cer	nter? <u>556</u>
How many children ages 36 to 59 months are served in your ce	enter? <u>556</u>
The term of this Agreement shall commence on the date listed 2017-2018 program year.	above and end at the completion of the
Jumpstart depends on the strength of our partnerships with ea make our program, and our service to young children, a succes taking to complete this Agreement, and we look forward to wo program a reality at your center!	ss. We deeply appreciate the time you are
As with any partnership, we believe that the process, not just the piec	ce of paper, ensures a strong relationship.

Intranet>SMB>Program Partners Last updated on 04,02.17

Program Partner Agreement

Thank you for your continued communication and work with us to build that partnership.





Ī,	SCHOOL SUCCESS
JU	MPSTART WILL:
1)	Recruit and train Corps members to provide language and literacy support to children in a low ratio environment with small group learning opportunities
2)	Conduct two-hour Jumpstart sessions, twice a week, consisting of a group of Corps members and children, and a team leader providing guidance
3)	Provide a research-based, developmentally appropriate curriculum that supports children's development in oral language, books and print knowledge, and phonological awareness (key emergent or early literacy skills) for use during Jumpstart sessions

- 4) Provide site manager support for implementation of high quality Jumpstart sessions through ongoing observation and feedback with Jumpstart teams and communication with teachers and staff 🕺
- 5) Supplement educational materials and supplies, including core storybooks and manipulative items, to enhance and extend children's learning during Jumpstart sessions
- 6) Provide two to six hours of Classroom Assistance Time by each Corps member weekly, to support children and teachers in the regular classroom setting

THE	CENTER	WILL	

<b>TH!</b> 7)	Provide a classroom for each Jumpstart team in which at least 75% of enrolled children are 36 to 59 months of age at the start of the school year  Yes
	AND 75% of enrolled children are from low-income families as defined by federal guidelines for reduced-cost meals.
	Each classroom will host Jumpstart sessions and provide Jumpstart Corps members access to all children normally enrolled in these classrooms
De	signated classroom #1
	# of children in classroom #1
	% of children in classroom #1 from low-income communities in 2015-2016
	% of children in classroom #1 that were between 36-59 months in 2015-2016
	Days and Hours of Classroom #1 (e.g. MWF 8:30-2:00)
	Name of Lead Teacher in Classroom #1
De	signated classroom #2
	# of children in classroom #2
	% of children in classroom #2 from low-income communities in 2015-2016
	% of children in classroom #2 that were between 36-59 months in 2015-2016  Days and Hours of Classroom #2 (e.g. MWF 8:30-2:00)
	Name of Lead Teacher in Classroom #2

Please report demographic information to the best of your ability. If there are more than two designated Jumpstart classrooms, please write them in Section XI at the end of this document and be sure to include the same data points (% low-income and % within age range).

8) Ensure that an adequate number of children will be enrolled in the classroom(s) selected to host Jumpstart sessions by the start of sessions, or early enough in the program year to allow late-enrolled





	children to participate in Jumpstart for a span of 120 calendar days, and that children will consistently be present during scheduled Jumpstart session times in order to allow Jumpstart tengage the anticipated number of children	0
9)	Anticipated number of children: 556 Work with Jumpstart to create and implement contingency plans, in the event that child enrollment or attendance during scheduled Jumpstart sessions does not allow Jumpstart to engage the desired number of children. Contingency plant include, but are not limited to: moving a Jumpstart team to another preschool classroom, accommodating a pull-out session model that combines children from multiple classrooms, rel Jumpstart from this agreement (if no reasonable options exist to allow Jumpstart access to the of children required to fulfill related goals or maintain recommended Corps member:child rational Yes	rt is may easing number
10)	Adhere to the following at all times Jumpstart Corps members or staff members are present:	
	Provide supervision and accompaniment (direct physical presence) by licensed center teacher	Yes
	Ensure that all licensing and operational policies are met	Yes
	Retain liability for children, licensing, operational policies, and other regulations at all times	Yes
11)	Arrange to have a consistent licensed teacher, preferably the regular teacher(s) for the classroo hosting sessions, present and participating in the Jumpstart session (actively participating; supporting classroom and behavior management; directly supporting children with significant disabilities or significant behavioral challenges; acting as a "Jumpstart partner" for children as needed); Center and center teachers will be solely responsible for any classroom emergencies including without limitation, any child medical emergency, or behavior-related emergency, or actions involving center children.	ŧ
	Teacher(s) supporting sessions: see chart below	
12)	For dual-language programs or other programs supporting instruction and adult-child interaction languages other than English, ensure that Jumpstart sessions are scheduled at a time/block who English is the dominant language of instruction for children. Please note: Jumpstart sessions at delivered in English.	en
13)	Allow Jumpstart to use books & general supplies in the classroom/center	Yes
14)	Provide snack for the Jumpstart session, if required by schedule/licensing	Yes
15)	Provide space for the Jumpstart team(s) to meet before/after Jumpstart sessions	Yes
16)	Provide storage space for the Jumpstart team(s)	Yes
17)	Ensure that teachers welcome individual Corps member participation in their classrooms for Classroom Assistance Time for up to six hours per week	Yes
II.	FAMILY INVOLVEMENT.	
1)	MPSTART WILL:  Train and support Corps members to communicate and reinforce the Jumpstart-home learnin connection with families of children in Jumpstart	
2)	Provide families with information about the Jumpstart program, educational resources related Jumpstart's approach, and regular communication about their children's participation in Jum Orient families to Jumpstart at the start of the program year	

Program Partner Agreement Intranet>SMB>Program Partners Last updated on 04.02.17





•	consult with center staff on implementation of Jumpstart family activities
5)	CENTER WILL:  Connect Jumpstart with a family involvement coordinator (if applicable) at the center so that  Jumpstart can:  Coordinate our efforts with pre-existing family activities at your center  Consult them regarding our family activities (orientations, communication)  Yes
	If yes, Name: Daicy Cruz Contact Info: (714)431 7576
6)	Invite Jumpstart to participate in existing family events:
	Names/dates of eyents:
7)	Assist Jumpstart in informing families that children will be participating in Jumpstart by distributing session information on Jumpstart's behalf and speaking with families at your center Yes
8)	Provide support, including translations (as per center's capacity), to assist Corps members in communicating with families whose home language is not English  Yes
9)	Include a description of Jumpstart in a newsletter or mailing to families
10)	Allow Jumpstart to use the center's logo on any communication to families Yes
11)	Allow Jumpstart to have access to a portion of a bulletin board to post program information Yes
	DITIONAL INFORMATION: What is the best way to reach out to families of children who will participate in Jumpstart sessions? How can Jumpstart work with your center in this effort?
-	en de la composition de la composition La composition de la composition de la La composition de la
13)	How could Jumpstart's communication with families and other family involvement activities be integrated with those of your center?
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111.	CHILD ASSESSMENT AND MEASURING IMPACT

### JUMPSTART WILL:

- 1) Request consent to collect and utilize information related to children's language and literacy abilities and demographic data from children's families, using Jumpstart's standard Consent Form.
- Collect information related to children's language and literacy abilities reported by teachers using the Jumpstart School Success Checklist teacher rating form and/or administer the Test of Preschool Early Literacy (TOPEL). Center participation in one or both assessment methods will be determined by Jumpstart and communicated to center staff by the start of the program year. Jumpstart will only use and report children's scores in aggregate to better understand and represent the impact of our program.
- 3) Provide information and guidance to support the child assessment process:

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- For centers selected to participate in the Jumpstart School Success Checklist process, Jumpstart
  will communicate timelines for Jumpstart School Success Checklist completion based on session
  start and end dates determined in partnership with the center. Jumpstart will provide guidance
  and support for center teachers to complete this process in a timely fashion twice per year, three
  times per year for California sites where applicable;
- For centers selected to participate in the TOPEL process, Jumpstart will provide basic information
  about assessment tools, scheduling, and space needs. Jumpstart assessors will come to the center
  to collect language and literacy information about children who have parent/guardian consent
  during the two to three weeks prior to session and the two to three weeks after session concludes.
- 4) Provide the following point person for coordinating the child assessment process on Jumpstart's behalf and work with Jumpstart staff to collect additional, important information to assess Jumpstart's impact:

Name/Title Katie Herbst, Site Manager Phone (657) 278-4406

5) Use information related to children's demographic information and language and literacy abilities, as reported by teachers on the Jumpstart School Success Checklist or collected by Jumpstart using the TOPEL, to gauge the effectiveness of the Jumpstart program to continuously improve Jumpstart's program model

### THE CENTER WILL:

6) Assist Jumpstart in obtaining Consent Forms authorizing Jumpstart to collect and utilize children's demographic data and information related to children's language and literacy abilities as reported by teachers and/or to administer the TOPEL by distributing and collecting forms on Jumpstart's behalf

And work with Jumpstart to ensure Consent Forms related to assessment are completed and returned by all families of children in participating classrooms prior to teachers completing any Jumpstart School Success Checklists or Jumpstart assessors administering the TOPEL

Yes

- 7) If selected to participate in the Jumpstart School Success Checklist process:
  - Work with Jumpstart to arrange an orientation/training to this process for classroom teachers before teachers complete pre-session Jumpstart School Success Checklists

    Yes
  - Ensure each teacher in a participating classroom completes the *Jumpstart School Success Checklist* process for children in their classroom
  - Ensure that Checklists are completed within the requested timeframes twice a year, during
    program start-up (usually September) and wrap-up (usually May), plus a third Checklist
    during the mid-year period (usually February) for California sites where applicable
- 8) If selected to participate in the direct assessment process:
  - Coordinate with Jumpstart site managers to schedule time for assessors to come in and
    collect language and literacy information about children who have parent/guardian consent
    during the two to three weeks prior to session and the two to three weeks after session
    concludes
  - Provide space in the back of the classroom, or another space where a licensed center staff
    member would be present, for assessments to occur
- 9) Provide Jumpstart with consistent access to center level data, including but not limited to aggregate demographic data (not for individual children), or inform Jumpstart in writing if the center cannot





	provide this information. This information is important for our program reporting and improvement
	and is not used to place a "value" or "weight" on specific centers or children
10)	Provide Jumpstart with consistent access to child level data for children with parental consent,
	including but not limited to available demographic data (i.e. gender, race, language, socio-economic
	status, date of birth), attendance data, and assessment data for individual children
11)	Provide the following point person for coordinating the child assessment process on the center

behalf and work with Jumpstart staff to collect additional, important information to assess Jumpstart's impact:

Name/Title	Paul Salazar	Phone/ext.	(714) 640-7207

### IV. CORPS MEMBER MANAGEMENT AND DEVELOPMENT

### JUMPSTART WILL:

- Train Corps members to work effectively with young children, while encouraging them to choose career and service opportunities that positively impact early childhood education and their communities
- Support improvement of Corps members' classroom practice and interactions with children through ongoing observation and feedback
- 3) Model and reinforce developmentally appropriate practice and quality implementation of Jumpstart's curriculum through ongoing coaching by site managers and team leaders

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- 4) Engage Corps members in annual performance reviews based on interactions in the classroom and general participation in the Jumpstart program
- 5) Engage Corps members in a service-learning course designed to help students critically analyze concepts in the field of Child and Adolescent Development through the lens of their experiences serving young children
- 6) Encourage Corps members to learn from classroom teachers

### THE CENTER WILL:

- 7) Encourage teachers to communicate regularly with the Jumpstart site manager, team leader or designated Corps member regarding classroom curriculum
- 8) Ensure that Corps members are not participating in or asked to participate in activities prohibited by AmeriCorps while they are serving at the center

  The following is a list of AmeriCorps prohibited activities. Corps members cannot participate in these activities while participating in Jumpstart activities, wearing the Jumpstart uniform (Jumpstart t-shirt or sweatshirt with appropriate logos), or earning hours.
  - Attempting to influence legislation.
  - Organizing or engaging in protests, petitions, boycotts, or strikes.
  - Assisting, promoting or deterring union organizing.
  - Providing abortion services or referrals for receipt of such services.
  - Impairing existing contracts for services or collective bargaining agreements.
  - Engaging in partisan political activities or other activities designed to influence the outcome of an election to any public office.
  - Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials.





- Engaging in religious instruction; conducting worship services; providing instruction as
  part of a program that includes mandatory religious instruction or worship; constructing
  or operating facilities devoted to religious instruction or worship; maintaining facilities
  primarily or inherently devoted to religious instruction or worship; or engaging in any
  form of religious proselytization.
- Providing a direct benefit to a for-profit entity; a labor union; a partisan political
  organization; a nonprofit organization that fails to comply with the restrictions contained
  in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political
  activities or substantial amount of lobbying except that nothing in these provisions shall
  be construed to prevent participants from engaging in advocacy activities undertaken at
  their own initiative; or an organization engaged in the religious activities described in the
  preceding sub-clause, unless Grant funds are not used to support the religious activities.
- Conducting, initiating or participating in voter registration drives. In addition,
   Corporation funds may not be used to conduct a voter registration drive.
- Nonduplication. Corporation assistance may not be used to duplicate an activity that is
  already available in the locality of a program. And, unless the requirements of
  nondisplacement below are met, Corporation assistance will not be provided to a private
  nonprofit entity to conduct activities that are the same or substantially equivalent to
  activities provided by a State or local government agency in which such entity resides.
- Nondisplacement. (1) An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance. (2) An organization may not displace a volunteer by using a member. (3) A service opportunity may not be created under the program that will infringe in any manner on the promotional opportunity of an employed individual. (4) The member may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee. (5) The member may not perform any services or duties, or engage in activities that: will supplant the hiring of employed workers; or are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures. (6) The member may not perform services or duties that have been performed by or were assigned to any: Presently employed worker; Employee who recently resigned or was discharged; Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; Employee who is on leave (terminal, temporary, vacation, emergency, or sick); Employee who is on strike or who is being locked out.
- Such other activities as CNCS may prohibit.

### The center shall adhere to the following restrictions on Corps member service:

9) NOT hire Corps members as paid employees during their Jumpstart term of service

\* Yes

- 10) NOT allow Corps members to serve in the place of paid employees at your center, for example serving as regular or substitute teachers
  - Yes
- 11) NOT allow Corps members to serve children without the supervision and accompaniment (physical presence) of a licensed teacher who has been cleared for access to children through the center's criminal history check process OR is otherwise permitted access to vulnerable populations by the nature of his or her profession as an educator

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### ADDITIONAL INFORMATION:

12) Please comment on the role of teachers in your center. What do you want Jumpstart and our Corps members to know about working with teachers?

### V. ADMINISTRATIVE POLICIES & PROCEDURES

### **JUMPSTART WILL:**

- 1) Streamline administrative procedures whenever possible by supporting, rather than duplicating, the policies and procedures used by centers.
- 2) Adhere to all required administrative tasks and procedures as requested.
- 3) Initiate criminal history checks of AmeriCorps members before they are allowed to begin classroom service. AmeriCorps members will be allowed to serve with Jumpstart once they have successfully initiated all components of a criminal history check in accordance with Jumpstart's policy and applicable state regulation(s). These checks include a National Sex Offender Public Website check, state(s) of service and of residence through the AmeriCorps designated state repositories, and a FBI fingerprint check.
- 4) Initiate criminal history checks of Jumpstart members before they are allowed to begin classroom service. Jumpstart members will be allowed to serve with Jumpstart once they have successfully initiated all components of a criminal history check in accordance with Jumpstart's policy and applicable state regulation(s). These checks include a National Sex Offender Public Website check and a FBI fingerprint check.
- 5) Assist the Center in meeting local medical/health requirements for Corps members (e.g. TB tests, etc.) by following up with Corps members as needed to ensure medical/health requirements needed by the Center are received.

### THE CENTER WILL:

- 6) Provide a current certificate of insurance to ensure proper coverage and liability insurance is in place
- 7) Provide an orientation for Jumpstart Corps members to center policies and procedures relevant to the work of Jumpstart, such as classroom rules, sign in/sign out procedures, abuse and neglect reporting procedures, etc.
- 8) Provide in-kind valuation for classroom space used by Jumpstart teams using Jumpstart's *Program*Partner In-Kind Form by end of Jumpstart sessions.
- 9) Communicate and collect local medical/health requirements for Corps members (e.g. TB tests, etc.)
  Yes
- 10) NOT allow Corps members to serve children without the supervision and accompaniment (physical presence) of a licensed teacher who has been cleared for access to children through the center's criminal history check process OR is otherwise permitted access to vulnerable populations by the nature of his or her profession as an educator (additional accompaniment conditions noted in section VI, 8).

### ADDITIONAL INFORMATION:

11) Please complete the table below with all of the criminal history checks you require of volunteers. Be sure to include all current requirements for Corps members to serve at your location.

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	C 271	•		c ~~*	4			**			Τ ==	•	4 4-4		 ·····		-

Name of Check	Source of Check	Timing Requirement of Check	Price of Check	Who is responsible for conducting the check?
Rapture System	Head Start Sites	Prior to October 15,2018	None	School Sites
	***************************************			
				,

### VI. CHILD ABUSE PREVENTION AND PROTECTION POLICY

### JUMPSTART WILL:

- Provide Corps members with training and coordinate center staff to provide an orientation in order to:
  - Provide information on recognizing signs of child abuse
  - Review Jumpstart's child abuse prevention and protection policies
  - Orient Corps members to the center's child abuse reporting procedures
- 2) Provide center staff with the most current version of Jumpstart's Child Abuse Prevention and Protection Policy, including notification of any updates or revisions. This document includes the policy we communicate to Corps members for steps to take in the event of suspected abuse or neglect and prohibited and permissible activities for Corps members engaging with children.
- 3) Prohibit Jumpstart staff, Corps members and non-Corps member volunteers from being left unaccompanied with children and ensure that Corps members adhere to Jumpstart's prohibited and allowable activities lists
- 4) In any instance where a Jumpstart Corps member, staff member or non-Corps member volunteer suspects that a child is being abused or neglected, follow Jumpstart's Child Abuse Prevention and Protection Policy and the procedures of the program partner to comply with all state and local regulations regarding reporting abuse or neglect; work with center staff to navigate any policy conflicts, as needed
- 5) Discuss with Corps members the importance of respecting confidentiality guidelines in all work with children and families, and require all Corps members to sign an assurance of confidentiality form

### THE CENTER WILL:

6) Provide Jumpstart with a copy of center's child abuse and neglect reporting policy

Yes Yes

III Niona

- 7) Orient Corps members to the center's child abuse reporting procedures (to be followed in conjunction with Jumpstart's Child Abuse Prevention and Protection Policy)

  Yes
- 8) Ensure that Jumpstart staff, Corps members and non-Corps member volunteers are accompanied by (in the physical presence of) teachers or other center staff who have been cleared for access to children through the center's criminal history check process OR are otherwise permitted access to vulnerable populations by the nature of their profession as educators at all times Jumpstart operates. This may require additional documentation to ensure that accompaniment occurred.





During program audits by select funders, Jumpstart may be asked to obtain documentation of the center's criminal history check procedures, definitions of "educators" or others roles permitted access to children by the nature of their professions, and/or documentation of history check clearance. Do you agree to make these available to Jumpstart's auditors if requested?

9) Abide by the most recent version of Jumpstart's Child Abuse Prevention and Protection Policy, agree to support Corps members' efforts to follow this policy, and agree to work with Jumpstart to navigate any policy conflicts (as needed).
Yes

### VII. PUBLIC RELATIONS

### JUMPSTART WILL:

- 1) Obtain media releases, included in Consent Forms, for all children participating in Jumpstart
- Communicate with center staff to coordinate planning and scheduling of occasional site visits or media outreach

### THE CENTER WILL:

- Be willing to take part in an occasional discussion with Jumpstart supporters
- 4) Be willing to help schedule occasional site visits to the center for Jumpstart supporters

Yes

5) Allow Jumpstart to videotape or photograph the site, staff, and/or children for the purp oses of promoting the program, provided media releases have been obtained Yes

### VIII. JUMPSTART-PROGRAM PARTNER RELATIONSHIP

### JUMPSTART WILL:

- 1) Be proactive and responsive in communicating with the center
- 2) Ask program partner for formal feedback twice a year
- 3) Use feedback from center liaison, teachers, and other staff in continually seeking to improve the quality of the partnership and services provided

### THE CENTER WILL:

4) Provide feedback to Jumpstart at the middle and end of the school year, through completion of the Program Partner Feedback Form and/or other formats

### IX. DISCLAIMER AND LIABILITY LIMITATION

Except as expressly set forth in this Agreement, each service provided by Jumpstart under this agreement is provided "as is" and "as available," with no representations or warranties of any kind. In no event shall Jumpstart, Corps members, the Center or their officers, directors, employees or agents be liable to the other on any basis arising from or related to this Agreement for any special, indirect, incidental or consequential damages.

### X. PROGRAM PARTNER COMMITMENT

Our center is a registered 501(c)(3) non-profit organization

Yes

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By signing below, we signify our commitment to a partnership between Jumpstart and <u>Santa Ana Unified</u> School District Head Start Program (program partner name), including all information and terms outlined above.

44	Jonathan Geiszler	10/2/201
Signature of Center Representative & Title	Printed Name	Date
Cest Lat Site	Manager Kathleen	Herbst 9/28/18
Signature of Jump tart Representative & Titl	e Printed Name	Date

Reminder: If you are unable to check "yes" for any of the items in this document, please do not sign here until you have discussed these items with the Jumpstart site manager listed above.



### XI. CLASSROOM INFORMATION

Note to Program Partners: Jumpstart collects the following information on an annual basis to help us plan and make decisions regarding our team placement and impact in the community. If you are unable or unwilling to provide this information, please notify Jumpstart in writing, as outlined in the Program Partner Agreement.

children are from low-income families as defined by federal guidelines for reduced-cost meals. Please include classrooms that are being served Please complete the following grid for all classrooms at your center in which 75% of enrolled children are 36 to 59 months of age and 75% of by Jumpstart as well as those that are not. This information will help Jumpstart identify potential additional classrooms we might serve in the future.

Name of Lead Teacher	<u> Melanie Mendoza</u>	Carmen Maldonado, Angelica Soto	Thach Nguyen Ana Martinez	Zully Rodriguez, Gabriela Adame	Yeni Imenez , Amanda Lara
Days and Hours of Classroom (e.g. MWF 8:30-2:00)	M-Thu -7:45 am-4:15pm	M-F7:30 am 4:30 pm	M-Thu 7:45 am-4:15	M- F 7:30 am-4:30 pm	M-Thu -7:45 am-4:15pm
% of children in classroom from low- income families in 2017- 2018	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	100
% of children in classroom that were between 36-59 months in 2015-2016	<u>100</u>	<u>100</u>	<u>100</u>	001	100
Number of Children in Classroom (approx.)	ଯ	77	17	77	17
If not a lumpstart classroom, would it be potential for the future? (y or n)					
Iumpstart   Classroom   (y = yes/n = no)	Yes	Yes	Yes	Yes	Yes
Name/Number of Classroom (e.g. Room 1, Little Leaders)		<u>Edison – 402</u>	lackson RM 12	Monte Vista RM 46	Roosevelt - RM 2

Jumpstart site:	SAUSD Head Start Sites	Center name:	Center name: Head Start Centers
Date completed:	August 13,2018		



Program Partner Agreement Intranet>SMB>Program Partners Last updated on 04.02.17

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Approval/Ratification of Listing of Software License Agreements with

Santa Ana Unified School District for 2018-19 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

**Services** 

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval/ratification of the listing of software license agreements with Santa Ana Unified School District for the 2018-19 school year.

### **ITEM SUMMARY:**

• Software License Agreements for the 2018-19 school year

### **RATIONALE:**

Software License Agreements have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement. The attached list identifies various software license agreements that will provide services throughout the District.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environmental for all.

**Action: 07** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 010** Purchasing

### **FUNDING:**

Various Funds

### **RECOMMENDATION:**

Approve/ratify the listing of software license agreements with Santa Ana Unified School District for the 2018-19 school year.

MR:jg:mm

# 2018-19 Annual Listing of Software Licenses October 23, 2018

### Software Recommended for Board Approval

#	Vendor	Software	2017-18 Amount	2018-19 Amount
1	Asana	Project management software for Techonology Innovation Services	1,500.00	2,398.00

2,398.00 Subtotal

## 2018/19 Software Previously Board Approved

#	Vendor	Software	2017-18 Amount	2018-19 Amount
7	5-Star Students, LLC	Student engagement system	•	2,061.00
3	ACDC Leadership and Consulting	Exam preparation software for AP students	-	700.00
4	Achieve3000	Achieve3000 licenses	188,901.74	200,000.00
2	ACT, Inc.	Student testing software	75,142.50	35,000.00
9	Actively Learn	Online literacy platform	11,815.00	4,865.00
7	Aeries Software	Aeries software license and support subscription	112,760.00	112,760.00
8	Alteryx	Alteryx Designer Desktop	15,585.00	15,585.00
6	American Red Cross	On Line Learning Management module for CPR/First Aid/AED instruction.	2,500.00	2,000.00
10	Amgraf, Inc.	Windows software for the creation of electronic and Internet forms with PDF generator module	3,825.50	2,075.50
11	Apex Learning	12 month subscription of comprehensive courses for SAUSD High schools	98,200.00	98,200.00
12	AZComp Technologies	Medical billing software for ROP	1	7,468.10
13	Blackboard – ParentLink/ Mobile Communications App	Will provide a reliable mass notification system for sending messages via voice, text, email, push notification, website announcement, website alert, and social media and includes teacher-to-parent communication tool.	87,368.40	73,360.56
14	Blackboard - Schoolwires Web Hosting Services	Will provide Website and content management system software with reliable web hosting that offer web presence to engage our K-12 community with easy-to-use web tools optimized for mobile viewing to editing content, upload photos, and communicate with our district audiences effortlessly.	62,796.00	62,796.00
15	Blazar Communications	Mailing hardware and software maintenance	25,366.00	26,000.00
16	Bluebeam	Construction drawing software	4,185.00	4,200.00
17	Brainpop	Online instruction software	13,710.00	13,710.00
18	BrightBytes	BrightBytes administers a technology access and integration survey to students, parents, and staff each year. The resulting data has been an integral component of our annual LCAP planning process and provides insights into how well we are integrating technology into our classroom instruction.	92,658.23	92,658.23
19	Britannica	Database collection	31,895.00	32,000.00
20	Canvas	Cloud-based learning management system (LMS) SAUSD is using to connect digital tools and resources to students, teachers, parents, and the community	218,304.87	225,000.00

#	Vendor	Software	2017-18 Amount	2018-19 Amount
=		To provide service and support of the online catering software that includes website		
21	Cater Trax	hosting, technical support, service pack maintenance, and all on-going updates and	2,700.00	2,700.00
		enhancements.		
22	CollegeBoard	College Ready and Success System	160,825.00	203,394.00
23	Continuity Focus	Data security software and hardware	378,192.43	149,925.62
24	Curriculum Associates	iReady diagnostic and instructional for math and reading	7,100.00	7,100.00
		Instructional videos and multimedia assets that can be downloaded for use in the		
25	Discovery Education	classroom. Provides curriculum standards search capabilities to align multimedia	•	75,000.00
		material to the content standards.		
56	Don Johnston	Reading and writing soiftware for students with autism and other complex needs	4,189.71	10,774.08
27	E-Control Systems, Inc.	Temperature monitoring software support for Nutrition Services	450.00	450.00
28	ECS Imaging	Laserfiche software	29,668.00	29,767.00
29	EDClub	1 year subscription to Typing Club.	1,516.80	1,550.00
30	Edmentum	Reading Eggs - Program License ( July 1, 2017 - June 30, 2018)	3,200.00	3,200.00
31	Education Management, Inc.	To provide annual support of the Meals Plus Point of Sale site licensing at all school sites.	30,597.75	12,760.50
32	Enchanted Learning	children's educational resources which are designed to capture the imagination while maximizing creativity, learning, and enjoyment.	3,480.00	4,000.00
33	EnergyCAP	Energy management software	4,266.00	4,266.00
34	eSchool Solutions	Substitute system	31,978.72	31,978.72
35	Explore Learning	Relfex and Gizmos licenses	30,597.75	3,275.00
36	Explore Learning	Reflex Math Site License	2,965.50	3,000.00
37	Faronics	Computer management and protectoin software	15,153.60	15,200.00
38	Filemaker Pro Advisor	Custom app creator	5,493.65	5,533.00
39	Flocabulary	Online vocabulary instructional resource	4,400.00	4,400.00
40	Follett Educational Services	Infrastructure software to inventory and circulate all district textbooks, Chromebooks, iPads, and other technology as well as all school library books including compatible	57,889.34	58,000.00
		audiobook and ebook platforms		
41	Gale	Gale Student Resources in Context is a general research database for the high schools which provides access to magazine and journal articles, reference works, primary sources, etc.	22,365.00	24,000.00
42	Goguardian	Website content filters	3,780.00	14,000.00
43	Gray Step Software	Software Agreement is needed for our ASB accounting. ASBworks is the new ASB software that we are using.	10,482.00	23,000.00
44	Home Campus	Athletic Association Software for Valley High School	1,195.00	1,195.00
45	Hoonuit	Web-based software training for more than 100 applications student and educators use everyday. There are short, easy-to-view-and-understand tutorials that can be viewed anytime/anywhere there is Internet access.	11,998.60	14,000.00
46	llluminate	Data and Assessment Management System with Grading Software Board Approved	225,125.00	225,126.00
47	Image One	To provide the design and support of the LCFF English/Spanish meal applications, and software support of Rocketscan.	1,800.00	7,490.00

#	Vendor	Software	2017-18 Amount	2018-19 Amount
48	ISITE Software, School Nutrition and Fitness	To provide service and support of the Nutrition Services web site.	995.00	1,995.00
49	IXL Learning	Math Site licenses for grades 6-8	17,640.00	17,640.00
20	Jamf Software	Enterprise management software for the Apple platform	23,255.00	34,128.00
51	Kaltura	License, software, and support for the Kaltura video platform product for use with Canvas, districtwide.	56,340.00	56,340.00
52	Learning A-Z	Educational Resources For Teachers, Students & Schools Reading License	12,099.00	12,250.00
53	Learning Genie, Inc,	Portfolio, assessment and family engagement	5,168.00	10,910.00
54	Lexia	Reading Core5 Subscription	278,445.47	280,000.00
22	Mastery Connect	Assessment and benchmark software	3,420.00	7,045.00
56	MIND Research Institute	ST Math is a software program used in virtually all of our elementary schools as a supplemental curriculum for students. In many classrooms, the program supports a blended rotation model that engages students in self-paced learning through the ST math platform. We recently completed a program evaluation that demonstrates that the students who use the ST Math platform the most have the largest gains in math	242,063.47	171,697.00
		אבווסווומווכב אז וווכמזמובת של נווב ועואד מזזכנזווובווני		
57	Mitchell Repair Information Company	Online automotive repair information, vehicle maintenance, automotive diagnostic data, and labor estimating website for ROP	2,427.00	1,099.00
28	МоруМах	Reading, Writing, Language, Math & Assessments	5,526.00	5,550.00
26	MyOn	MyOn License	111,100.60	112,000.00
09	Mystery Science	Mystery Science school membership	8,738.00	8,800.00
61	NCS Pearson/Certiport	Gmetrix MOS practice tests and exams for ROP	15,380.00	15,500.00
62	Nearpod	Student online learning	7,749.00	8,000.00
63	Netwrix	Data risk monitoring and protection	38,959.90	39,000.00
64	News-2-You*	Special educations software, curriculum and learning tools	-	45,805.80
92	NewsELA	Online library	40,756.00	41,000.00
99	NNAT 3 (Pearson)	NNAT3 online license	49,750.00	49,750.00
29	Noetix	Oracle business intelligence program enhancements	19,438.00	20,215.00
89	NoRedInk	Internet based writing curriculum	8,500.00	8,500.00
69	Northwest Evaluation Association	Web-based MAP learning	506,000.00	506,000.00
20	Oracle	Enterprise resource planning software license and maintenance	385,511.59	385,600.00
71	Panorama Education		63,000.00	63,000.00
72	Parchment	full-service student record/transcript exchange platform for all District high schools	28,000.00	29,680.00
73	Pearson Ed, Inc.	iLit licenses	309,323.64	260,390.40
74	Powtoon	Video creator	-	708.00
75	Public Safety Software Group	Volunteer management system for police explorer program	162.00	324.00
9/	Ragnasoft Incorporated	Planit scheduling service for SAUSD Police	3,040.00	3,040.00
77	Raptor	Visitor, Volunteer & Contractor Management allowing District to know and approve who is coming onto our school campuses	28,800.00	30,600.00
78	Reading Plus (PMD Consulting)	Subscription for Reading Plus	97,400.00	97,500.00
79	Renaissance	Accelerated Reader and Star Reader subscription	29,858.30	427,645.34

#	Vendor	Software	2017-18 Amount	2018-19 Amount
8	Renaissance Learning	software licenses for Dual Language Schools.	23,858.30	24,000.00
81	Rochester software	WebCRD	8,950.00	8,950.00
82	Rosetta Stone, LTD	Rosetta Stone licenses for K-12 and parents	5,750.00	15,200.00
83	School Dude	Work order system	39,665.00	39,665.00
84	Second Step	Social-emotional middle school program	•	2,499.00
85	Shmoop	School Lcense for Math and ELA remediation.	10,000.00	10,000.00
98	Smart Learning Suite	Smart Learning Suite combines lesson delivery, assessment, student collaboration and game-based learning software into one ultimate education suite	15,070.28	15,100.00
87	Smarty Ants	Smarty Ants - Reading Software	68,853.75	70,000.00
88	Software House International	District wide Microsoft Licenses	131,788.00	328,000.00
89	Sokikom	Sokikom Common Core Math Program Software License	10,400.00	10,400.00
90	Starfall	Online instruction software	1,890.00	1,900.00
91	Stoneware	LanSchool K-12 Single School Site License (1500+ devices) in a single primary or single secondary school	4,795.00	4,800.00
95	Survey Gizmo	Online survey platform	4,000.00	4,000.00
63	SymbolStix PRIME*	Online symbol search engine and materials creation platform for individuals with special needs.	-	19,417.90
94	Tableau Server	Server - Web Client Interactor Maintenance	00:000'9	6,000.00
92	Telestream	Live video streaming software	2,502.00	2,338.38
96	Tumblebooks	Online media platform with access to 300+ elementary level ebooks plus related videos and games.	33,000.00	33,000.00
97	Turnitin	Assignment originality software	24,336.60	16,217.28
86	Two trees	Lenovo secure cloud access, maintenance and techincal support. Hosted, academic, volume 15000-40000 licenses, linux, WIN, Mac, Solaris	23,125.00	23,125.00
66	Unique Learning System*	Standards-based curriculum specifically designed so that students with special needs can access the general education curriculum	1	117,732.10
100	Vantage Leanring	MY Access! Software site license	1	75,000.00
101	Vantage Leanring	MY Access! Software site license	458.10	200.00
102	Vimeo	Video software	399.00	399.00
103	Visix	Software support and maintenance subscription renewal - #Axis TV, K12 standard server and meeting minder	905.82	1,000.00
104	VMI	Encapture, closed caption software for the Board	17,940.00	18,000.00
105	Vocabulary.com/Thinkmaps	Online vocabulary instructional resource	12,150.00	12,150.00
* 3-Ye	* 3-Year license	2018/19	Subtotal Software Licenses	5,556,630.51 5,559,028.51

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Ratification of Expenditure Summary and Warrants Issued Over

\$25,000 for the Period of September 26, 2018 through October 9, 2018

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

**Services** 

PREPARED BY: Kelli Levanger, Director, Accounting, Payroll and Student Attendance

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of the Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000. Warrants are payments of expenditures previously approved through Board action.

### RATIONALE:

### **ITEM SUMMARY:**

- Snapshot of all warrants issued for period of September 26, 2018 through October 9, 2018
- All expenditures were previously approved through prior Board action
- Board Policy 3300
- Required by Education Code 17604

The Expenditure Summary Report provides a summary of all warrants created during the period of September 26, 2018 through October 9, 2018 by funding source. The Detailed Warrant Listing Report of expenditures \$25,000 and over lists each individual warrant created by vendor for the period of September 26, 2018 through October 9, 2018. Expenditures contained in these reports have been Board approved through prior Purchase Order agenda approval submissions. The warrants listed reflect payments against these Purchase Orders.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environmental for all.

Action: 07 Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

Services: 003 Accounting

### **FUNDING:**

No fiscal impact.

### **RECOMMENDATION:**

Ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000 for the period of September 26, 2018 through October 9, 2018.

MR:mm



### Santa Ana Unified School District

Stefanie P. Phillips, Ed.D., Superintendent

Date: October 9, 2018

To: Stefanie P. Phillips, Ed.D., Superintendent

From: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

Services

Subject: Expenditures Summary: From 26-SEP-2018 through 09-OCT-2018

Fund 01 General Fund	\$6,345,147.52
Fund 09 Charter School Fund	\$21,094.25
Fund 12 Child Development	\$6,453.49
Fund 13 Cafeteria Fund	\$999,620.83
Fund 14 Deferred Maintenance Fund	\$23,101.21
Fund 25 Capital Facilities Fund	\$11,794.37
Fund 35 County School Facilities Fund	\$45,524.48
Fund 40 Special Reserve Fund	\$140,820.01
Fund 49 Capital Project Fund for Blended Component	\$1,500.00
Fund 68 Workers' Compensation	\$20,599.20
Fund 69 Health & Welfare	\$7,060,638.13
Fund 81 Property & Liability	\$16,644.47
Total Expenditures:	\$14,692,937.96

Prepared by: Kelli Levanger, Director, Accounting, Payroll and Student Attendance Expenditures summary report includes all District payments.

1601 E. Chestnut Ave., Santa Ana, CA 92701, (714) 558-5501

September 26, 2018\*

Page 1 of 3

	September 20, 2018		rage 1 of 3
Check #	<u>Vendor</u>	<b>Location</b>	<u>Amount</u>
Fund (	01 General Fund		
84256575	BENCHMARK EDUCATION COMPANY		\$292,420.57
04230373	Lottery: Instructional Materials	STATE TEXTBOOKS	φ232,420.3 <i>1</i>
	•		
84256454	BOYS AND GIRLS CLUB OF SANTA ANA		\$25,275.45
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
84256456	CITY OF SANTA ANA		\$29,448.02
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256469	FOLLETT SCHOOL SOLUTIONS, INC.		\$52,269.92
	Lottery: Instructional Materials	STATE TEXTBOOKS	
	Title III Limited English Proficiency LEP Student Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
84256484	WARE DISPOSAL, INC.		\$47,315.61
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256493	XEROX CORPORATION		\$54,709.11
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
		PUBLICATIONS	
84256495	APPLE, INC.		\$88,750.00
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
	Medi-Cal Billing Option	PSYCHOLOGICAL SERVICES/APE	
	Special Education	SPECIAL EDUCATION	
	Unrestricted Discretionary Accounts	SIERRA PREPARATORY ACADEMY	
84256511	SANTA MARGARITA FORD		\$36,675.77
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
84256512	SANTA MARGARITA FORD		\$36,675.77
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
84256513	SANTA MARGARITA FORD		\$36,675.77
	Ongoing & Major Maintenance Account	BUILDING SERVICES	

	September 26, 2018		Page 2 of 3
Check #	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84256453	AT&T		\$28,196.38
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256516	SENECA FAMILY OF AGENCIES		\$43,252.00
	Special Ed: Mental Health Services	SPECIAL EDUCATION	
84256578	JFK TRANSPORTATION		\$68,025.50
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	HOOVER ELEMENTARY SCHOOL	
	Pupil Transportation (7230/7240)	TRANSPORTATION DEPARTMENT	
	SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	
	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
84256580	OC TRANSIT, INC.		\$89,050.00
	SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	
84256584	VANTAGE LEARNING		\$75,000.00
	Department Unrestricted Discretionary Accounts	K-12 TEACHING AND LEARNING	
84256589	AREY JONES EDUCATIONAL SOLUTIONS		\$45,931.06
	Department Unrestricted Discretionary Accounts	EDUCATIONAL SERVICES DIVISION	
	Dept. SC-LCFF-Supplemental/Concentration	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		SCHOOL CLIMATE	
		SCHOOL POLICE SERVICES	
	Medi-Cal Billing Option	PSYCHOLOGICAL SERVICES/APE	
		SPEECH & LANGUAGE	
	Special Education	SPECIAL EDUCATION	
84256515	SELMAN CHEVROLET COMPANY		\$42,240.11
	Ongoing & Major Maintenance Account	BUILDING SERVICES	

### SAUSD Board of Education Warrant Listing September 26, 2018

	<del>-</del>		_
Vendor		Location	Amount

**Fund 13 Cafeteria Fund** 

Check #

84256628 GOLD STAR FOODS \$66,552.52

Child Nutrition: School Programs NUTRITION SERVICES

84256648 GOLD STAR FOODS \$38,374.09

Child Nutrition: School Programs NUTRITION SERVICES

84256650 GOLD STAR FOODS \$71,963.45

Child Nutrition: School Programs NUTRITION SERVICES

84256656 LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE \$81,083.08

Child Nutrition: School Programs NUTRITION SERVICES

**Fund 40 Special Reserve Fund** 

84256682 DAVE BANG ASSOCIATES, INC. \$89,613.83

Fund 40 Kitchen Remodeling SANTA ANA HIGH SCHOOL

Fund 69 Health & Welfare

84256687 BLUE SHIELD OF CALIFORNIA \$6,982,597.89

Health & Welfare - Active Employees DISTRICT EMPLOYEE BENEFITS

Health & Welfare - Retired Employees DISTRICT EMPLOYEE BENEFITS

*Grand Total:* \$8,422,095.90

Page 3 of 3

<sup>\*</sup>Warrant listing report includes payments for \$25,000 and over.

	Se	eptember 28, 2018*	Page 1 of 1
Check #	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 0	1 General Fund		
84256698	EASY TURF, INC.		\$90,974.17
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
84256697	VISTA CHARTER PUBLIC SCHOOLS		\$424.74F.00
04230097	Fund 01 General Fund	CACILACCOLINIT	\$134,715.00
	rund of General Fund	CASH ACCOUNT	
84256695	VISTA CHARTER PUBLIC SCHOOLS		\$42,019.00
	Fund 01 General Fund	CASH ACCOUNT	
84256694	ORANGE COUNTY SCHOOL OF THE ARTS		\$963,029.00
0.120000	Fund 01 General Fund	CASH ACCOUNT	4000,020.00
84256693	ORANGE COUNTY EDUCATIONAL ARTS AC	CADEMY	\$264,960.00
	Fund 01 General Fund	CASH ACCOUNT	
84256692	NOVA ACADEMY EARLY COLLEGE HIGH S	CHOOL	\$178,615.00
0.20002	Fund 01 General Fund	CASH ACCOUNT	<b>411 3,01010</b>
84256691	MAGNOLIA EDUCATIONAL RESEARCH FO	UNDATION	\$368,466.00
	Fund 01 General Fund	CASH ACCOUNT	
84256690	EL SOL SCIENCE AND ARTS ACADEMY		\$399,330.00
	Fund 01 General Fund	CASH ACCOUNT	<b>, ,</b>
84256689	EDWARD B. COLE, SR. ACADEMY		\$146,971.00
	Fund 01 General Fund	CASH ACCOUNT	
84256688	EDNOVATE, INC.		\$164,844.00
-	Fund 01 General Fund	CASH ACCOUNT	. ,

*Grand Total:* \$2,753,923.17

<sup>\*</sup>Warrant listing report includes payments for \$25,000 and over.

	October 03, 2018*		Page 1 of 4
Check #	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
04050005	DENIALCOANCE LEADNING INC		£207.400.00
84256825	RENAISSANCE LEARNING, INC.  Dept. SC-LCFF-Supplemental/Concentration	K-12 TEACHING AND LEARNING	\$387,196.02
	Dept. 30-Lor i - Supplemental/Concentration	N-12 TEACHING AND LEARNING	
84256750	CITY OF SANTA ANA		\$46,042.43
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256751	DE LAGE LANDEN FINANCIAL SERVICES, INC.	DIOTRIOT WIDE	\$48,976.70
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256752	FOLLETT SCHOOL SOLUTIONS, INC.		\$59,333.71
	Lottery: Instructional Materials	STATE TEXTBOOKS	
	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	
	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	
84256753	FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES		\$70,879.75
	SC-LCFF-Supplemental/Concentration	K-12 SCHOOL PERFORMANCE AND CULTURE	
84256754	KALTURA, INC.		\$56,340.00
	Dept. SC-LCFF-Supplemental/Concentration	TECHNOLOGY INNOVATION SERVICES	
84256755	RODOLFO CAZALES dba TOYAMA KARATE-DO		\$25,129.60
04200700	30-R2002-653 Before and After School Learning & Safe Neighborhood	AFTER SCHOOL PROGRAMS	Ψ20,120.00
	Partnerships		
84256756	SOUTHERN CALIFORNIA EDISON		\$126,149.23
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84256757	TERRIS BARNES WALTERS BOIGON HEATH, INC.	BUSINESS SERVICES DIVISION	\$34,038.39
	Department Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	
84256810	COAST COMMUNITY COLLEGE DISTRICT		\$72,702.36
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
84256814	JFK TRANSPORTATION		\$73,209.50
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	HOOVER ELEMENTARY SCHOOL	
	Pupil Transportation (7230/7240)	TRANSPORTATION DEPARTMENT	

October 03, 2018 Page 2 of 4 Check # Vendor Location Amount

Sp. Ed. Pupil Transportation TRANSPORTATION DEPARTMENT

Unrestricted - Regional Occupational Center Prog. (ROC/P 6350) REGIONAL OCCUPATIONAL PROGRAM

84256749 **ACTIVE LEARNING, INC.** \$25,192.00

30-R2002-653 Before and After School Learning & Safe Neighborhood

Partnerships

84256823 **RAPTOR TECHNOLOGIES, LLC** \$30,900.00

**Emergency Preparedness and Operations** RISK MANAGEMENT

GREENVILLE FUNDAMENTAL ELEMENTARY **Unrestricted Discretionary Accounts** 

SCHOOL

KING ELEMENTARY SCHOOL

AFTER SCHOOL PROGRAMS

HOONUIT, LLC 84256861 \$459,143.00

Data warehouse K-12 SCHOOL PERFORMANCE AND CULTURE

JFK TRANSPORTATION 84256866 \$25,722.75

K-12 TEACHING AND LEARNING Communication Studies (Speech and Debate)

E-Business Academy [0473] CHS CENTURY HIGH SCHOOL

FRANKLIN ELEMENTARY SCHOOL IASA: Title I Basic Grants Low-Income and Neglected, Part A

GODINEZ FUNDAMENTAL HIGH SCHOOL

LATHROP INTERMEDIATE SCHOOL

MENDEZ FUNDAMENTAL INTERMEDIATE

**SCHOOL** 

MONROE ELEMENTARY SCHOOL

SANTIAGO ELEMENTARY SCHOOL

SEGERSTROM HIGH SCHOOL

WALKER ELEMENTARY SCHOOL

WASHINGTON ELEMENTARY SCHOOL

SC-LCFF-Supplemental/Concentration CENTURY HIGH SCHOOL

GODINEZ FUNDAMENTAL HIGH SCHOOL

SADDLEBACK HIGH SCHOOL

SANTA ANA HIGH SCHOOL

SEGERSTROM HIGH SCHOOL

October 03, 2018 Page 3 of 4

<u>Check # Vendor</u> <u>Location</u> <u>Amount</u>

VALLEY HIGH SCHOOL

Unrestricted Discretionary Accounts ESQUEDA ELEMENTARY SCHOOL

GODINEZ FUNDAMENTAL HIGH SCHOOL

KENNEDY ELEMENTARY SCHOOL

MCFADDEN INTERMEDIATE SCHOOL

SADDLEBACK HIGH SCHOOL

SANTA ANA HIGH SCHOOL

VILLA FUNDAMENTAL INTERMEDIATE SCHOOL

WILLARD INTERMEDIATE SCHOOL

84256816 OC TRANSIT, INC. \$45,175.00

Sp. Ed. Pupil Transportation TRANSPORTATION DEPARTMENT

### Fund 13 Cafeteria Fund

84256894 EMS LINQ INC. \$26,315.00

Child Nutrition: School Programs NUTRITION SERVICES

84256904 GOLD STAR FOODS \$209,645.66

Child Nutrition: School Programs NUTRITION SERVICES

84256906 GOLD STAR FOODS \$139,767.29

Child Nutrition: School Programs NUTRITION SERVICES

84256908 LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE \$68,820.17

Child Nutrition: School Programs

MAC ARTHUR FUNDAMENTAL INTERMEDIATE
SCHOOL

SCHOOL

MENDEZ FUNDAMENTAL INTERMEDIATE

SCHOOL

NUTRITION SERVICES

SANTA ANA HIGH SCHOOL

VALLEY HIGH SCHOOL

84256910 LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE \$69,627.12

Child Nutrition: School Programs NUTRITION SERVICES

October 03, 2018 Page 4 of 4

Check # Vendor Location Amount

**Fund 25 Capital Facilities Fund** 

84256924 HMC ARCHITECTS \$622,556.31

Fund 25 Community Redevelopment Funds CENTURY HIGH SCHOOL SANTA ANA HIGH SCHOOL

**Fund 35 County School Facilities Fund** 

84256928 DLR GROUP, INC. dba DLR GROUP - WESTLAKE REED \$33,304.48

Fund 35 OPSC School Facilities Bond Projects

MUIR FUNDAMENTAL ELEMENTARY SCHOOL

**Fund 40 Special Reserve Fund** 

84256930 MURDOCH, WALRATH & HOLMES \$44,000.00

Emergency Repair Program-Williams Case FACILITIES/GOVERNMENTAL RELATIONS

**Fund 69 Health & Welfare** 

84256935 DELTA DENTAL INSURANCE COMPANY \$45,403.58

Health & Welfare - Active Employees DISTRICT EMPLOYEE BENEFITS

Health & Welfare - Retired Employees DISTRICT EMPLOYEE BENEFITS

84256937 THE STANDARD INSURANCE COMPANY \$30,797.24

Health & Welfare - Active Employees DISTRICT EMPLOYEE BENEFITS

**Grand Total:** \$2,876,367.29

<sup>\*</sup>Warrant listing report includes payments for \$25,000 and over.

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Ratification of Purchase Order Summary and Listing of all Purchase

Orders, for the Period of September 26, 2018 through October 9, 2018

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

**Services** 

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of the Purchase Order Summary Report and Detailed Purchase Order Listing for all purchase orders created during the period of September 26, 2018 through October 9, 2018. The Board through individual agenda items has previously approved purchase orders for contracts over \$25,000.

### **ITEM SUMMARY:**

- Snapshot of purchase orders issued between September 26, 2018 through October 9, 2018
- Board Policy 3300
- Education Code 17604

### **RATIONALE:**

The Purchase Order Summary Report provides a summary of all purchase orders created during the period of September 26, 2018 through October 9, 2018 by funding source. The Detailed Purchase Order Listing Report lists each individual purchase order created by vendor for the period of September 26, 2018 through October 9, 2018. Board Policy 3300 and Education Code 17604 specifically authorizes the Board to delegate signature authority on behalf of the District to the District Superintendent or designee. Such delegation of signature authority serves to expedite the financial transactions or any other contract.

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and

working environmental for all.

**Action: 07** Support the enhancement of school climate through smooth operations,

processes, and customer service by ensuring that all staff engage in

culturally proficient interaction with the public and customer service.

**Services: 010** Purchasing

### **FUNDING:**

No fiscal impact.

## **RECOMMENDATION:**

Ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of September 26, 2018 through October 9, 2018.

MR:jg:mm



## Santa Ana Unified School District

Stefanie P. Phillips, Ed.D., Superintendent

Date: October 9, 2018

To: Stefanie P. Phillips, Ed.D., Superintendent

From: Manoj Roychowdhury, Interim Deputy Superintendent, Administrative

Services

Subject: Purchase Order Summary: From 26-SEP-2018 through 09-OCT-2018

Fund 01	21st Century ASSETS (roll-up 4124)	\$ 8,291.06
Fund 01	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	\$ 39,127.56
Fund 01	CTE Incentive Grant	\$ 1,775.50
Fund 01	CTE Incentive Grant Program	\$ 34,525.21
Fund 01	California Career Pathways Trust	\$ 107,936.61
Fund 01	California Clean Energy Jobs Act (Prop 39)	\$ 11,432.00
Fund 01	Cell Leases-Facilities	\$ 19,250.00
Fund 01	College Readiness Block Grant	\$ 1,480.91
Fund 01	Communication Studies (Speech and Debate)	\$ 4,254.00
Fund 01	Dashboard Support Schools	\$ 27,105.00
Fund 01	Data Warehouse	\$ 459,143.00
Fund 01	Department Unrestricted Discretionary Accounts	\$ 200,398.02
Fund 01	Dept. SC-LCFF-Supplemental/Concentration	\$ 463,678.50
Fund 01	Donations (Miscellaneous)	\$ 141,428.65
Fund 01	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grant Program	\$ 1,950.00
Fund 01	Education Academy [0434] CHS	\$ 469.39
Fund 01	Fund 01 General Fund	\$ 15,695,786.71
Fund 01	Global Business Academy [0190] VHS	\$ 260.00
Fund 01	Head Start	\$ 728.94
Fund 01	IASA: Title I Basic Grants Low-Income and Neglected, Part A	\$ 262,879.49
Fund 01	IASA: Title I Migrant Ed Regular Program	\$ 120.53
Fund 01	Lottery: Instructional Materials	\$ 6,771.89
Fund 01	Medi-Cal Billing Option	\$ 249,811.23
Fund 01	MediCal Administrative Activities (MAA)	\$ 178,360.91
Fund 01	One-Time Carryover Funds	\$ 16,204.08
Fund 01	Ongoing & Major Maintenance Account	\$ 607,679.56
Fund 01	Positive School Climate Model	\$ 1,224.49
Fund 01	S.D. Bechtel, Jr. Foundation	\$ 117,600.00
Fund 01	SC-Early Learning (PreK-Gr 6)	\$ 46,900.00
Fund 01	SC-LCFF-Supplemental/Concentration	\$ 52,452.95

## **BOARD OF EDUCATION**

	· ·		\$	.,
Fund 68	Fund 68 Workers' Compensation		\$	9,780.86
		Grand Total:	\$	2,272,426.08
Fund 40	Fund 40 Special Reserve Fund		\$	50,000.00
Fund 40	Fund 40 QZAB Solar Energy Savings 2012 (eff 2014-15)		\$	75,000.00
Fund 40	Fund 40 Kitchen Remodeling		\$	67.68
Fund 40	Fund 40 California Solar Initiative Rebate		\$	1,098,012.08
Fund 40 Fund 40	Emergency Repair Program-Williams Case Fund 40 2016 Lease Purchase		\$	1,039,349.81 9,996.51
Fund 40	Emerganov Popair Program Williams Case		¢	1 020 240 94
		Grand Total:		35,000.00
Fund 35	Fund 35 OPSC School Facilities Bond Projects		\$	35,000.00
		Grand Total:	\$	1,439,260.83
Fund 25	Fund 25 Community Redevelopment Funds		\$	1,386,440.33
Fund 25	Fund 25 City Santa Ana Redevelopment		\$	52,320.50
Fund 25	Fund 25 Capital Facilities Fund		\$	500.00
		Grand Total:	<u> </u>	67,951.25
Fund 14	Fund 14 Deferred Maintenance Fund	Grand Total:	\$ <b>\$</b>	67,951.25
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	10 11 11 11 11 11 11		\$	110,375.12
Fund 13	Child Nutrition: School Programs		\$	110,375.12
		Grand Total:	\$	19,246.35
Fund 12	Child Development: CA State Preschool Program		\$	19,246.35
		Grand Total.	<del>ب</del>	19,990,945.03
Fund 01	Wellness Centers	Grand Total:	\$ <b>\$</b>	29,261.89 <b>19,998,945.6</b> 5
Fund 01	Unrestricted One-time Funds		\$	28,125.00
Fund 01	Unrestricted Discretionary Accounts		\$	101,826.74
Fund 01	Unrestricted - Regional Occupational Center Program (ROC/P 6350)		\$	8,648.79
Fund 01	Unrestricted - CalSafe (6091/6092)		\$	215.8
Fund 01	Title III Immigrant Ed Program		\$	10,256.7
Fund 01 Fund 01	Special Education Title I, Core Set Aside		\$ \$	501,188.8 <sup>4</sup> 7,377.50
Fund 01	Special Ed: Mental Health Services		\$	277,298.1
Fund 01	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619		\$	720.00
E 1 0.4	Consider the IDEA December 10: King 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		ċ	

Fund 81	Fund 81 Property & Liability	\$ 21,803.91
	Grand Total:	\$ 21,803.91

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
17TH LAWNMOWER	394123	26-Sep-2018	PURCHASE OF SOD CUTTER	Ongoing & Major Maintenance Account	BUILDING SERVICES	& 'ù	5,925.17
A. DALGGER & COMPANY, INC. dba ETA HAND2MIND	394785	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ESQUEDA ELEMENTARY SCHOOL	₩.	321.35
ABRAHAM MATIAS GOMEZ dba KOOLEMBROIDERY	394701	08-Oct-2018	EMBROIDERED SHIRTS	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	€	290.93
ACADEMIC THERAPY PUBLICATIONS HIGH NOON BOOKS	394636	05-Oct-2018	STUDENT ASSESSMENT SUPPLIES	Special Education	SPEECH & LANGUAGE	€	1,530.16
ACCO BRANDS CORPORATION dba ACCO BRANDS USA, LLC	394330	01-Oct-2018	LAMINATING MACHINE	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	&	1,532.59
ACCO BRANDS CORPORATION dba ACCO BRANDS USA, LLC	394648	05-Oct-2018	LAMINATING MACHINE	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	₩.	1,732.62
ACHIEVE3000, INC. / SMARTY ANTS, INC.	394665	08-Oct-2018	SOFTWARE LICENSE	Unrestricted Discretionary Accounts	HARVEY ELEMENTARY SCHOOL	ۍ	5,000.00
ACSA REGION 17	394108	26-Sep-2018	MEMBERSHIP FEE	Department Unrestricted Discretionary Accounts	SUPERINTENDENT'S OFFICE	₩	300.00
ADVERTAPE, INC.	394730	09-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	€	27.86
AIRTEK INDOOR AIR SOLUTIONS, 394282 LLC	394282	28-Sep-2018	AIR DUCT CLEANING	Ongoing & Major Maintenance Account	BUILDING SERVICES	₩	1,500.00
AIRTEK INDOOR AIR SOLUTIONS, 394698	394698	08-Oct-2018	AIR DUCT CLEANING	Ongoing & Major Maintenance Account	BUILDING SERVICES	&	4,500.00
ALL FORMS PRINTING SYSTEMS	394427	02-Oct-2018	FIXED ASSET LABELS	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	₩.	412.68
ALL FORMS PRINTING SYSTEMS	394427	02-Oct-2018	FIXED ASSET LABELS	Department Unrestricted Discretionary Accounts	WAREHOUSE AND DELIVERY	&	1,116.14
AMAZON CAPITAL SERVICES, INC.	394496	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	₩.	98.14
AMAZON CAPITAL SERVICES, INC.	394568	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ADAMS ELEMENTARY SCHOOL	↔	496.74
AMAZON CAPITAL SERVICES, INC.	394711	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	↔	86.18
AMAZON CAPITAL SERVICES, INC.	394492	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	CENTURY HIGH SCHOOL	↔	31.23
AMAZON CAPITAL SERVICES, INC.	394739	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	DAVIS ELEMENTARY SCHOOL	₩	160.95

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	394507	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	DIAMOND ELEMENTARY SCHOOL	\$ 31.42
AMAZON CAPITAL SERVICES, INC.	394748	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	EDISON ELEMENTARY SCHOOL	\$ 29.73
AMAZON CAPITAL SERVICES, INC.	394489	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 75.40
AMAZON CAPITAL SERVICES, INC.	394495	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 27.28
AMAZON CAPITAL SERVICES, INC.	394512	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	\$ 35.02
AMAZON CAPITAL SERVICES, INC.	394738	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	\$ 15.06
AMAZON CAPITAL SERVICES, INC.	394211	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	SC-LCFF-Supplemental/Concentration	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 172.36
AMAZON CAPITAL SERVICES, INC.	394744	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 120.99
AMAZON CAPITAL SERVICES, INC.	394224	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 64.54
AMAZON CAPITAL SERVICES, INC.	394757	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 182.70
AMAZON CAPITAL SERVICES, INC.	394490	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	\$ 46.57
AMAZON CAPITAL SERVICES, INC.	394490	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	\$ 36.59
AMAZON CAPITAL SERVICES, INC.	394513	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	\$ 43.03
AMAZON CAPITAL SERVICES, INC.	394736	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	JACKSON ELEMENTARY SCHOOL	\$ 22.14
AMAZON CAPITAL SERVICES, INC.	394737	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Donations (Miscellaneous)	KENNEDY ELEMENTARY SCHOOL	\$ 279.95
AMAZON CAPITAL SERVICES, INC.	394750	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	KENNEDY ELEMENTARY SCHOOL	\$ 430.52
AMAZON CAPITAL SERVICES, INC.	394532	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	KING ELEMENTARY SCHOOL	\$ 1,655.69
AMAZON CAPITAL SERVICES, INC.	394225	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 121.52
AMAZON CAPITAL SERVICES, INC.	394447	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 59.21

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AMAZON CAPITAL SERVICES, 394223 INC. AMAZON CAPITAL SERVICES, 394534 INC. AMAZON CAPITAL SERVICES, 394534 INC. AMAZON CAPITAL SERVICES, 394751 INC. AMAZON CAPITAL SERVICES, 394751 INC.			Item Description:	Resource Description:	olte:	Amount:	
		27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MADISON ELEMENTARY SCHOOL	€	355.51
		03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	MCFADDEN INTERMEDIATE SCHOOL	↔	546.37
	534	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MCFADDEN INTERMEDIATE SCHOOL	₩	137.01
	751	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	₩	145.46
NC.	.227	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	&	18.47
AMAZON CAPITAL SERVICES, 394735 INC.	735	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	€	100.64
AMAZON CAPITAL SERVICES, 394510 INC.	510	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	↔	466.90
AMAZON CAPITAL SERVICES, 394759 INC.	759	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	€	129.24
AMAZON CAPITAL SERVICES, 394504 INC.	504	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	↔	145.46
AMAZON CAPITAL SERVICES, 394745 INC.	745	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	↔	119.99
AMAZON CAPITAL SERVICES, 394345 INC.	345	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	RESEARCH AND EVALUATION	↔	394.64
AMAZON CAPITAL SERVICES, 394616 INC.	616	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	RESEARCH AND EVALUATION	↔	336.30
AMAZON CAPITAL SERVICES, 394505 INC.	505	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	₩	406.22
AMAZON CAPITAL SERVICES, 394742 INC.	742	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL CLIMATE	↔	392.10
AMAZON CAPITAL SERVICES, 394209 INC.	509	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Medi-Cal Billing Option	SPEECH & LANGUAGE	<del>⇔</del>	70.61
AMAZON CAPITAL SERVICES, 394491 INC.	491	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	TAFT ELEMENTARY SCHOOL	€	88.49
AMAZON CAPITAL SERVICES, 394536 INC.	536	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	TAFT ELEMENTARY SCHOOL	₩.	68.96
	488	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	↔	42.86
AMAZON CAPITAL SERVICES, 394614 INC.	614	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	↔	77.83

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AMAZON CAPITAL SERVICES, INC.	394741	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 216.46
AMAZON CAPITAL SERVICES, INC.	394205	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 48.68
AMAZON CAPITAL SERVICES, INC.	394230	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 140.05
AMAZON CAPITAL SERVICES, INC.	394533	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 376.24
AMAZON CAPITAL SERVICES, INC.	394537	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 31.66
AMAZON CAPITAL SERVICES, INC.	394743	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 60.63
AMAZON WEB SERVICES, LLC	394747	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ROOSEVELT ELEMENTARY SCHOOL	\$ 208.02
AMAZON WEB SERVICES, LLC	394527	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	\$ 355.51
AMERICAN MUNICIPAL TAX- EXEMPT COMPLIANCE CORPORATION dba AMTEC	394359	01-Oct-2018	CONSULTANT SERVICES	Department Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	\$ 1,000.00
ANIXTER, INC.	394553	03-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 243.41
ANTONIO OROZCO dba DISCIPLINA POSITIVA, INC.	394356	01-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ESQUEDA ELEMENTARY SCHOOL	\$ 4,000.00
ANTONIO OROZCO dba DISCIPLINA POSITIVA, INC.	394239	27-Sep-2018	CONSULTANT SERVICES	21st Century ASSETS (roll-up 4124)	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 4,000.00
ANTONIO OROZCO dba DISCIPLINA POSITIVA, INC.	394241	27-Sep-2018	CONSULTANT SERVICES	21st Century ASSETS (roll-up 4124)	VALLEY HIGH SCHOOL	\$ 4,000.00
ANTONIO OROZCO dba DISCIPLINA POSITIVA, INC.	394240	27-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 8,000.00
APPERSON	394725	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 944.75
APPLE, INC.	394286	28-Sep-2018	COMPUTERS AND TABLETS	Department Unrestricted Discretionary Accounts	BOARD OF EDUCATION	\$ 844.76
APPLE, INC.	394517	03-Oct-2018	COMPUTERS AND TABLETS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	EDISON ELEMENTARY SCHOOL	\$ 655.13
APPLE, INC.	394597	04-Oct-2018	COMPUTERS AND TABLETS	Wellness Centers	K-12 SCHOOL PERFORMANCE AND CULTURE	\$ 4,961.89
APPLE, INC.	394544	03-Oct-2018	COMPUTERS AND TABLETS	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 478.41

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APPLE, INC.	394432	02-Oct-2018	COMPUTERS AND TABLETS	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	↔	3,116.13
APPLE, INC.	394373	01-Oct-2018	COMPUTERS AND TABLETS	Special Education	SPECIAL EDUCATION	€	327.17
ARBOR SCIENTIFIC	394722	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	MCFADDEN INTERMEDIATE SCHOOL	₩	1,096.92
AREY JONES EDUCATIONAL SOLUTIONS	394326	01-Oct-2018	HP COMPUTERS	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	↔	1,801.81
AREY JONES EDUCATIONAL SOLUTIONS	394596	04-Oct-2018	HP COMPUTERS	Ongoing & Major Maintenance Account	BUILDING SERVICES	€	4,152.84
AREY JONES EDUCATIONAL SOLUTIONS	394601	04-Oct-2018	HP COMPUTERS	Unrestricted Discretionary Accounts	JACKSON ELEMENTARY SCHOOL	₩	336.72
AREY JONES EDUCATIONAL SOLUTIONS	394116	26-Sep-2018	HP COMPUTERS	College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND CULTURE	€	1,480.91
AREY JONES EDUCATIONAL SOLUTIONS	394784	09-Oct-2018	HP COMPUTERS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	₩	4,136.57
AREY JONES EDUCATIONAL SOLUTIONS	394347	01-Oct-2018	HP COMPUTERS	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	€	136,729.44
ARTIANO SHINOFF ABED BLUMENFELD CARELLI KOSTIC SLEETH & WADE, APC dba ARTIANO SHINOFF	394417	02-Oct-2018	LEGAL SERVICES	Special Education	SPECIAL EDUCATION	es	32,303.45
ASANA, INC.	394372	01-Oct-2018	SOFTWARE LICENSE	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	€	2,398.00
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	394706	08-Oct-2018	COMPUTER REPAIR PARTS	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	₩	4,590.50
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	394608	05-Oct-2018	COMPUTER REPAIR PARTS	One-Time Carryover Funds	LATHROP INTERMEDIATE SCHOOL	€	6,135.25
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	394328	01-Oct-2018	COMPUTER REPAIR PARTS	Unrestricted Discretionary Accounts	LOWELL ELEMENTARY SCHOOL	₩	524.50
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	394781	09-Oct-2018	COMPUTER REPAIR PARTS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	↔	4,744.50
ATC, LLC	394554	03-Oct-2018	STORAGE CONTAINER RELOCATION	Ongoing & Major Maintenance Account	BUILDING SERVICES	↔	2,920.00
AUDIO RESOURCES GROUP, INC. 394467	394467	02-Oct-2018	AUDIO VISUAL SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	₩	279.07
AUDITORY PROCESSING CENTER OF PASADENA	394402	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	₩	1,500.00

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AXON ENTERPRISE, INC.	394593	04-Oct-2018	BODY CAMERA AND TASER SUPPORT	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	↔	8,424.00
AXON ENTERPRISE, INC.	394780	09-Oct-2018	BODY CAMERA AND TASER SUPPORT	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	↔	20,215.44
В&Н РНОТО VIDEO	394650	05-Oct-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	€9	268.30
B&H PHOTO VIDEO	394547	03-Oct-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	€	537.67
BAKER NOWICKI DESIGN STUDIO, LLP	394386	01-Oct-2018	ARCHITECTURAL SERVICES	Ongoing & Major Maintenance Account	SANTA ANA HIGH SCHOOL	↔	89,978.50
BARNES & NOBLE BOOKSELLERS, INC.	394159	27-Sep-2018	CLASSROOM BOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MADISON ELEMENTARY SCHOOL	↔	1,101.41
BATTERY SYSTEMS, INC.	394525	03-Oct-2018	GOLF CART BATTERY	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	€9	552.00
BENCHMARK EDUCATION COMPANY	394155	27-Sep-2018	ELA/ELD ADOPTION	Lottery: Instructional Materials	STATE TEXTBOOKS	€	2,095.74
BENCHMARK EDUCATION COMPANY	394156	27-Sep-2018	ELA/ELD ADOPTION	Lottery: Instructional Materials	STATE TEXTBOOKS	↔	1,099.05
BENCHMARK EDUCATION COMPANY	394306	01-Oct-2018	ELA/ELD ADOPTION	Lottery: Instructional Materials	STATE TEXTBOOKS	↔	1,454.63
BENCHMARK EDUCATION COMPANY	394720	09-Oct-2018	ELA/ELD ADOPTION	Lottery: Instructional Materials	STATE TEXTBOOKS	&	888.94
BERTRAND'S MUSIC ENTERPRISES	394689	08-Oct-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	LATHROP INTERMEDIATE SCHOOL	↔	198.34
BERTRAND'S MUSIC ENTERPRISES	394619	05-Oct-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	↔	274.73
BEST BUY	394461	02-Oct-2018	AUDIO VISUAL SUPPLIES	Department Unrestricted Discretionary Accounts	K-12 TEACHING AND LEARNING	↔	66.31
BEST BUY GOV, LLC	394229	27-Sep-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	DIAMOND ELEMENTARY SCHOOL	&	906.61
BEYOND PLAY, LLC	394731	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	₩	75.26
BIO-RAD LABORATORIES, INC.	394462	02-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GODINEZ FUNDAMENTAL HIGH SCHOOL	₩	186.24
BLICK ART MATERIALS dba DICK BLICK COMPANY	394221	27-Sep-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	LORIN GRISET ACADEMY	↔	180.15
BLICK ART MATERIALS dba DICK BLICK COMPANY	394627	05-Oct-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	↔	1,200.01

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BRAIN LEARNING PSYCHOLOGICAL CORPORATION	394396	01-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 10,000.00	00:00
BRAINPOP	394118	26-Sep-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	\$ 2,39	2,395.00
BSN SPORTS	394556	03-Oct-2018	ATHLETIC SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,93	1,938.16
BSN SPORTS	394185	27-Sep-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	VALLEY HIGH SCHOOL	\$ 5,42	5,425.91
C & L VARSITY JACKETS, INC.	394629	05-Oct-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 5,00	5,000.00
CADA CENTRAL	394114	26-Sep-2018	CONFERENCE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SPURGEON INTERMEDIATE SCHOOL	\$ 87	870.00
CAEA	394581	04-Oct-2018	CONFERENCE	Dept. SC-LCFF- Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 35	350.00
CALIFORNIA SCIENCE CENTER FOUNDATION	394712	08-Oct-2018	FIELD TRIP	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 15	155.00
CALIFORNIA SCIENCE CENTER FOUNDATION	394613	05-Oct-2018	FIELD TRIP	Global Business Academy [0190] VHS	VALLEY HIGH SCHOOL	\$ 26	260.00
CALIFORNIANS DEDICATED TO EDUCATION FOUNDATION	394571	04-Oct-2018	CONFERENCE	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 39	395.00
CAPISTRANO UNIFIED SCHOOL DISTRICT dba CAPISTRANO VALLEY HIGH SCHOOL	394104	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 16	160.00
CARAHSOFT TECHNOLOGY CORPORATION	394362	01-Oct-2018	SOFTWARE LICENSE	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 3,15	3,150.00
CDW GOVERNMENT, INC.	394289	28-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	BOARD OF EDUCATION	\$	443.95
CDW GOVERNMENT, INC.	394595	04-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	DAVIS ELEMENTARY SCHOOL	\$ 42	425.27
CDW GOVERNMENT, INC.	394188	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 20	208.94
CDW GOVERNMENT, INC.	394778	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	One-Time Carryover Funds	HENINGER ELEMENTARY SCHOOL	\$ 3,50	3,506.45
CDW GOVERNMENT, INC.	394454	02-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	KING ELEMENTARY SCHOOL	\$ 20	206.34
CDW GOVERNMENT, INC.	394753	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	KING ELEMENTARY SCHOOL	\$ 42	425.27

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CDW GOVERNMENT, INC.	394179	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	LATHROP INTERMEDIATE SCHOOL	\$ 837.52
CDW GOVERNMENT, INC.	394528	03-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MIDDLE COLLEGE HIGH SCHOOL	\$ 325.32
CDW GOVERNMENT, INC.	394607	05-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	\$ 235.24
CDW GOVERNMENT, INC.	394247	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Dept. SC-LCFF- Supplemental/Concentration	RESEARCH AND EVALUATION	\$ 139.54
CDW GOVERNMENT, INC.	394117	26-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SADDLEBACK HIGH SCHOOL	\$ 1,239.23
CDW GOVERNMENT, INC.	394453	02-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	\$ 312.95
CDW GOVERNMENT, INC.	394696	08-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Positive School Climate Model	SCHOOL CLIMATE	\$ 826.49
CDW GOVERNMENT, INC.	394433	02-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Special Education	SPECIAL EDUCATION	\$ 26.98
CDW GOVERNMENT, INC.	394161	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	SUPERINTENDENTS OFFICE	\$ 878.45
СЕТРА	394589	04-Oct-2018	CONFERENCE	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$ 530.00
CH20, INC.	394274	28-Sep-2018	FACILITIES MAINTENANCE SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 976.27
CIF SOUTHERN SECTION	394754	09-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 1,210.00
CITRUS SPRINGS CHARTER SCHOOL, INC.	394236	27-Sep-2018	NON-PUBLIC SCHOOL	Fund 01 General Fund	UNDEFINED	\$ 695,653.00
CJT ENTERPRISES, INC.	394416	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 4,600.00
CNOA	394111	26-Sep-2018	CONFERENCE	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 45.00
COACHELLA VALLEY HIGH SCHOOL	394582	04-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 450.00
COAST 2 COAST COACHING dba SPORTS FOR LEARNING	394136	26-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONROE ELEMENTARY SCHOOL	\$ 9,600.00
COAST COMMUNITY COLLEGE DISTRICT	394652	08-Oct-2018	GRANT PAYMENT	Califomia Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 100,000.00
CONSTITUTIONAL RIGHTS FOUNDATION OF ORANGE COUNTY	394626	05-Oct-2018	PROGRAM FEE	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	\$ 1,100.00

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CONSTRUCTIVE PLAYTHINGS	394729	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 168.46
CORETEX USA, INC.	394680	08-Oct-2018	POLICE VEHICLE GPS	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 1,250.00
CORNER BAKERY	394106	26-Sep-2018	CATERING	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	\$ 1,000.00
CORNERSTONE THERAPIES	394406	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 12,000.00
CORONA HIGH SCHOOL	394102	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 250.00
CORONA HIGH SCHOOL	394681	08-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 240.00
COSTCO WHOLESALE	394786	09-Oct-2018	FOOD PRODUCTS	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 411.82
COSTCO WHOLESALE	394382	01-Oct-2018	FOOD PRODUCTS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 273.26
COSTCO WHOLESALE	394705	08-Oct-2018	FOOD PRODUCTS	Unrestricted Discretionary Accounts	SADDLEBACK HIGH SCHOOL	\$ 816.41
COSTCO WHOLESALE	394600	04-Oct-2018	FOOD PRODUCTS	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL CLIMATE	\$ 266.41
COSTCO WHOLESALE	394383	01-Oct-2018	FOOD PRODUCTS	Special Education	SPECIAL EDUCATION	\$ 1,265.52
COUNTY OF ORANGE TREASURER-TAX COLLECTOR	394671	08-Oct-2018	COUNTY EMERGENCY TELEPHONE SERVICES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 230.00
COUNTY OF ORANGE TREASURER-TAX COLLECTOR	394677	08-Oct-2018	SHERIFFS COMMUNICATION FEES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 3,844.00
COUNTY OF ORANGE TREASURER-TAX COLLECTOR	394678	08-Oct-2018	SHERIFFS COMMUNICATION FEES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 3,196.00
COUNTY OF ORANGE TREASURER-TAX COLLECTOR	394679	08-Oct-2018	SHERIFFS COMMUNICATION FEES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 1,913.00
CREATIVE BEHAVIOR INTERVENTIONS	394444	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 15,000.00
CRISIS PREVENTION INSTITUTE, INC.	394419	02-Oct-2018	MEMBERSHIP FEE	Special Education	SPECIAL EDUCATION	\$ 150.00
CSJOA	394611	05-Oct-2018	CONFERENCE	Medi-Cal Billing Option	HEALTH/HOME-HOSPITAL INSTR	\$ 290.00
CULVER NEWLIN, INC.	394559	04-Oct-2018	CLASSROOM FURNITURE	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 4,300.85

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CULVER NEWLIN, INC.	394473	02-Oct-2018	CLASSROOM FURNITURE	Unrestricted Discretionary Accounts	MCFADDEN INTERMEDIATE SCHOOL	₩	7,938.89
CULVER NEWLIN, INC.	394508	03-Oct-2018	CLASSROOM FURNITURE	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	€9	3,361.80
CULVER NEWLIN, INC.	394511	03-Oct-2018	CLASSROOM FURNITURE	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	₩	7,447.68
DANNIS WOLIVER KELLEY	394358	01-Oct-2018	CONSULTANT SERVICES	Department Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	₩	10,000.00
DAVID KELLY dba ADVANCED ENTRY SYSTEMS	394555	03-Oct-2018	ENTRY DOOR REPAIRS	Ongoing & Major Maintenance Account	BUILDING SERVICES	↔	1,500.00
DAYLE MC INTOSH CENTER FOR THE DISABLED dba DMC	394407	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	↔	5,000.00
DEBRA HELEN SOLSENG	394418	02-Oct-2018	CONSULTANT SERVICES	Special Ed: Mental Health Services	SPECIAL EDUCATION	₩	49,275.00
DECKER, INC. dba DECKER EQUIPMENT/SCHOOL FIX	394457	02-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	<del>ω</del>	155.53
DEMCO	394732	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	EDISON ELEMENTARY SCHOOL	₩	117.74
DEMCO	394734	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	WALKER ELEMENTARY SCHOOL	↔	31.02
DEPARTMENT OF GENERAL SERVICES	394761	09-Oct-2018	DSA FEES	Cell Leases-Facilities	ADVANCED LEARNING ACADEMY	₩	19,250.00
DINH PHUC NGO dba TELECOMSPACE	394283	28-Sep-2018	NETWORKING INSTALLATION	Ongoing & Major Maintenance Account	BUILDING SERVICES	<del>ω</del>	1,439.00
DISCOUNT SCHOOL SUPPLY	394583	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONROE ELEMENTARY SCHOOL	↔	1,021.47
DISPLAYS 2 GO	394487	03-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HOOVER ELEMENTARY SCHOOL	₩	101.54
DIVERSIFIED THERMAL SERVICES, INC.	394148	26-Sep-2018	CHILLER SERVICE MULTIPLE SITES	Ongoing & Major Maintenance Account	BUILDING SERVICES	₩	77,280.00
DR ROBIN MORRIS dba RBY5 PSYCHOLOGICAL SERVICES	394404	02-Oct-2018	CONSULTANT SERVICES	Special Education	PSYCHOLOGICAL SERVICES/APE	↔	4,310.00
EAI	394271	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	DAVIS ELEMENTARY SCHOOL	s	74.01
EDNOVATE, INC.	394237	27-Sep-2018	CONSULTANT SERVICES	Fund 01 General Fund	UNDEFINED	↔	568,121.00
EDNOVATE, INC.	394237	27-Sep-2018	CONSULTANT SERVICES	Fund 01 General Fund	UNDEFINED	€	320,810.00

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EDUCATIONAL CONSULTANT SERVICES	394354	01-Oct-2018	CONSULTANT SERVICES	Saturday Attendance Recovery Program (WIN)	SCHOOL CLIMATE	\$ 275,000.00
EDUCATIONAL THEATER ASSOCIATION	394134	26-Sep-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 190.00
EDWARD B. COLE, SR. ACADEMY 394216	394216	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 832,768.00
EL SOL SCIENCE AND ARTS ACADEMY	394217	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 2,257,810.00
ENABLING DEVICES, INC.	394442	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 481.53
EVENTCO ENTERPRISES, INC. dba ASPECT LIGHTING	394125	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Title I, Core Set Aside	SUMMER SCHOOL	\$ 3,300.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	394129	26-Sep-2018	CONSULTANT SERVICES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	\$ 34,450.00
F & R INTERIOR WOODWORKS, INC.	394719	08-Oct-2018	FACILITIES MAINTENANCE	Unrestricted Discretionary Accounts	LATHROP INTERMEDIATE SCHOOL	\$ 590.00
FAGEN, FRIEDMAN & FULFROST, 394623 LLP	394623	05-Oct-2018	LEGAL SERVICES	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	SPECIAL EDUCATION	\$ 720.00
FLINN SCIENTIFIC, INC.	394470	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	\$ 106.81
FOCUS CARE, INC. dba FEV TUTOR, INC.	394137	26-Sep-2018	CONSULTANT SERVICES	SC-Early Learning (PreK-Gr 6)	MONTE VISTA ELEMENTARY SCHOOL	\$ 5,000.00
FOLLETT SCHOOL SOLUTIONS, INC.	394415	02-Oct-2018	TEXTBOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 2,164.39
FOLLETT SCHOOL SOLUTIONS, INC.	394577	04-Oct-2018	TEXTBOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MARTIN ELEMENTARY SCHOOL	\$ 7,021.94
FOLLETT SCHOOL SOLUTIONS, INC.	394576	04-Oct-2018	TEXTBOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SEGERSTROM HIGH SCHOOL	\$ 248.90
FOLLETT SCHOOL SOLUTIONS, INC.	394163	27-Sep-2018	TEXTBOOKS	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 441.31
FOTO FIESTA FINISHING, INC. dba SUNSET SCHOOL PORTRAITS	394119	26-Sep-2018	SCHOOL PICTURES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 2,939.69
FOTO FIESTA FINISHING, INC. dba SUNSET SCHOOL PORTRAITS	394622	05-Oct-2018	SCHOOL PICTURES	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	\$ 5,609.73
FUN AND FUNCTION, LLC	394691	08-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	\$ 483.99

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GHA TECHNOLOGIES, INC.	394549	03-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	BOARD OF EDUCATION	\$ 433.16
GHA TECHNOLOGIES, INC.	394776	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 677.75
GHA TECHNOLOGIES, INC.	394777	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONTE VISTA ELEMENTARY SCHOOL	\$ 1,512.81
GHA TECHNOLOGIES, INC.	394228	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	SUPERINTENDENT'S OFFICE	\$ 2,543.29
GHATAODE BANNON ARCHITECTS, LLP	394378	01-Oct-2018	ARCHITECTURAL SERVICES	Ongoing & Major Maintenance Account	VALLEY HIGH SCHOOL	\$ 121,600.00
GOBULK, INC. dba GOBULK.COM	394546	03-Oct-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	JACKSON ELEMENTARY SCHOOL	\$ 146.26
GOBULK, INC. dba GOBULK.COM	394203	27-Sep-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	KENNEDY ELEMENTARY SCHOOL	\$ 460.09
GODINEZ HIGH SCHOOL	394588	04-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 575.00
GOPHER	394468	02-Oct-2018	ATHLETIC SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 314.15
GOPHER	394196	27-Sep-2018	RECESS SUPPLIES	Unrestricted Discretionary Accounts	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 972.13
GOPHER	394690	08-Oct-2018	RECESS SUPPLIES	One-Time Carryover Funds	HENINGER ELEMENTARY SCHOOL	\$ 1,633.58
GOPHER	394688	08-Oct-2018	RECESS SUPPLIES	Unrestricted Discretionary Accounts	JEFFERSON ELEMENTARY SCHOOL	\$ 2,565.10
GOPHER	394181	27-Sep-2018	RECESS SUPPLIES	Unrestricted Discretionary Accounts	WILSON ELEMENTARY SCHOOL	\$ 1,855.96
GORM, INC.	394660	08-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	\$ 215.83
GOVCONNECTION, INC. dba CONNECTION	394779	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	One-Time Carryover Funds	HENINGER ELEMENTARY SCHOOL	\$ 4,928.80
GOVCONNECTION, INC. dba CONNECTION	394265	28-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	JEFFERSON ELEMENTARY SCHOOL	\$ 3,861.08
GOVCONNECTION, INC. dba CONNECTION	394168	27-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 2,233.63
GOVCONNECTION, INC. dba CONNECTION	394651	05-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 372.91
GOVCONNECTION, INC. dba CONNECTION	394130	26-Sep-2018	COMPUTER SUPPLIES AND PERIPHERALS	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 345.92

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GOVCONNECTION, INC. dba CONNECTION	394543	03-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 652.37
GUARANTY CHEVROLET MOTORS, INC.	394657	08-Oct-2018	CARGO VANS (2)	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 57,053.63
GUARANTY CHEVROLET MOTORS, INC.	394656	08-Oct-2018	CARGO VAN	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 28,526.81
GUITAR CENTER STORES, INC. dba MUSIC AND ARTS CENTER	394733	09-Oct-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	\$ 21.55
GUITAR CENTER STORES, INC. dba MUSIC AND ARTS CENTER	394305	01-Oct-2018	VAPA SUPPLIES	21st Century ASSETS (roll-up 4124)	SEGERSTROM HIGH SCHOOL	\$ 134.78
HAYNES FAMILY OF PROGRAMS	394397	01-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 10,000.00
HEAR NOW	394398	01-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 1,500.00
HEAT TRANSFER SOLUTIONS, INC.	394296	28-Sep-2018	BOILER SERVICES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 2,295.00
HERITAGE MUSEUM OF ORANGE COUNTY	394552	03-Oct-2018	FIELD TRIP	IASA: Title I Basic Grants Low-Income and Neglected, Part A	FRANKLIN ELEMENTARY SCHOOL	\$ 548.00
HERITAGE MUSEUM OF ORANGE 394207 COUNTY	394207	27-Sep-2018	CONSULTANT SERVICES	Dept. SC-LCFF- Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 6,210.00
HILLCREST HIGH SCHOOL	394132	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 200.00
HOONUIT, LLC	394361	01-Oct-2018	SOFTWARE LICENSE	Data warehouse	K-12 SCHOOL PERFORMANCE AND CULTURE	\$ 459,143.00
HOUGHTON MIFFLIN HARCOURT	394405	02-Oct-2018	TEXTBOOKS	Lottery: Instructional Materials	K-12 TEACHING AND LEARNING	\$ 1,233.53
INACOL BLENDED AND ONLINE LEARNING SYMPOSIUM	394464	02-Oct-2018	CONFERENCE	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grant Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	\$ 1,950.00
IRVINE RANCH OUTDOOR EDUCATION CENTER	394423	02-Oct-2018	CONSULTANT SERVICES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 3,456.00
J B BOSTICK COMPANY, INC.	394364	01-Oct-2018	ASPHALT REPAIR ADAMS	Wellness Centers	K-12 SCHOOL PERFORMANCE AND CULTURE	\$ 24,300.00
JAMES MONROE HIGH SCHOOL	394105	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 240.00
JAMIL MAMDANI dba SOCAL TEAM SPORTS	394451	02-Oct-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 280.15
JANICE L. CASTEEL	394408	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 12,000.00
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JESUSMYROCK.COM	394684	08-Oct-2018	SCREEN PRINTING	Unrestricted Discretionary Accounts	CHAVEZ CONTINUATION HIGH SCHOOL	\$ 1,340.78
JOE KEVIN WILSON JR. dba WILSON GREENS	394548	03-Oct-2018	TURF REPAIRS	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,250.00
JONES SCHOOL SUPPLY CO., INC.	394694	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 221.56
JOSTENS, INC. dba SCHOOL ANNUAL	394113	26-Sep-2018	YEAROOK SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 1,000.00
JUMPSTART FOR YOUNG CHILDREN, INC.	394466	02-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MADISON ELEMENTARY SCHOOL	\$ 1,616.26
JUNIOR LIBRARY GUILD	394580	04-Oct-2018	CLASSROOM BOOKS	Unrestricted Discretionary Accounts	SADDLEBACK HIGH SCHOOL	\$ 2,208.88
JUSTIN BUCHMAN dba THE LEARNING CENTER FOR THE DEAF, INC.	394139	26-Sep-2018	NON-PUBLIC SCHOOL	Special Ed: Mental Health Services	SPECIAL EDUCATION	\$ 227,868.11
JUSTIN BUCHMAN dba THE LEARNING CENTER FOR THE DEAF, INC.	394139	26-Sep-2018	NON-PUBLIC SCHOOL	Special Education	SPECIAL EDUCATION	\$ 127,699.79
KAYE PRODUCTS, INC.	394456	02-Oct-2018	NURSE SUPPLIES	Special Education	SPECIAL EDUCATION	\$ 1,403.17
KERBY SCOTTS SHOPSHIRE dba SCOTTS SCREENPRINTING	394452	02-Oct-2018	SCREEN PRINTING	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 568.92
KIMBERLY ANNE SMITH, P.C. dba LAW OFFICES OF KIMBERLY A. SMITH	394154	26-Sep-2018	LEGAL SERVICES	Department Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	\$ 5,000.00
LAGUNA HILLS HIGH SCHOOL	394561	04-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 1,550.00
LAKESHORE LEARNING MATERIALS	394253	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	DIAMOND ELEMENTARY SCHOOL	\$ 102.32
LAKESHORE LEARNING MATERIALS	394124	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	EARLY CHILDHOOD EDUCATION	\$ 1,054.83
LAKESHORE LEARNING MATERIALS	394760	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	EARLY CHILDHOOD EDUCATION	\$ 1,329.41
LAKESHORE LEARNING MATERIALS	394557	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	\$ 448.35
LAKESHORE LEARNING MATERIALS	394324	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	HEROES ELEMENTARY SCHOOL	\$ 122.77

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LAKESHORE LEARNING MATERIALS	394340	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HOOVER ELEMENTARY SCHOOL	\$ 40.90
LAKESHORE LEARNING MATERIALS	394138	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	JACKSON ELEMENTARY SCHOOL	\$ 46.05
LAKESHORE LEARNING MATERIALS	394586	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	LINCOLN ELEMENTARY SCHOOL	\$ 202.07
LAKESHORE LEARNING MATERIALS	394587	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	LINCOLN ELEMENTARY SCHOOL	\$ 71.64
LAKESHORE LEARNING MATERIALS	394133	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 266.05
LAKESHORE LEARNING MATERIALS	394763	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 301.50
LAKESHORE LEARNING MATERIALS	394764	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 108.36
LAKESHORE LEARNING MATERIALS	394765	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 129.97
LAKESHORE LEARNING MATERIALS	394766	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 297.78
LAKESHORE LEARNING MATERIALS	394767	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 302.78
LAKESHORE LEARNING MATERIALS	394768	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 240.50
LAKESHORE LEARNING MATERIALS	394268	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	MONROE ELEMENTARY SCHOOL	\$ 66.49
LAKESHORE LEARNING MATERIALS	394256	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	\$ 462.51
LAKESHORE LEARNING MATERIALS	394522	03-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Head Start	ROOSEVELT ELEMENTARY SCHOOL	\$ 728.94
LAKESHORE LEARNING MATERIALS	394122	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Medi-Cal Billing Option	SPEECH & LANGUAGE	\$ 17.23
LAKESHORE LEARNING MATERIALS	394122	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	SPEECH & LANGUAGE	\$ 63.43
LAKESHORE LEARNING MATERIALS	394270	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Medi-Cal Billing Option	SPEECH & LANGUAGE	\$ 92.10
LAKESHORE LEARNING MATERIALS	394269	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	TAFT ELEMENTARY SCHOOL	\$ 99.19

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LAKESHORE LEARNING MATERIALS	394327	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	TAFT ELEMENTARY SCHOOL	\$ 90.61
LAKESHORE LEARNING MATERIALS	394332	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 20.45
LASER LINE STRIPING, INC.	394272	28-Sep-2018	PARKING LOT STRIPING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 2,840.00
LASER LINE STRIPING, INC.	394275	28-Sep-2018	PARKING LOT STRIPING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,345.00
LASER LINE STRIPING, INC.	394279	28-Sep-2018	PARKING LOT STRIPING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,296.00
LASER LINE STRIPING, INC.	394281	28-Sep-2018	PARKING LOT STRIPING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 2,006.00
LASER LINE STRIPING, INC.	394540	03-Oct-2018	PARKING LOT STRIPING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 4,873.00
LATINO FILM INSTITUTE YOUTH CINEMA PROJECT	394565	04-Oct-2018	CONSULTANT SERVICES	Dept. SC-LCFF- Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 374,042.60
LEARN BY DOING, INC.	394634	05-Oct-2018		IASA: Title I Basic Grants Low-Income and Neglected, Part A	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 11,300.14
LEGO BRAND RETAIL, INC. dba LEGO EDUCATION NORTH AMERICA	394728	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	CTE Incentive Grant	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,775.50
LENTZ MORRISSEY ARCHITECTURE, INC.	394714	08-Oct-2018	ARCHITECTURAL SERVICES	Unrestricted One-time Funds	FACILITIES/GOVERNMENTAL RELATIONS	\$ 2,250.00
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	394333	01-Oct-2018	OFFICE CHARIS	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 61.28
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	394334	01-Oct-2018	OFFICE CHARIS	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 220.89
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	394333	01-Oct-2018	OFFICE CHARIS	Unrestricted Discretionary Accounts	LINCOLN ELEMENTARY SCHOOL	\$ 159.61
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	394649	05-Oct-2018	OFFICE CHARIS	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	\$ 220.89
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	394325	01-Oct-2018	OFFICE CHARIS	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 220.89
LITERACY RESOURCES, INC.	394424	02-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	\$ 420.17
LOS ALTOS TROPHY COMPANY, INC.	394685	08-Oct-2018	STUDENT AWARDS	Unrestricted Discretionary Accounts	DAVIS ELEMENTARY SCHOOL	\$ 90.54
MAGICAL PRESENTATIONS, INC.	394172	27-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	WALKER ELEMENTARY SCHOOL	\$ 900.00

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MAGNOLIA EDUCATIONAL RESEARCH FOUNDATION dba MAGNOLIA SCIENCE ACADEMY- SANTA ANA	394219	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 1,932,658.00
MANAGEBAC, INC. dba FARIA SYSTEMS, INC.	394177	27-Sep-2018	IB DIPLOMA PROGRAM	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 1,100.00
MARATHON INK SCREENPRINTING AND EMBROIDERY	394686	08-Oct-2018	SCREEN PRINTING	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	\$ 296.50
MARIA M. OTT	394529	03-Oct-2018	CONSULTANT SERVICES	Department Unrestricted Discretionary Accounts	BOARD OF EDUCATION	\$ 4,500.00
MARIA PICENO dba BLOMING FLOWERS & GIFTS	394625	05-Oct-2018	FLOWERS FOR VAPA EVENT	Dept. SC-LCFF- Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 569.69
MARTEL ELECTRONICS, INC.	394695	08-Oct-2018	AUDIO VISUAL SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 148.08
MATTHEW WILLIAMS ENTERPRISES, LLC	394409	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 25,000.00
MAXIM HEALTHCARE SERVICES	394400	01-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 35,503.00
MICHAEL HASS	394403	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 10,000.00
MISSION SAN JUAN CAPISTRANO 394618	394618	05-Oct-2018	FIELD TRIP	Unrestricted Discretionary Accounts	JACKSON ELEMENTARY SCHOOL	\$ 1,442.00
MONOPRICE, INC.	394663	08-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	MONROE ELEMENTARY SCHOOL	\$ 23.69
MONOPRICE, INC.	394599	04-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SANTA ANA HIGH SCHOOL	\$ 246.21
MONTGOMERY HARDWARE COMPANY	394300	28-Sep-2018	FACILITIES MAINTENANCE SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 6,335.70
MONTGOMERY HARDWARE COMPANY	394302	28-Sep-2018	FACILITIES MAINTENANCE SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 7,995.05
MORPHO USA, INC dba IDEMIA IDENTITY & SECURITY USA, LLC	394774	09-Oct-2018	LIVE SCAN EQUIPMENT	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 9,518.00
MORPHO USA, INC dba IDEMIA IDENTITY & SECURITY USA, LLC	394775	09-Oct-2018	LIVE SCAN EQUIPMENT	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 8,900.00
MRS. NELSON'S BOOK COMPANY 394158	394158	27-Sep-2018	CLASSROOM BOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 254.03
MUSEUM OF SCIENCE	394198	27-Sep-2018	FIELD TRIP	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	\$ 563.75
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MYSTERY SCIENCE, INC.	394210	27-Sep-2018	SOFTWARE LICENSE	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	თ ფ	00.666
NAME BADGE PRODUCTIONS, LLC	394459	02-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CARVER ELEMENTARY SCHOOL	<del>ω</del>	40.62
NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION	394204	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	EDISON ELEMENTARY SCHOOL	<del>С</del>	187.61
NEWEGG BUSINESS, INC.	394782	09-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	LATHROP INTERMEDIATE SCHOOL	<b>Б</b>	946.99
NEWEGG BUSINESS, INC.	394606	05-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	φ.	97.34
NEWSELA, INC.	394558	04-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 9,7	9,790.00
NEWSELA, INC.	394509	03-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 12,3	12,375.00
NILES BIOLOGICAL	394450	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Department Unrestricted Discretionary Accounts	K-12 SCHOOL PERFORMANCE AND CULTURE	€ €	390.67
NMK CORPORATION dba	394545	03-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 8,7	8,700.00
NO EXCUSES UNIVERSITY	394550	03-Oct-2018	CONFERENCE	Unrestricted Discretionary Accounts	KING ELEMENTARY SCHOOL	÷ 1,1	1,150.00
NORTHFIELD TOWNSHIP HIGH SCHOOL DISTRICT 225 dba GLENBROOK NORTH HIGH SCHOOL	394560	04-Oct-2018	TOURNAMENT FEE	Communication Studies (Speech and Debate)	K-12 TEACHING AND LEARNING	& C, T	1,500.00
NORTHSTAR AV	394455	02-Oct-2018	AUDIO VISUAL SUPPLIES	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	۳ ج	398.00
NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL	394218	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 1,008,939.00	339.00
NWEA dba NORTHWEST EVALUATION ASSOCIATION	394727	09-Oct-2018	CONSULTANT SERVICES	Dept. SC-LCFF- Supplemental/Concentration	RESEARCH AND EVALUATION	96	9,600.00
NWEA dba NORTHWEST EVALUATION ASSOCIATION	394374	01-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 2,2	2,262.75
OCC GATE	394120	26-Sep-2018	MEMBERSHIP FEE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	e &	300.00
OCC GATE	394621	05-Oct-2018	MEMBERSHIP FEE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SEGERSTROM HIGH SCHOOL	\$	200.00
OCTA	394590	04-Oct-2018	BUS PASSES	SC-LCFF-Supplemental/Concentration	REACH ACADEMY	8,0	8,000.00

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OCTA	394592	04-Oct-2018	BUS PASSES	Special Education	TRANSITION PROGRAMS	\$ 42,000.00
OFFICE DEPOT	394287	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	\$ 85.71
OFFICE DEPOT	394478	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	\$ 64.54
OFFICE DEPOT	394639	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	\$ 25.31
OFFICE DEPOT	394307	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	\$ 189.83
OFFICE DEPOT	394482	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	CARR INTERMEDIATE SCHOOL	\$ 59.44
OFFICE DEPOT	394259	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CARVER ELEMENTARY SCHOOL	\$ 50.69
OFFICE DEPOT	394338	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CARVER ELEMENTARY SCHOOL	\$ 73.90
OFFICE DEPOT	394178	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 120.64
OFFICE DEPOT	394187	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 69.78
OFFICE DEPOT	394192	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 80.44
OFFICE DEPOT	394376	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 107.74
OFFICE DEPOT	394612	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 147.61
OFFICE DEPOT	394644	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 608.52
OFFICE DEPOT	394646	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 56.57
OFFICE DEPOT	394647	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 981.18
OFFICE DEPOT	394341	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	EDISON ELEMENTARY SCHOOL	\$ 843.84
OFFICE DEPOT	394562	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 172.34
OFFICE DEPOT	394674	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 101.28

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
OFFICE DEPOT	394195	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES   IASA: Title I Basic Grants Low-Income   FREMONT ELEMENTARY SCHOOL	IASA: Title I Basic Grants Low-Income	FREMONT ELEMENTARY SCHOOL	\$	78.23
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OFFICE DEPOT	394195	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	FREMONT ELEMENTARY SCHOOL	\$ 78.23
OFFICE DEPOT	394337	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	FREMONT ELEMENTARY SCHOOL	\$ 151.83
OFFICE DEPOT	394184	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	\$ 53.66
OFFICE DEPOT	394273	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	\$ 160.79
OFFICE DEPOT	394170	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 209.38
OFFICE DEPOT	394280	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 619.02
OFFICE DEPOT	394672	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 24.87
OFFICE DEPOT	394673	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 47.85
OFFICE DEPOT	394638	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	MediCal Administrative Activities (MAA)	HEALTH/HOME-HOSPITAL INSTR	\$ 185.91
OFFICE DEPOT	394479	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	HENINGER ELEMENTARY SCHOOL	\$ 42.44
OFFICE DEPOT	394485	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	HENINGER ELEMENTARY SCHOOL	\$ 290.12
OFFICE DEPOT	394659	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 115.43
OFFICE DEPOT	394189	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	\$ 31.55
OFFICE DEPOT	394264	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	\$ 23.92
OFFICE DEPOT	394278	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	\$ 168.07
OFFICE DEPOT	394293	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	\$ 15.39
OFFICE DEPOT	394570	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	JACKSON ELEMENTARY SCHOOL	\$ 65.34
OFFICE DEPOT	394276	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	JEFFERSON ELEMENTARY SCHOOL	\$ 396.19

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
OFFICE DEPOT	394331	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School	JEFFERSON ELEMENTARY SCHOOL	7 \$

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
OFFICE DEPOT	394331	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	JEFFERSON ELEMENTARY SCHOOL	€9	42.44
OFFICE DEPOT	394320	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	K-12 TEACHING AND LEARNING	8	160.06
OFFICE DEPOT	394477	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	K-12 TEACHING AND LEARNING	8	134.54
OFFICE DEPOT	394572	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	LINCOLN ELEMENTARY SCHOOL	€9	22.62
OFFICE DEPOT	394186	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	€	74.31
OFFICE DEPOT	394342	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	€	542.40
OFFICE DEPOT	394773	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	€	378.99
OFFICE DEPOT	394292	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	8	150.74
OFFICE DEPOT	394312	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	€	75.54
OFFICE DEPOT	394313	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	8	166.09
OFFICE DEPOT	394352	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	8	157.14
OFFICE DEPOT	394692	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MIDDLE COLLEGE HIGH SCHOOL	8	347.58
OFFICE DEPOT	394299	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Migrant Ed Regular Program	MIGRANT EDUCATION	8	120.53
OFFICE DEPOT	394662	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	€	63.02
OFFICE DEPOT	394294	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MONROE ELEMENTARY SCHOOL	₩	86.19
OFFICE DEPOT	394658	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	8	79.82
OFFICE DEPOT	394291	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	€	23.71
OFFICE DEPOT	394521	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	€	48.48
OFFICE DEPOT	394523	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	€	52.13

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
OFFICE DEPOT	394524	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES   IASA: Title I Basic Grants Low-Income	IASA: Title I Basic Grants Low-Income	MUIR FUNDAMENTAL ELEMENTARY	s	65.2
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OFFICE DEPOT	394524	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	\$ 65.27
OFFICE DEPOT	394175	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	PAYROLL DEPARTMENT	\$ 286.40
OFFICE DEPOT	394284	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 680.75
OFFICE DEPOT	394329	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 59.47
OFFICE DEPOT	394339	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 52.76
OFFICE DEPOT	394350	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 96.96
OFFICE DEPOT	394676	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 411.18
OFFICE DEPOT	394290	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	SADDLEBACK HIGH SCHOOL	\$ 77.45
OFFICE DEPOT	394371	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SADDLEBACK HIGH SCHOOL	\$ 733.36
OFFICE DEPOT	394480	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SADDLEBACK HIGH SCHOOL	\$ 91.55
OFFICE DEPOT	394321	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	\$ 1,052.44
OFFICE DEPOT	394645	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SANTIAGO ELEMENTARY SCHOOL	\$ 31.09
OFFICE DEPOT	394311	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL CLIMATE	\$ 172.87
OFFICE DEPOT	394197	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	SEGERSTROM HIGH SCHOOL	\$ 498.83
OFFICE DEPOT	394298	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 3.37
OFFICE DEPOT	394309	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 43.55
OFFICE DEPOT	394310	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 106.16
OFFICE DEPOT	394322	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 37.79
OFFICE DEPOT	394365	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 441.88

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
OFFICE DEPOT	394381	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	s

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OFFICE DEPOT	394381	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 92.64	<b>\( \frac{1}{2} \)</b>
OFFICE DEPOT	394484	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$ 61.72	2
OFFICE DEPOT	394140	26-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEPULVEDA ELEMENTARY SCHOOL	\$ 122.17	
OFFICE DEPOT	394335	01-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	SIERRA PREPARATORY ACADEMY	\$ 42.44	4
OFFICE DEPOT	394277	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 17.69	99
OFFICE DEPOT	394288	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 98.05	22
OFFICE DEPOT	394301	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 128.22	8
OFFICE DEPOT	394566	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 107.70	2
OFFICE DEPOT	394567	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 200.37	22
OFFICE DEPOT	394726	09-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 136.83	ဗ္ဗ
OFFICE DEPOT	394526	03-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 332.43	<u>e</u>
OFFICE DEPOT	394243	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	\$ 213.09	6
OFFICE DEPOT	394481	02-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	21st Century ASSETS (roll-up 4124)	VALLEY HIGH SCHOOL	\$ 156.28	8
OFFICE DEPOT	394183	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WALKER ELEMENTARY SCHOOL	\$ 75.81	2
OFFICE DEPOT	394180	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WASHINGTON ELEMENTARY SCHOOL	\$ 237.03	ဗ
OFFICE DEPOT	394182	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	WASHINGTON ELEMENTARY SCHOOL	\$ 43.09	<u>ල</u>
OFFICE DEPOT	394226	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Special Education	WILLARD INTERMEDIATE SCHOOL	\$ 320.71	Σ
OFFICE DEPOT	394250	28-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 266.76	9_

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	394194	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILSON ELEMENTARY SCHOOL	£9 \$	67.61
	394640	05-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WILSON ELEMENTARY SCHOOL	\$ 73	73.24
OFFICEFURNITURE.COM, LLC 394:	394351	01-Oct-2018	OFFICE CHAIR	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 159	159.00
OLVERITAS, INC. dba OLVERITAS 394 VILLAGE	394506	03-Oct-2018	VAPA SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 1,094.00	94.00
OneOC 394.	394249	28-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GARFIELD ELEMENTARY SCHOOL	\$ 6,000.00	00.00
OneOC 394	394716	08-Oct-2018	CONSULTANT SERVICES	Unrestricted Discretionary Accounts	HARVEY ELEMENTARY SCHOOL	\$ 6,000.00	00.00
OneOC 394	394717	08-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	JACKSON ELEMENTARY SCHOOL	\$ 3,000.00	00.00
ORANGE COUNTY ASIAN AND 394 PACIFIC ISLANDER COMMUNITY ALLIANCE, INC.	394401	02-Oct-2018	CONSULTANT SERVICES	Dashboard Support Schools	LATHROP INTERMEDIATE SCHOOL	\$ 27,105.00	02:00
ORANGE COUNTY ASIAN AND 394 PACIFIC ISLANDER COMMUNITY ALLIANCE, INC.	394401	02-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	LATHROP INTERMEDIATE SCHOOL	\$ 27,105.00	02:00
ORANGE COUNTY DEPARTMENT 394 OF EDUCATION	394147	26-Sep-2018	CONFERENCE	MediCal Administrative Activities (MAA)	HEALTH/HOME-HOSPITAL INSTR	\$ 2,450.00	00.00
ORANGE COUNTY DEPARTMENT 394 OF EDUCATION	394121	26-Sep-2018	CONFERENCE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 170	170.00
ORANGE COUNTY DEPARTMENT 394 OF EDUCATION	394709	08-Oct-2018	CONFERENCE	Positive School Climate Model	SCHOOL CLIMATE	368	398.00
ORANGE COUNTY DEPARTMENT 394110 OF EDUCATION	4110	26-Sep-2018	CONFERENCE	Special Education	SPECIAL EDUCATION	300	300.00
ORANGE COUNTY DEPARTMENT 394 OF EDUCATION	394399	01-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 95,422.00	22.00
ORANGE COUNTY EDUCATIONAL 394215 ARTS ACADEMY	1215	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 1,499,427.00	27.00
ORANGE COUNTY MONSTERCARTS, INC.	394469	02-Oct-2018	GOLF CART REPAIR	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 3,000.00	00.00
ORANGE COUNTY SCHOOL OF 394 THE ARTS	394213	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 5,446,353.00	33.00
ORANGE COUNTY SHERIFF 394 CORONER DEPARTMENT	394483	02-Oct-2018	SERVICE FEES	Department Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	\$ 160	160.00

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ORIENTAL TRADING COMPANY, INC.	394360	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and Affer School Learning & Safe Neighborhood Partnerships	SPURGEON INTERMEDIATE SCHOOL	₩	952.25
ORIENTAL TRADING COMPANY, INC.	394360	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	SPURGEON INTERMEDIATE SCHOOL	↔	95.23
ORIENTAL TRADING COMPANY, INC.	394308	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	↔	209.73
OXFORD STUDY COURSES LTD	394191	27-Sep-2018	TEXTBOOKS	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	↔	8,285.92
PACIFIC SYMPHONY	394266	28-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	WILSON ELEMENTARY SCHOOL	€	4,350.00
PADRES UNIDOS	394368	01-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GARFIELD ELEMENTARY SCHOOL	↔	13,500.00
PADRES UNIDOS	394363	01-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HARVEY ELEMENTARY SCHOOL	↔	26,200.00
PADRES UNIDOS	394363	01-Oct-2018	CONSULTANT SERVICES	SC-Early Learning (PreK-Gr 6)	HARVEY ELEMENTARY SCHOOL	↔	15,500.00
PADRES UNIDOS	394151	26-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONROE ELEMENTARY SCHOOL	↔	7,500.00
PADRES UNIDOS	394141	26-Sep-2018	CONSULTANT SERVICES	SC-Early Leaming (PreK-Gr 6)	ROOSEVELT ELEMENTARY SCHOOL	↔	11,400.00
PALOS SPORTS, INC.	394465	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	₩	150.31
PALOS SPORTS, INC.	394202	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	PSYCHOLOGICAL SERVICES/APE	↔	331.88
PARADIGM HEALTHCARE SERVICES, LLC	394143	26-Sep-2018	CONSULTANT SERVICES	MediCal Administrative Activities (MAA)	HEALTH/HOME-HOSPITAL INSTR	↔	175,725.00
PARADIGM HEALTHCARE SERVICES, LLC	394144	26-Sep-2018	CONSULTANT SERVICES	Medi-Cal Billing Option	HEALTH/HOME-HOSPITAL INSTR	↔	248,951.00
PARENT INSTITUTE FOR QUALITY EDUCATION	394142	26-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	JEFFERSON ELEMENTARY SCHOOL	↔	6,000.00
PATRIOT CONSULTING TECHNOLOGY GROUP, LLC	394246	27-Sep-2018	CONSULTANT SERVICES	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	↔	17,500.00
PAUL ALAN DORES, PH.D., BEHAVIORAL CONSULTANT	394410	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	₩	4,000.00
PEARSON ASSESSMENTS	394666	08-Oct-2018	STUDENT ASSESSMENT SUPPLIES	Special Education	PSYCHOLOGICAL SERVICES/APE	↔	769.34

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PEARSON ASSESSMENTS	394604	05-Oct-2018	STUDENT ASSESSMENT SUPPLIES	Special Education	SPEECH & LANGUAGE	\$ 1,574.87
PEORIA CHARTER COACH COMPANY	394449	02-Oct-2018	STUDENT TRANSPORTATION	Communication Studies (Speech and Debate)	K-12 TEACHING AND LEARNING	\$ 2,754.00
PERFECTION LEARNING	394162	27-Sep-2018	TEXTBOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SADDLEBACK HIGH SCHOOL	\$ 561.52
PERRY PASSARO, PH.D.	394411	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 15,000.00
PLAYERS CHOICE	394193	27-Sep-2018	ENGRAVING	Unrestricted Discretionary Accounts	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 150.85
PLAYWORKS EDUCATION ENERGIZED	394357	01-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	DIAMOND ELEMENTARY SCHOOL	\$ 19,500.00
PORTOLA HIGH SCHOOL	394617	05-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 600.00
PRO INSTALLATIONS, INC., dba PROSPECTRA CONTRACT FLOORING	394297	28-Sep-2018	CARPET INSTALLATION	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 2,150.00
PRO INSTALLATIONS, INC., dba PROSPECTRA CONTRACT FLOORING	394661	08-Oct-2018	CARPET INSTALLATION	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 14,519.31
PRO-ED	394574	04-Oct-2018	STUDENT ASSESSMENT SUPPLIES	Special Education	PSYCHOLOGICAL SERVICES/APE	\$ 1,146.14
PROFESSIONAL TURF SPECIALTIES, INC.	394285	28-Sep-2018	TURF REPAIRS	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,100.00
R. STEPHEN VALDEZ dba STEVE VALDEZ, PH.D	394413	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 5,000.00
REACH AIR MEDICAL SERVICES, LLC	394109	26-Sep-2018	CONFERENCE	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 135.00
READING IS FUNDAMENTAL OF SOUTHERN CALIFORNIA, INC.	394421	02-Oct-2018	PROGRAM FEE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HOOVER ELEMENTARY SCHOOL	\$ 624.00
REALLY GOOD STUFF, INC.	394131	26-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	DIAMOND ELEMENTARY SCHOOL	\$ 48.30
RENAISSANCE LEARNING, INC.	394319	01-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	\$ 6,950.00
RENAISSANCE LEARNING, INC.	394115	26-Sep-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	LINCOLN ELEMENTARY SCHOOL	\$ 6,950.00
REZILIENTKIDZ	394206	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Title III Immigrant Ed Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	\$ 10,256.76

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ROBERT P. TRUSSELL dba R.T. ENTERPRISES	394703	08-Oct-2018	NETWORK SERVICE	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 1,077.50
ROBERTO ZAVALA dba GALAXY PARTY RENTALS	394762	09-Oct-2018	RENTALS FOR STUDENT TESTING	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 1,027.50
ROBERTO ZAVALA dba GALAXY PARTY RENTALS	394463	02-Oct-2018	RENTALS FOR SUMMER SHOWCASE	Title I, Core Set Aside	SUMMER SCHOOL	\$ 4,077.50
ROCHESTER 100, INC.	394514	03-Oct-2018	STUDENT PLANNERS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SANTIAGO ELEMENTARY SCHOOL	\$ 134.69
ROSETTA STONE, LTD.	394783	09-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ADAMS ELEMENTARY SCHOOL	\$ 2,805.00
RUG-ED PRODUCTS, INC.	394605	05-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MCFADDEN INTERMEDIATE SCHOOL	\$ 7,811.88
S & S WORLDWIDE, INC.	394199	27-Sep-2018	RECESS SUPPLIES	Unrestricted Discretionary Accounts	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 213.09
SAN CLEMENTE HIGH SCHOOL	394103	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 250.00
SAN DIMAS HIGH SCHOOL	394099	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 250.00
SAN DIMAS HIGH SCHOOL	394100	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 200.00
SANTA ANA WRESTLING	394107	26-Sep-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 400.00
SANTA MARGARITA FORD	394497	03-Oct-2018	UTILITY TRUCK	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 36,675.77
SANTA MARGARITA FORD	394498	03-Oct-2018	UTILITY TRUCK	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 36,675.77
SAVANNA SOFTBALL BOOSTERS	394564	04-Oct-2018	TOURNAMENT FEE	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 415.00
SCHERBA INDUSTRIES, INC. dba INFLATABLE IMAGES	394238	27-Sep-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 464.78
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	394267	28-Sep-2018	CONSULTANT SERVICES	California Clean Energy Jobs Act (Prop 39)	BUILDING SERVICES	\$ 11,432.00
SCHOOL HEALTH CORPORATION 394624	394624	05-Oct-2018	NURSE SUPPLIES	Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL	\$ 68.04
SCHOOL NURSE SUPPLY, INC.	394697	08-Oct-2018	NURSE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 185.51
SCHOOL NURSE SUPPLY, INC	394539	03-Oct-2018	NURSE SUPPLIES	Unrestricted Discretionary Accounts	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	\$ 407.19

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SCHOOL OUTFITTERS, LLC	394518	03-Oct-2018	CLASSROOM FURNITURE	Unrestricted Discretionary Accounts	MCFADDEN INTERMEDIATE SCHOOL	\$ 1,405.94
SCHOOL OUTFITTERS, LLC	394503	03-Oct-2018	CLASSROOM FURNITURE	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 2,636.60
SCHOOL SPECIALTY/CLASSROOM DIRECT	394531	03-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	\$ 121.15
SCHOOL SPECIALTY/CLASSROOM DIRECT	394740	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MCFADDEN INTERMEDIATE SCHOOL	\$ 241.63
SCHOOL SPECIALTY/CLASSROOM DIRECT	394458	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	PSYCHOLOGICAL SERVICES/APE	\$ 325.83
SCOTT LARSON	394412	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	\$ 4,000.00
SEGERSTROM CENTER FOR THE 394710 ARTS	394710	08-Oct-2018	FIELD TRIP	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GARFIELD ELEMENTARY SCHOOL	\$ 700.00
SIERRA SCHOOL EQUIPMENT COMPANY	394682	08-Oct-2018	CLASSROOM FURNITURE	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 10,295.31
SIGN A RAMA	394261	28-Sep-2018	ALUMINUM SIGNS	Unrestricted Discretionary Accounts	REACH ACADEMY	\$ 1,082.35
SIGNATURE PARTY RENTALS	394641	05-Oct-2018	RENTALS SUPTS BREAKFAST	Department Unrestricted Discretionary Accounts	SUPERINTENDENT'S OFFICE	\$ 1,312.26
SILICON VALLEY MATHEMATICS INITIATIVE, LLC	394262	28-Sep-2018	CONSULTANT SERVICES	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	\$ 12,000.00
SMILEMAKERS, INC.	394295	28-Sep-2018	STUDENT INCENTIVES	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	\$ 23.68
SOCIAL STUDIES SCHOOL SERVICE	394664	08-Oct-2018	CLASSROOM BOOKS	Unrestricted Discretionary Accounts	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	\$ 447.91
SOUTHWEST SCHOOL AND OFFICE SUPPLY	394569	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	\$ 374.16
SOUTHWEST SCHOOL AND OFFICE SUPPLY	394214	27-Sep-2018	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	JACKSON ELEMENTARY SCHOOL	\$ 848.53
SOUTHWEST SCHOOL AND OFFICE SUPPLY	394683	08-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 167.62
SOUTHWEST SCHOOL AND OFFICE SUPPLY	394563	04-Oct-2018	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	TAFT ELEMENTARY SCHOOL	\$ 160.33
SPHERO, INC.	394471	02-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SEGERSTROM HIGH SCHOOL	\$ 269.82
SPHERO, INC.	394693	08-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SEGERSTROM HIGH SCHOOL	\$ 89.94

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INC. dba CCER.COM,		Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
dba GREAT ATLANTIC LACROSSE, dba LACROSSE.COM	394630	05-Oct-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	41,71	11,750.00
SPORTS PAGE SOCCER WAREHOUSE	394700	08-Oct-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 2,9%	2,922.18
STAPLES BUSINESS ADVANTAGE 394770	394770	09-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$	149.21
STAPLES BUSINESS ADVANTAGE 394434	394434	02-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	8	428.08
STAPLES BUSINESS ADVANTAGE 394344	394344	01-Oct-2018	OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	<del>ω</del>	28.19
STAPLES BUSINESS ADVANTAGE 394346	394346	01-Oct-2018	OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HEROES ELEMENTARY SCHOOL	€	32.28
STAPLES BUSINESS ADVANTAGE 394349	394349	01-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HEROES ELEMENTARY SCHOOL	&	134.21
STAPLES BUSINESS ADVANTAGE 394752	394752	09-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MARTIN ELEMENTARY SCHOOL	€	132.79
STAPLES BUSINESS ADVANTAGE 394440	394440	02-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	မာ	36.19
STAPLES BUSINESS ADVANTAGE 394251	394251	28-Sep-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$	102.10
STAPLES BUSINESS ADVANTAGE 394516	394516	03-Oct-2018	OFFICE SUPPLIES	Special Education	SEGERSTROM HIGH SCHOOL	\$	183.16
STAPLES BUSINESS ADVANTAGE 394769	394769	09-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	SEGERSTROM HIGH SCHOOL	\$	146.93
STAPLES BUSINESS ADVANTAGE 394436	394436	02-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	ω	53.33
STAPLES BUSINESS ADVANTAGE 394771	394771	09-Oct-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	WALKER ELEMENTARY SCHOOL	φ.	58.90
STARFALL EDUCATION FOUNDATION	394430	02-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	2	270.00
STEPPING STONES THERAPY, INC.	394414	02-Oct-2018	CONSULTANT SERVICES	Special Education	SPECIAL EDUCATION	3,6(	3,600.00
STEVEN MOODY DBA HUISKEN AND MOODY COUNSELING SERVICES	394176	27-Sep-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HOOVER ELEMENTARY SCHOOL	\$ 2,0	5,000.00

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STEVEN MOODY DBA HUISKEN AND MOODY COUNSELING SERVICES	394176	27-Sep-2018	CONSULTANT SERVICES	SC-Early Leaming (PreK-Gr 6)	HOOVER ELEMENTARY SCHOOL	\$	15,000.00
STONEWARE, INC.	394429	02-Oct-2018	SOFTWARE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$	7,296.00
SUNBELT CONTROLS, INC.	394542	03-Oct-2018	HVAC SERVICE	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$	2,895.00
SUPER DUPER PUBLICATIONS	394157	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	SPEECH & LANGUAGE	€	1,218.93
SUPER DUPER PUBLICATIONS	394201	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Medi-Cal Billing Option	SPEECH & LANGUAGE	€	190.44
SUPER DUPER PUBLICATIONS	394575	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	SPEECH & LANGUAGE	₩	670.57
SUPER DUPER PUBLICATIONS	394721	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Medi-Cal Billing Option	SPEECH & LANGUAGE	₩	199.85
SUSAN HOLLAR dba HOLLAR SPEECH & LANGUAGE	394502	03-Oct-2018	CONSULTANT SERVICES	Special Education	SPEECH & LANGUAGE	\$	10,000.00
TEXTBOOK WAREHOUSE, LLC	394642	05-Oct-2018	TEXTBOOKS	Education Academy [0434] CHS	CENTURY HIGH SCHOOL	€	469.39
TEXTBOOK WAREHOUSE, LLC	394435	02-Oct-2018	TEXTBOOKS	Unrestricted Discretionary Accounts	SIERRA PREPARATORY ACADEMY	€	223.20
TEXTBOOK WAREHOUSE, LLC	394431	02-Oct-2018	TEXTBOOKS	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	€	513.32
THE ACME NETWORK	394127	26-Sep-2018	SUMMER PROGRAM ADMIN FEES	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$	7,950.00
THE COLLEGE BOARD	394635	05-Oct-2018	CONFERENCE	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	₩	245.00
THE FITNESS MECHANICS, INC.	394756	09-Oct-2018	FITNESS EQUIPMENT REPAIRS	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	₩	240.24
THERAPRO	394200	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Special Education	DIAMOND ELEMENTARY SCHOOL	₩	157.20
THIRD DEGREE COMMUNICATIONS, INC.	394112	26-Sep-2018	CONFERENCE	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	₩	375.00
TRINITY EQUIPMENT, INC.	394303	28-Sep-2018	GROUNDS MAINTENANCE EQUIPMENT	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$	16,533.16
TRINITY EQUIPMENT, INC.	394304	28-Sep-2018	GROUNDS MAINTENANCE EQUIPMENT	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 44	44,900.00
TRUE NORTH RESEARCH, INC.	394353	01-Oct-2018	CONSULTANT SERVICES	Unrestricted One-time Funds	BUSINESS SERVICES DIVISION	\$ 25	25,875.00

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U S SCHOOL SUPPLY, INC.	394212	27-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	DIAMOND ELEMENTARY SCHOOL	\$ 143.52
nci	394615	05-Oct-2018	CONSULTANT SERVICES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CENTURY HIGH SCHOOL	\$ 300.00
ULINE SHIPPING SUPPLIES	394493	03-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Unrestricted Discretionary Accounts	MONTE VISTA ELEMENTARY SCHOOL	\$ 432.29
ULINE SHIPPING SUPPLIES	394520	03-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 65.73
ULINE SHIPPING SUPPLIES	394655	08-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 872.99
UNITED STATES ACADEMIC DECATHLON	394160	27-Sep-2018	CURRICULUM SITE LICENSE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 339.41
UNITED STATES ACADEMIC DECATHLON	394165	27-Sep-2018	CURRICULUM SITE LICENSE	Unrestricted Discretionary Accounts	SADDLEBACK HIGH SCHOOL	\$ 700.00
UNIVERSITY OF CALIFORNIA IRVINE	394395	01-Oct-2018	CONSULTANT SERVICES	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	\$ 105,600.00
US SCHOOL SUPPLY, INC.	394260	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Unrestricted Discretionary Accounts	HARVEY ELEMENTARY SCHOOL	\$ 518.81
VARIDESK, LLC	394323	01-Oct-2018	OFFICE FURNITURE	Special Education	SEGERSTROM HIGH SCHOOL	\$ 210.11
VERITIV OPERATING COMPANY	394446	02-Oct-2018	PAPER FOR PUBLICATIONS	Fund 01 General Fund	PUBLICATIONS	\$ 12,663.32
VERITIV OPERATING COMPANY	394551	03-Oct-2018	PAPER FOR PUBLICATIONS	Fund 01 General Fund	PUBLICATIONS	\$ 2,288.39
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 28,205.01
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Department Unrestricted Discretionary Accounts	PUBLICATIONS	\$ 948.06
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Dept. SC-LCFF- Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 5,214.37
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$ 2,607.18
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Department Unrestricted Discretionary Accounts	TRANSPORTATION DEPARTMENT	\$ 844.00
VERIZON WIRELESS	394476	02-Oct-2018	DISTRICT VEHICLE GPS SERVICE	Ongoing & Major Maintenance Account	TRANSPORTATION DEPARTMENT	\$ 2,000.00
VEX ROBOTICS, INC.	394702	08-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 343.47

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
VISION MARKING DEVICES	394208	27-Sep-2018	OFFICE SUPPLIES	SC-LCFF-Supplemental/Concentration	REACH ACADEMY	\$ 240.74
VISION MARKING DEVICES	394126	26-Sep-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 86.10
VISTA CHARTER PUBLIC SCHOOLS	394220	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 705,106.00
VISTA CHARTER PUBLIC SCHOOLS	394245	27-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 63,029.00
VISTA CHARTER PUBLIC SCHOOLS	394254	28-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 63,029.00
VISTA CHARTER PUBLIC SCHOOLS	394254	28-Sep-2018	CHARTER PAYMENT	Fund 01 General Fund	UNDEFINED	\$ 287,132.00
WARNER/CHAPPELL MUSIC, INC. 394355	394355	01-Oct-2018	VIDEO LICENSE FEE	Dept. SC-LCFF- Supplemental/Concentration	PUPIL SUPPORT SERVICES	\$ 125.00
WEATHERPROOFING TECHNOLOGIES, INC.	394724	09-Oct-2018	WATER LEAK TESTING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 710.00
WENGER CORPORATION	394687	08-Oct-2018	VAPA SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	WILLARD INTERMEDIATE SCHOOL	\$ 5,029.77
WESTERN PSYCHOLOGICAL SERVICES	394699	08-Oct-2018	SOFTWARE LICENSE	Special Education	PSYCHOLOGICAL SERVICES/APE	\$ 165.09
WRESTLING MART	394190	27-Sep-2018	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 314.60
ZUMA OFFICE SUPPLY	394244	27-Sep-2018	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	VALLEY HIGH SCHOOL	\$ 406.39
					Grand Total:	\$ 19,998,945.65

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	394515	03-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 430.96
AMAZON CAPITAL SERVICES, INC.	394620	05-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 1,051.53
AMAZON CAPITAL SERVICES, INC.	394535	03-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	TAFT ELEMENTARY SCHOOL	\$ 74.34
AMAZON CAPITAL SERVICES, INC.	394755	09-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	TAFT ELEMENTARY SCHOOL	\$ 50.59
B&H PHOTO VIDEO	394135	26-Sep-2018	AUDIO VISUAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 1,077.46
BEST BUY	394460	02-Oct-2018	AUDIO VISUAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 116.40
LAKESHORE LEARNING MATERIALS	394258	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	DAVIS ELEMENTARY SCHOOL	\$ 53.21
LAKESHORE LEARNING MATERIALS	394252	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 2,517.53
LAKESHORE LEARNING MATERIALS	394255	28-Sep-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 138.19
LAKESHORE LEARNING MATERIALS	394343	01-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 746.22
LAKESHORE LEARNING MATERIALS	394667	08-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool EARLY CHILDHOOD EDUCATION Program	EARLY CHILDHOOD EDUCATION	\$ 873.18
LAKESHORE LEARNING MATERIALS	394585	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool   LINCOLN ELEMENTARY SCHOOL Program	LINCOLN ELEMENTARY SCHOOL	\$ 958.83
LAKESHORE LEARNING MATERIALS	394584	04-Oct-2018	CLASSROOM INSTRUCTIONAL SUPPLIES	Child Development: CA State Preschool WALKER ELEMENTARY SCHOOL Program	WALKER ELEMENTARY SCHOOL	\$ 339.68
LOVING GUIDANCE, INC. dba CONSCIOUS DISCIPLINE	394578	04-Oct-2018	CONSULTANT SERVICES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 8,924.00
LOVING GUIDANCE, INC. dba CONSCIOUS DISCIPLINE	394578	04-Oct-2018	CONSULTANT SERVICES	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 691.61
OCAEYC	394591	04-Oct-2018	CONFERENCE	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 795.00
OCAEYC	394628	05-Oct-2018	CONFERENCE	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	\$ 159.00
OFFICE DEPOT	394448	02-Oct-2018	OFFICE SUPPLIES	Child Development: CA State Preschool Program	JEFFERSON ELEMENTARY SCHOOL	\$ 248.62
					Grand Total:	\$ 19,246.35

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
4IMPRINT, INC.	394530	03-Oct-2018	SCREEN PRINTING	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 254.81
AMAZON CAPITAL SERVICES, INC.	394426	02-Oct-2018	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 380.72
AMAZON CAPITAL SERVICES, INC.	394707	08-Oct-2018	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 198.46
CHEFS' TOYS	394232	27-Sep-2018	KITCHEN SMALLWARES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 114.34
CHEFS' TOYS	394316	01-Oct-2018	KITCHEN SMALLWARES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 1,700.00
CHEFS' TOYS	394317	01-Oct-2018	KITCHEN SMALLWARES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 678.83
CHEFS' TOYS	394475	02-Oct-2018	KITCHEN SMALLWARES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 857.83
DANIEL DENHAM dba DAN'S THERMAL SEVICES (D.T.S)	394235	27-Sep-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 9,860.00
DANIEL DENHAM dba DAN'S THERMAL SEVICES (D.T.S)	394609	05-Oct-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 4,201.29
DANIEL DENHAM dba DAN'S THERMAL SEVICES (D.T.S)	394758	09-Oct-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 3,027.82
EMS LINQ, INC.	394318	01-Oct-2018	SOFTWARE LICENSE	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 26,315.00
FROSTLINE, INC.	394474	02-Oct-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 612.03
INDUSTRIAL ELECTRIC SERVICE	394315	01-Oct-2018	COOKING EQUPIMENT REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 1,941.00
IRVINE PIPE AND SUPPLY	394231	27-Sep-2018	FACILITIES MAINTENANCE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 1,293.20
JC FOODSERVICE, INC. dba ACTION SALES	394336	01-Oct-2018	NEW REFRIGERATOR VALLEY	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 3,170.01
OFFICE DEPOT	394234	27-Sep-2018	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 93.13
REFRIGERATION CONTROL CO., INC.	394233	27-Sep-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 1,563.76
REFRIGERATION CONTROL CO., INC.	394314	01-Oct-2018	REFRIGERATOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 1,255.29
RUHNAU CLARKE ARCHITECTS	394715	08-Oct-2018	ARCHITECTURAL SERVICES	Child Nutrition: School Programs	SADDLEBACK HIGH SCHOOL	\$ 51,391.52
VORTEX INDUSTRIES, INC.	394610	05-Oct-2018	ENTRY DOOR REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 894.27
WAXIE SANITARY SUPPLY	394149	26-Sep-2018	FACILITIES MAINTENANCE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 321.91
ZUMA OFFICE SUPPLY	394428	02-Oct-2018	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 249.90
					Grand Total:	\$ 110,375.12

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
ANIXTER, INC.	394749	09-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	æ •	30,000.00
BEYNON SPORTS SURFACES, INC.	394704	08-Oct-2018	SYNTHETIC TRACK REPAIRS	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	₩	8,496.00
BEYNON SPORTS SURFACES, INC.	394708	08-Oct-2018	SYNTHETIC TRACK REPAIRS	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	₩	3,109.00
BEYNON SPORTS SURFACES, INC.	394746	09-Oct-2018	SYNTHETIC TRACK REPAIRS	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	8	19,200.00
DAVID KELLY dba ADVANCED ENTRY SYSTEMS	394555	03-Oct-2018	ENTRY DOOR REPAIR	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	₩	3,720.00
DINH PHUC NGO dba TELECOMSPACE	394283	28-Sep-2018	NETWORK CABLING	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	₩	1,126.25
PETER T. TURCHYN dba PT PRODUCTIONS	394263	28-Sep-2018	THEATRE RIGGING SYSTEM INSPECTION	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	₩	1,000.00
PRB CONSTRUCTION	394669	08-Oct-2018	CONCRETE REMOVAL FRANKLIN	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	ક્ક	1,300.00
					Grand Total:	<del>\$</del>	67,951.25

Fund 25

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Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
ALL AMERICAN INSPECTION, INC. 394367	394367	01-Oct-2018	DSA INSPECTION SERVICES	Fund 25 City Santa Ana Redevelopment   ADVANCED LEARNING ACADEMY	ADVANCED LEARNING ACADEMY	မှ	21,500.00
BAKER NOWICKI DESIGN STUDIO, LLP	394388	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	FACILITIES/GOVERNMENTAL RELATIONS	မှ	52,500.00
GHATAODE BANNON ARCHITECTS, LLP	394379	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	REMINGTON ELEMENTARY SCHOOL	₩	6,537.87
GOLD COAST FENCE, INC.	394370	01-Oct-2018	INSTALLATION OF FENCING	Fund 25 City Santa Ana Redevelopment   ADVANCED LEARNING ACADEMY	ADVANCED LEARNING ACADEMY	₩	5,325.50
HMC ARCHITECTS	394150	26-Sep-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	CENTURY HIGH SCHOOL	€	324,767.50
HMC ARCHITECTS	394654	08-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	CENTURY HIGH SCHOOL	€	324,767.50
LIONAKIS	394366	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	MONROE ELEMENTARY SCHOOL	€	189,825.00
ORBACH, HUFF AND SUAREZ, LLP	394369	01-Oct-2018	LEGAL SERVICES	Fund 25 City Santa Ana Redevelopment FACILITIES/GOVERNMENTAI RELATIONS	FACILITIES/GOVERNMENTAL RELATIONS	မှ	25,000.00
RELIABLE DELIVERY SERVICE, INC.	394173	27-Sep-2018	STORAGE CONTAINER RELOCATION	Fund 25 City Santa Ana Redevelopment   ADVANCED LEARNING ACADEMY	ADVANCED LEARNING ACADEMY	s	495.00
SVA ARCHITECTS	394390	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	CHAVEZ CONTINUATION HIGH SCHOOL	€	100,844.56

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	ıt:
SVA ARCHITECTS	394391	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	DAVIS ELEMENTARY SCHOOL	↔	102, 184.47
SVA ARCHITECTS	394392	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	HENINGER ELEMENTARY SCHOOL	<del>\$</del>	124,622.85
SVA ARCHITECTS	394420	02-Oct-2018	ARCHITECTURAL SERVICES	Fund 25 Community Redevelopment Funds	KENNEDY ELEMENTARY SCHOOL	↔	160,390.58
THE BANK OF NEW YORK MELLON TRUST COMPANY N.A.	394631	05-Oct-2018	2012 GOB PAYING AGENT FEE	Fund 25 Capital Facilities Fund	DISTRICT-WIDE	€9	500.00
					Grand Total: \$ 1 439 260 83	·	439 260 83

Fund 35

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Supplier:	PO Number:	Date PO Created:		Resource Description :	Site:	Amount:
HANCOCK, PARK & DELONG, INC. 394145	. 394145	394145   26-Sep-2018   LEGAL SERVICES	LEGAL SERVICES	Fund 35 OPSC School Facilities Bond FACILITIES/GOVERNMENTAL	FACILITIES/GOVERNMENTAL	\$ 10,000.00
				Projects	RELATIONS	
ORBACH, HUFF AND SUAREZ,	394369	01-Oct-2018	LEGAL SERVICES	Fund 35 OPSC School Facilities Bond   FACILITIES/GOVERNMENTAL	FACILITIES/GOVERNMENTAL	\$ 25,000.00
LLP				Projects	RELATIONS	
					Grand Total:	Grand Total: \$ 35,000.00

Fund 40

Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description :	Site:	Amount:	
BAKER NOWICKI DESIGN STUDIO, LLP	394389	01-Oct-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	CENTURY HIGH SCHOOL	\$ 98,1	98,150.00
BAKER NOWICKI DESIGN STUDIO, LLP	394387	01-Oct-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	FACILITIES/GOVERNMENTAL RELATIONS	\$ 29,69	29,694.50
BAKER NOWICKI DESIGN STUDIO, LLP	394375	01-Oct-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	\$ 126,928.42	28.42
CAPITOL ADVISORS GROUP, LLC 394422	394422	02-Oct-2018	CONSULTANT SERVICES	Emergency Repair Program-Williams Case	FACILITIES/GOVERNMENTAL RELATIONS	\$ 20,00	20,000.00
CRISP ENTERPRISES dba C2 IMAGING	394171	27-Sep-2018	PLAN ROOM FEES	Fund 40 Kitchen Remodeling	SANTA ANA HIGH SCHOOL	8	67.68
CRISP ENTERPRISES dba C2 IMAGING	394174	27-Sep-2018	PLAN ROOM FEES	Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	& &	637.45
CS & ASSOCIATES, INC.	394146	26-Sep-2018	CONSULTANT SERVICES	Emergency Repair Program-Williams Case	FACILITIES/GOVERNMENTAL RELATIONS	\$ 10,00	10,000.00
CULVER NEWLIN, INC.	394472	02-Oct-2018	CLASSROOM FURNITURE	Fund 40 2016 Lease Purchase	FRANKLIN ELEMENTARY SCHOOL	3,1(	1,107.13
FEDERAL TECHNOLOGY SOLUTIONS, INC.	394670	08-Oct-2018	NETWORK CABLING	Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	3,3,	3,312.62
INTERIOR MANAGEMENT, INC.	394445	02-Oct-2018	CARPEING INSTALLATION	Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	\$ 6,5%	6,519.50

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Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	ij.
LENTZ MORRISSEY ARCHITECTURE, INC.	394380	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 40 California Solar Initiative Rebate CARVER ELEMENTARY SCHOOL	CARVER ELEMENTARY SCHOOL	↔	291,066.74
LENTZ MORRISSEY ARCHITECTURE, INC.	394152	26-Sep-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	FACILITIES/GOVERNMENTAL RELATIONS	€	378,000.00
LENTZ MORRISSEY ARCHITECTURE, INC.	394501	03-Oct-2018	ARCHITECTURAL SERVICES	Fund 40 California Solar Initiative Rebate GARFIELD ELEMENTARY SCHOOL	GARFIELD ELEMENTARY SCHOOL	€	238,066.09
LENTZ MORRISSEY ARCHITECTURE, INC.	394384	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 40 California Solar Initiative Rebate KING ELEMENTARY SCHOOL	KING ELEMENTARY SCHOOL	€	326,988.55
LENTZ MORRISSEY ARCHITECTURE, INC.	394385	01-Oct-2018	ARCHITECTURAL SERVICES	Fund 40 California Solar Initiative Rebate WASHINGTON ELEMENTARY SCHOOL	WASHINGTON ELEMENTARY SCHOOL	€	241,890.70
MURDOCH, WALRATH & HOLMES 394242	394242	27-Sep-2018	LEGAL SERVICES	Emergency Repair Program-Williams Case	FACILITIES/GOVERNMENTAL RELATIONS	€	144,000.00
ORBACH, HUFF AND SUAREZ, LLP	394369	01-Oct-2018	LEGAL SERVICES	Fund 40 Special Reserve Fund	FACILITIES/GOVERNMENTAL RELATIONS	€	50,000.00
PAC-VAN, INC.	394500	03-Oct-2018	VEHIOLE REPAIR	Fund 40 2016 Lease Purchase	FACILITIES/GOVERNMENTAL RELATIONS	<b>φ</b>	8,889.38
PRB CONSTRUCTION	394443	02-Oct-2018	SAHS LIBRARY REMODEL	Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	<del>ω</del>	4,300.00
SUNPOWER CORPORATION, SYSTEMS	394718	08-Oct-2018	SOLAR ANNUAL OPERATION AND SERVICE FEE	Fund 40 QZAB Solar Energy Savings 2012 (eff 2014-15)	DISTRICT-WIDE	<del>ω</del>	75,000.00
SVA ARCHITECTS	394393	01-Oct-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	PIO-PICO ELEMENTARY SCHOOL	€	124,622.85
SVA ARCHITECTS	394394	01-Oct-2018	ARCHITECTURAL SERVICES	Emergency Repair Program-Williams Case	WALKER ELEMENTARY SCHOOL	↔	93,184.47
					Grand Total:	↔	2,272,426.08

Fund 68

Supplier:	PO Number:	PO Number: Date PO Created: Item Description:	Item Description:	Resource Description:	Site:	Amount:	::
GRAINGER	394668	08-Oct-2018	FACILITIES MAINTENANCE SUPPLIES Fund 68 Workers' Compensation	Fund 68 Workers' Compensation	RISK MANAGEMENT	↔	4,631.86
PARMA	394713	08-Oct-2018	MEMBERSHIP FEE	Fund 68 Workers' Compensation	RISK MANAGEMENT	↔	150.00
VAVRINEK TRINE DAY COMPANY, 394128 LLP	394128	26-Sep-2018	AUDIT SERVICES	Fund 68 Workers' Compensation	RISK MANAGEMENT	↔	4,999.00
					Grand Total: \$	<b>∽</b>	9,780.86

Fund 81							
Supplier:	PO Number:	PO Number: Date PO Created:	Item Description:	Resource Description:	Site:	Amount:	
ADVERTAPE, INC.	394169	27-Sep-2018	OFFICE SUPPLIES	Fund 81 Property & Liability	RISK MANAGEMENT	↔	218.00
CDW GOVERNMENT, INC.	394348	01-Oct-2018	COMPUTER SUPPLIES AND PERIPHERALS	Fund 81 Property & Liability	RISK MANAGEMENT	€	194.98
COMMLINE, INC.	394602	04-Oct-2018	ADIOS	Fund 81 Property & Liability	RISK MANAGEMENT	8	2,103.05
DEPARTMENT OF TOXIC SUBSTANCES CONTROL	394594	04-Oct-2018	FEE PAYMENT	Fund 81 Property & Liability	RISK MANAGEMENT	€	3,832.50
FLINN SCIENTIFIC, INC.	394723	09-Oct-2018	CHEMICAL STORAGE CABINET	Fund 81 Property & Liability	RISK MANAGEMENT	8	1,478.72
GRAINGER	394598	04-Oct-2018	FACILITIES MAINTENANCE SUPPLIES	Fund 81 Property & Liability	RISK MANAGEMENT	€	242.44
VERIZON WIRELESS	394166	27-Sep-2018	VEHICLE GPS FEE	Fund 81 Property & Liability	RISK MANAGEMENT	69	9,832.83
VERIZON WIRELESS	394476	02-Oct-2018	VEHICLE GPS FEE	Fund 81 Property & Liability	RISK MANAGEMENT	မှာ	3,081.39

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RISK MANAGEMENT

Fund 81 Property & Liability

ROOF REPAIRS

04-Oct-2018

394603

WEATHERPROOFING TECHNOLOGIES, INC. 21,803.91

Grand Total: \$

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Approval of Revised Job Description: Integrated Pest Management

**Technician** 

ITEM: Consent

**SUBMITTED BY:** Mark McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description for Integrated Pest Management Technician. The Integrated Pest Management Technician focus long-term prevention using sanitation mechanical and physical controls. This position supports Building Services in monitoring and evaluation potential health hazards for students, staff and visitors.

#### **ITEM SUMMARY:**

• The revised job description focuses on long-term prevention and monitoring to make sure the District complies with notification, posting, record keeping, and all other sanitation requirements.

#### **RATIONALE:**

The Integrated Pest Management Technician will coordinate with all school district departments, Health Department and school administrators to ensure all Integrated Pest Management procedures and policies are followed. The positon will conduct periodic audits, oversee and perform inspections and coordinate with other trades or departments as it relates to sanitation, landscaping and maintenance to ensure the District is adhering to policies and regulations. In accordance with Article 17.7 of the CSEA Collective Bargaining Agreement:

"The Association shall be provided with an opportunity for input regarding all unit member job description changes (new and existing) prior to submission to the Board of Education".

This job description has been shared with CSEA and will be a bargaining position.

The revised job description is attached.

**LCAP Goal: 3** Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

**Action: 03** Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.

**Services: 018** Human Resources

# **FUNDING:**

General Fund: Classified Salary Schedule Grade 34: \$4,352 – \$5,565 (monthly)

# **RECOMMENDATION:**

Approve the revised job description: Integrated Pest Management Technician.

MAM:nr



#### SANTA ANA UNIFIED SCHOOL DISTRICT

#### INTEGRATED PEST MANAGEMENT TECHNICIAN

#### **JOB SUMMARY:**

Under the supervision of the Director of Building Services or designee, the Integrated Pest Manager Manager Management Technician will implement the District's Integrated Pest Management (IPM) program by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation, mechanical, and physical controls. State approved Ppesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment.

#### **REPRESENTATIVE DUTIES:**

- Ensures the Santa Ana Unified School District (SAUSD) complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (AB 2260, SB 1405, Education Code Sections 17608 17613, 48980.3; Food & Agricultural Code Sections 13180 13188). The Integrated Pest Management Technician will ensure that SAUSD complies with all State and Federal regulations. E
- Monitors and evaluates potential health hazards due to pest infestation for which may affect students, staff, and visitors to the Santa Ana Unified School District. E
- Acts as District contact and oversite if the Integrated Pest Management effort is contracted to qualified local vendors. **E**
- Actively and adequately, suppresses and/or provides over site oversite in the trapping, capture, disposal of rodents such as rats, mice, opossum, etc. or other vertebra pests found inside and outside of buildings.
- Provides entry or activity deterrents and may assist other District Personnel in such as patching, netting, door sweeps, weather stripping, sound, visual or other applications to dissuade pest activity in common areas or areas suffering either structurally or in cleanliness by excessive pest activity. Clean/remove health hazards such as pest feces, urine, etc. from areas that could be accessed by people. E
- Coordinates with all school district departments, school sites, and Health Departments, and school administrators to ensure that all IPM procedures and policies are followed.
   E
- Plans and provides information to District management implements training for training purposes of district staff, students, and parents. E

#### INTEGRATED PEST MANAGEMENT TECHNICIAN (CONTINUED)

#### **REPRESENTATIVE DUTIES:** (continued)

- Develops, coordinates, and maintains a system-wide Integrated Pest Management program that ensures compliance with all Federal, State and local statutes, rules and guidelines. E
- Compiles Complies with and maintains accurate records and reporting requirements set forth by all Federal, State and local statutes, rules and guidelines. **E**
- Provides information to District webmaster for Assists in establishing, maintaining, and updating a District IPM website. E
- Conducts periodic audits of the District's IPM program. **E**
- Oversees and performs inspections on District sites and completes a checklist for school facilities. E
- Coordinates with other trades or departments as it relates to sanitation, landscaping, and maintenance to ensure IPM policies and regulations are adhered to. **E**
- Performs other related duties as assigned.

#### **KNOWLEDGE AND ABILITIES:**

## Knowledge of:

- Varieties and species of plant and vegetation indigenous to the area.
- Methods of application and materials used in controlling pests, insects, diseases and weeds.
- Herbicides, pesticides and other chemicals used in grounds maintenance.
- **Applicable** Health and safety regulations.
- Laws, rules and regulations relating to pesticide enforcement.
- Record-keeping and report preparation techniques.
- Operation and maintenance of a variety of chemical applications equipment.
- Principles and practices of training.

#### Ability to:

- Compare or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards), of data, people or things.
- Read correspondence, reports, forms, inspection notices, invoices, purchase orders, logs, diagrams, etc.
- Prepare activity correspondence, reports, forms, programs, charts, graphs, appraisals, purchase orders, etc. according to prescribed formats.
- Communicate with people professionally and with clarity.

#### INTEGRATED PEST MANAGEMENT TECHNICIAN (CONTINUED)

#### **KNOWLEDGE AND ABILITIES:** (continued)

#### Ability to: (continued)

- Apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.
- Record and deliver information.
- Explain procedures, and be able to follow oral and written instructions.
- Communicate effectively and efficiently in a variety of technical or professional languages including occupational health and environmental technology.
- Utilize simple mathematical formulas; to add, and subtract, multiply, and divide, and to utilize decimals and percentages; and apply the theories of algebra.
- Coordinate hands and eyes rapidly and accurately in using hand tools.

#### **EDUCATION AND EXPERIENCE:**

- High School Diploma or GED.
- One-year experience in the area of pest management, pesticide handling, sanitation procedures or any equivalent qualification or training which provides the required skills, knowledge and abilities.

#### **LICENSE AND OTHER REQUIREMENTS:**

- Valid California Driver's License.
- Must possess a Category "B" Qualified Applicators License (QAL).

#### **WORKING CONDITIONS:**

#### **Environment:**

- Outdoor environment.
- Regular exposure to fumes, dust, odors and pollen.
- Seasonal heat and cold or adverse weather conditions.
- Driving a vehicle to conduct work.

#### Physical abilities:

- Must be physically able to operate a variety of equipment and machinery related to job requirements.
- Must be able to exert up to 25 pounds of force occasionally, and/or up to five pounds of force frequently, and/or negligible amount of force to push, pull and carry or otherwise move objects.
- Physical demand requirements are for light work.
- Lifting or moving objects, normally not exceeding thirty (30) pounds.

# INTEGRATED PEST MANAGEMENT TECHNICIAN (CONTINUED)



Board Approved: 8/28/18

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Approval of Revised Job Description: Position Control Supervisor

ITEM: Consent

**SUBMITTED BY:** Mark McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description: Position Control Supervisor to Position Control and Financial Manager. This position will report to the Assistant Superintendent of Business Services or designee and will maintain the position control system as it

#### **ITEM SUMMARY:**

• Revised job description to maintain the personnel control system as it integrates with the budget, payroll, and benefit system.

integrates with the budget, payroll, and benefit system as well as analyze District's financial data.

#### **RATIONALE:**

The Position Control Supervisor job description has been revised to meet the technical work in the development, maintenance and analysis of position control, budget, payroll, benefit and District financial data; provide increased understanding of budget, position control, payroll, and benefit; ensure accuracy of position control records and salary, and benefit projections. This position combines the position of Position Control Supervisor and Manager of Accounting (Nutrition Services) and will generate a saving of \$96,948 for the District.

**LCAP Goal: 3** Cultivate and maintain a healthy, safe, secure, and respectful school and working environmental for all.

Action: 07 Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

**Services: 18** Human Resources Services

#### **FUNDING:**

General Fund: Classified Manager Salary Schedule Grade 31: \$8,299 - \$9,602 (monthly)

# **RECOMMENDATION:**

Approve the revised job description: Position Control Supervisor to Position Control and Financial Manager.

MAM:nr



#### SANTA ANA UNIFIED SCHOOL DISTRICT

# POSITION CONTROL SUPERVISOR POSITION CONTROL AND FINANCIAL MANAGER

#### **JOB SUMMARY:**

Under the direction of the <del>Deputy</del> Assistant Superintendent <del>/ Executive Director</del> of Business <del>Operations</del> Services or <del>Dd</del>esignee, this position performs a variety of complex technical and specialized functions in support of the District's position control and financial analysis, including position classification, document tracking and processing, database management, position related budget management, records management, analysis of financial projects, and other functions.

The Position Control Supervisor and Financial Manager reviews and monitors District staffing requests for compliance with authorized budget allocations; manages, maintains and acts as a liaison for the personnel position control system and the human resources department regarding approved positions for recruitment; maintains a coordinated relationship with payroll, benefit, and budget in the development of budget projections and budget maintenance in relationship to staffing; provides accurate analysis and projections for negotiations; assists in the development of policies and procedures relating to the improvement of the position control system.

#### **REPRESENTATIVE DUTIES:**

- Performs a wide variety of specialized and responsible position control functions related to employment processing, status changes and separation; provides information and assistance in person or on the telephone to District staff regarding a variety of position control policies and procedures. **E**
- Coordinate the maintenance of District staffing allocation sheets and dashboards of staffing by site and department. Ensure accurate maintenance of authorized FTE for staffing by site. **E**
- Prepares materials and assists in Classified and Certificated negotiations as related to layoffs, staffing, transfers, and the effects of layoffs. **E**
- Responsible for working Coordinate with the Technology department to update, modify, and enhance the position control and interface HR modules within the business financial system. E
- Train personnel staff, site administrators, managers, and other staff as applicable in operating and generating reports from the position control and HR module of the financial system. **E**

#### **REPRESENTATIVE DUTIES:** (continued)

- Participates in the budget process; ensures that all positions budgeted are also appropriately
  entered in the position control system; ensures changes made to positions during the budget
  process are updated in the budget system; generates reports to verify employees and
  positions are assigned to the appropriate school site or department in the position control
  system. E
- Receive, review and process all requests for new positions, changes in hours/FTE, and changes in account codes within the position control system. Reviews and processes status notices in a timely manner; calculates the cost of the change; ensures all appropriate approvals are received; notifies schools/departments of approvals. **E**
- Establish and maintain communication with supervisors, principals, and directors to ensure accuracy of staffing funding sources. **E**
- Design and develop reports to extract data from the position control and HR module to ensure accuracy of data input and maintenance. **E**
- Perform complex analytical and technical tasks involving the position control system in conjunction with the Budget Development and in the preparation for the annual District budgets (Interim Reports). E
- Perform complex analytical and technical calculations involving program budget control and analysis and for the preparation for the annual District budgets (Interim Reports). E
- Works closely with the Budget, Payroll, and Benefit departments to ensure accuracy of position control records, salary, and benefit projections. E
- Develop spreadsheets used for projections and analysis and in the preparation of various financial reports. E
- Serve as a liaison with Personnel, Budget, Payroll, and Benefit to provide increased understanding of budget, position control, payroll, and benefit. E
- Generate reports related to Personnel and Position Control. E
- Responsible for the creation and maintenance of Create and maintain all essential master tables, salary schedules, and work calendars in coordination with the Human Resources department for all position control and HR modules the position control system. E

## **REPRESENTATIVE DUTIES:** (continued)

- Audit and ensure that proper and valid account codes are utilized for all prime and extra duty assignments in the position control and payroll modules of the financial system. **E**
- Prepare, review and verify financial statements and related summaries regarding personnel costs and trends. **E**
- Manage and supervise staff. E
- Perform complex analyses associated with District projects and activities that are funded through debt obligations and other sources of revenues, including multi-year projections and mandated filing as required by the state. E
- Assist in developing staffing formulas for administrative, certificated, and classified staffing levels and analyzing the fiscal impact of implementing such formula. E
- Assist in preparing actuarial assessments of the value of the District's land and buildings, insurance benefit programs, and retirement and pension obligations. E
- Review, examines, and revise cost and budget estimations and calculations related to programs, payroll, and benefits. E
- Analyze data, checking for accuracy, and making adjustments as necessary.
- Serve as a liaison with Budget department and Education Services to create, update, and maintain LCAP codes on spreadsheets as well as in the financial system; Create, update, and maintain the mapping of LCAP codes with associated account codes; Provide LCAP tools/ reports to assist site principals, department heads, program managers and budget staff. E
- Perform related functions as assigned.

#### **KNOWLEDGE AND ABILITIES:**

# Knowledge of:

- Principles and practices of position control management.
- Classified and certificated bargaining agreements.
- Payroll processing.
- Application of employee statutory benefits.
- Applicable sections of State Education Code.

# **KNOWLEDGE AND ABILITIES:** (continued)

## Knowledge of: (continued)

- District administrative procedures and practices.
- Principles & practices of administration, supervision and training.
- Complex accounting and budgeting functions.
- Principles and practices of sound business communication; correct English usage, grammar, spelling, punctuation and vocabulary.
- District budget management and associated timelines.
- Basic research methods
- General accounting principles and business procedures as specified and required in the California Schools Accounting.
- Financial and statistical record-keeping analysis and projection techniques.
- Interpersonal skills using tact, patience, and courtesy.

#### Ability to:

- Understand and follow oral and written directions.
- Manage and supervise staff.
- Perform double entry bookkeeping.
- Function within appropriate line-staff relationships.
- Establish and maintain effective working relationships with others.
- Meet schedules and timelines.
- Be flexible to plan and organize work to perform with changing priorities.
- Make sound, independent decisions with established policy and procedural guidelines.
- Work confidentially with discretion.
- Use tact and diplomacy in dealing with sensitive situations and concerned people and customers.
- Lift moderately heavy objects.
- Train and supervise business and management personnel.
- Initiate and check records with accuracy and speed.
- Prepare clear, concise and accurate correspondence, reports and other written materials.
- Communicate effectively both orally and in writing.
- Perform the essential functions of the job.

#### **EDUCATION AND EXPERIENCE:**

Bachelor's degree from a recognized four-year college or university with a major in business administration, accounting, finance, public administration or closely related field. Coursework in computer science and computer applications is highly desirable.

# **EDUCATION AND EXPERIENCE:** (continued)

At least three years of increasingly responsible experience in performing highly complex technical functions with position control, **financial analysis and projections**, and business operation systems ideally in a governmental or school district setting. Experience in application of software programs in word processing, spreadsheets and databases is required with experience in Oracle software highly desired.

# **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.

## **WORKING CONDITIONS:**

#### Environment:

- Office environment.
- Frequent interruptions
- Driving a vehicle to conduct work.

#### Physical Abilities:

- Hearing and speaking accurately to exchange information in person or on the telephone.
- Seeing to read and prepare various materials.
- Lifting, carrying, pushing or pulling moderately heavy objects.
- Seeing to read a variety of materials and drive a vehicle.
- Reaching over head, above the shoulders and horizontally.
- Sitting or standing for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Bending at the waist, kneeling or crouching.
- Lifting or moving objects, normally not exceeding twenty (40) thirty (30) pounds.

#### Hazards:

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.

**Reasonable** Aaccommodation may be made to enable a person with a disability to perform the essential functions of the job with or without reasonable accommodation pursuant to the formal Interactive Process.

Board Approved: October 28, 2014

# AGENDA ITEM BACKUP SHEET October 23, 2018

#### **BOARD MEETING**

TITLE: Approval of Revised Job Description: Stadium Technician

ITEM: Consent

**SUBMITTED BY:** Mark McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description from Stadium Technician to Stadium Support Technician. The Stadium Support Technician will focus on preventive maintenance of Synthetic Turf Fields and rubberized tracks. This position

#### **ITEM SUMMARY:**

• The revised job description focuses on recognizing and reporting unsafe conditions on any sports field.

will support the Director of Building Services by ensuring the condition of stadiums are in working order, clean, and free of obstacles, debris or any foreign matter that would interfere with or prevent the usage of fields, grandstands, restrooms, bleachers, dug-outs and other equipment.

#### **RATIONALE:**

The Stadium Support Technician will ensure the District is in compliance and adheres to required safety precautions. The Stadium Support Technician will assist Building Service by inspecting work to ensure that workmanship conforms to Standard Operating procedures and adheres to construction schedules. The Stadium Support Technician will conduct inspections of stadium facilities and perform minor repairs to stadium structures. This position will be able to immediately recognize and report unsafe conditions. In accordance with Article 17.7 of the CSEA Collective Bargaining Agreement:

"The Association shall be provided with an opportunity for input regarding all unit member job description changes (new and existing) prior to submission to the Board of Education".

This job description has been shared with CSEA and will be a bargaining position.

The revised job description is attached.

**LCAP Goal: 3** Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

Action: 07 Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

**Services: 018** Human Resources

# **FUNDING:**

General Fund: Classified Salary Schedule Grade 34: \$4,352 – \$5,565 (monthly)

# **RECOMMENDATION:**

Approve the revised job description from Stadium Technician to Stadium Support Technician.

MAM:nr



# SANTA ANA UNIFIED SCHOOL DISTRICT STADIUM SUPPORT TECHNICIAN

## **JOB SUMMARY:**

Under the supervision of the Director of Building Services and/or designee, responsible for performing performs work required to complete installation, \( \tau \) service, \( \tau \) repair, \( \tau \) and preventative maintenance of Ssynthetic Tturf Ffields and rubberized tracks surface. Perform grounds and equipment maintenance, operations and other tasks related to the preparation and maintenance of District synthetic fields and rubber track systems; coordinate and conduct preventive maintenance of stadium facilities. including, but not limited to, goal posts, bleachers, and soccer posts.

#### **REPRESENTATIVE DUTIES:**

- Understands plan and procedures for installation/service/repair of synthetic turf products. E
- Provides minor repairs and preventative maintenance on rubberized track surfaces in addition to the basic maintenance performed by site specific personnel. E
- Ensures the condition of stadiums are such that they are in working order, clean and free of obstacles, debris or any foreign matter that will interfere with or prevent the usage of said fields, grandstands, restrooms, bleachers, dug-outs, etc. E
- Ensures the condition of the synthetic turf fields and rubberized track surfaces are free of obstacles, debris or any foreign matter, and are in proper working order. E
- Assists to ensure the stadium grandstands, restrooms, bleachers, and dug-outs are clean and in working order. E
- Follows direction to adhere to completing projects according to assigned work schedule. E
- Conducts inspections of stadium facilities and **assists with** performs minor repairs to stadium structures such as bleachers, dug-outs, fencing, lighting, gates, stadium restroom facilities, etc. **E**
- Demonstrates an ability and willingness to learn and receive training on new service and/or repair procedures to synthetic turf and rubberized track surfaces. **E**
- Ability to immediately recognize and report unsafe conditions on any sports field. **E**
- Coordinate, schedule, and manage any needed outside contracted services related to stadium operations E

#### STADIUM SUPPORT TECHNICIAN (CONTINUED)

#### **REPRESENTATIVE DUTIES:** (continued)

- Ensures District is in compliance and adheres to required safety precautions regarding synthetic fields and rubberized track surfaces. E
- Assists in procurement of installation tools and materials to be delivered at specified times to conform to work schedules. **E**
- Assists in executing work procedures, following specifications, mandates and contributing to various phases of installations, /maintenance, / and repairs to prevent delays. E
- Assists Building Services Manager to ensure all delivered materials meet requested specification. E
- Operate District vehicle and comply with the policy and conditions of proper vehicle usage policy. E
- Inspects outside contracted work in progress regarding synthetic fields and rubberized track surfaces to ensure that workmanship conforms to District established Standard Operating Pprocedures and the adherence to construction schedules. E
- Attends safety/team meetings. **E**
- Performs other related duties as assigned. E

#### **KNOWLEDGE AND ABILITIES:**

- Requires the ability to rRead correspondence, reports, forms, inspection notices, invoices, purchase orders, logs, diagrams, etc. related to stadium facilities.
- Requires the ability to pPrepare activity correspondence, reports, forms, programs, charts graphs, appraisals, etc. according to prescribed formats.
- Requires the ability to eCommunicate with people professionally and with clarity.
- Requires the ability to a pply principals of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form related to stadium facilities; deal with several abstract and concrete variables.
- Requires the ability to rRecord and deliver information.
- Explain procedures, and be able to follow oral and written instruction.
- Must be able to communicate effectively and efficiently in a variety of technical or professional languages including occupational health and environmental technology related to stadium facilities.
- Requires the ability to uUtilize simple mathematical formulas; to add, and subtract, multiply, and divide, and to utilize decimals and percentages; and apply the theories of algebra.

## **KNOWLEDGE AND ABILITIES:** (continued)

• Typing, writing, developing and creating reports.

#### **EDUCATION AND EXPERIENCE:**

- High school diploma or GED equivalent.
- Three Two years' experience in athletic field care, maintenance, landscaping or related field,—Oor any equivalent combination of experience and training that provides the required knowledge, skills, and abilities.
- Three Two years' experience in the area of synthetic turf and rubberized track installation, /repairs, /service, or any equivalent qualification or training which provides the required skills, knowledge and abilities.
- Experience with bleacher maintenance and minor repairs.

#### LICENSE AND OTHER REQUIREMENTS:

- Valid California Driver's License.
- High school diploma or GED equivalent
- Operate all required heavy equipment (including, but not limited to, forklift, laymor, redexim, and spreader) related to synthetic fields and rubberized track surfaces safely and effectively.
- First Aid certification desirable.

# **WORKING CONDITIONS:**

#### **Physical Abilities:**

- Must be physically able to operate a variety of equipment and machinery related to job requirements.
- Must be able to exert up to 60 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or negligible amount to force to push, pull and carry or otherwise move objects.
- Must be able to differentiate between colors and shades of color.
- Physical demand requirements are for moderate work.
- Coordinate hands and eyes rapidly and accurately in using hand tools.

#### **Environment:**

- Outdoor environment.
- School environment.
- Regular exposure to fumes, dust, odors and pollen.
- Seasonal heat and cold or adverse weather conditions.
- Driving a vehicle to conduct work.

Reasonable accommodation may be made to enable person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: August 28, 2018

# AGENDA ITEM BACKUP SHEET October 23, 2018

#### **BOARD MEETING**

TITLE: Approval of Revised Job Description: Locksmith I

ITEM: Consent

**SUBMITTED BY:** Mark McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description: Locksmith I. The Locksmith I will focus on electronic hardware and software for buildings, equipment, lockers and vehicles. This position will perform preventative maintenance on keyed and combination locks, doors, closures, panic hardware and locksets. This position will support the Director of Building Services and perform skilled locksmith services.

#### **ITEM SUMMARY:**

 The revised job description focuses on diagnosing problems and/or failures in security locks for equipment, lock repair and replacement needs.

#### **RATIONALE:**

The Locksmith I will prepare written materials for the purpose of documenting activities and/or conveying information. This position will respond to emergencies during or after hours to resolve immediate security concerns. The Locksmith I will inform personnel regarding procedures and/or status of work orders to provide necessary information for making decisions, taking appropriate action and/or complying with building and safety regulations. In accordance with Article 17.7 of the CSEA Collective Bargaining Agreement:

"The Association shall be provided with an opportunity for input regarding all unit member job description changes (new and existing) prior to submission to the Board of Education".

This job description has been shared with CSEA and will be a bargaining position.

The revised job description is attached.

**LCAP Goal: 3** Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

Action: 07 Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

Services: 018 Human Resources

# **FUNDING:**

General Fund: Classified Salary Schedule Grade 34: 4,352 - 5,565 (monthly)

# **RECOMMENDATION:**

Approve the revised job description: Locksmith I.

MAM:nr



#### SANTA ANA UNIFIED SCHOOL DISTRICT

#### **LOCKSMITH I**

#### **JOB SUMMARY:**

Under the direction of the Director of Building Services and/or designee, perform skilled locksmith services with specific responsibility for repair, alteration, installation, and keying of locks. Assists Locksmith II with electronic hardware and software on **District** buildings, equipment, lockers, and vehicles. Maintenance Maintain, work in repair, adjustment, and changing change of keyed and combination locks; Performs preventative maintenance activities on keyed and combination locks, door closures, panic hardware and locksets.

## **REPRESENTATIVE DUTIES:**

- Coordinates with assigned supervisor and other trades for completing projects and work orders efficiently. **E**
- Cuts new or duplicate keys (e.g. building and vehicle keys, file cabinets, desks, cabinets, intrusion alarms, lost or stolen locks/keys, etc.) for providing the supporting the district's with a master key system.
- Diagnoses the causes of problems and/or failures in security locks for identifying equipment and/or lock repair and/or replacement needs. **E**
- Informs personnel regarding procedures and/or status of work orders for providing and provides necessary information for making decisions, taking appropriate action, and/or complying with building and safety regulations. E
- Installs and repairs locking systems, <del>doors,</del> door hardware, closures, panic hardware, and changes lock combinations, security bolts, etc., for supporting a safe and secure facility. E
- Maintains personally assigned locksmith tools and equipment for ensuring their availability and safe operating condition. E
- Monitors distribution of keys (e.g. Great Grand Master, Grand Master, personnel, etc.) for the purpose of maintaining maximum security, emergency, and specific use only. **E**
- Operates picks, "slim jims", and other devices for the purpose of opening locks. E
- Participates in meetings, workshops, training, and seminars for the purpose of conveying and/or gathering information required to perform job functions. **E**
- Prepares written materials (e.g. repair status, activity logs, reports, etc.) for the purpose of documenting activities and/or conveying information. **E**

#### LOCKSMITH I (CONTINUED)

- Under the direction of Assists the Locksmith II, in re-keys keying or makes making new high security keys for locks and changes combinations and/or changes locks using interchangeable core cylinders for the purpose of ensuring security. E
- Repairs a variety of items, systems and/or components directly related to locksmithing in areas such as: PE lockers, locks, worn tumblers, shortens tumblers, springs, changes combinations, re-pin lock cylinders, etc., for the purpose of ensuring a safe working condition. E
- Requisitions equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair. **E**
- Responds to emergencies during or after hours for resolving immediate security concerns. E
- Under the direction of the Assists Locksmith II, in services servicing school safes (e.g. check locking mechanism, change combination, etc.) for ensuring a safe working condition. E
- Transports a variety of tools, equipment and supplies for ensuring the availability of materials required at job site. **E**
- Utilization of some resources from other trades is often required to perform the job's functions.
- Perform **job** related duties as assigned.

#### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Materials, tools, equipment and methods used in installation, maintenance, and repair of locks.
- Key making and master key practices.
- Security procedures.
- Basic math, including calculations using fractions, percent's, and/or ratios.
- Simple mathematical formulas; add, subtract, multiply, divide, and to utilize decimals and percentages; and apply the theories of algebra.
- Analyzing situations to define issues and draw conclusions.
- Specific knowledge based competencies required to satisfactorily perform the functions of the job include: mMethods, materials and equipment used in locks; types and uses of available locks; and safety practices and procedures.
- Perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions.
- Understand and follow oral and written directions.
- Work independently with little direction.
- Meet schedules and time lines.
- Plan and supervise work.

#### LOCKSMITH I (CONTINUED)

- Operating equipment used in locksmith trade; power and hand tools, etc.: adhering to safety practices; and planning and managing projects.
- Working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and monitoring budget expenditures.
- Utilization of some resources from other work units is often required to perform the job's functions.

#### Ability to:

- Flexibility is required to wWork with others in a variety of circumstances;
- Work with **locksmith** data utilizing defined and similar processes.
- Operate equipment using a variety of standardized methods. used in locksmith trade; power and hand tools, etc. adhering to safety practices.
- Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job related equipment.
- Problem solving solve is required to identify issues and create action plans.
- Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant.
- Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; and displaying mechanical aptitude.
- Read technical information and/or compose a variety of documents.
- Analyze situations to define issues and draw conclusions.
- Perform multiple and/or technical tasks with a need to occasionally upgrade skills in order to stay current with locksmithing procedures and mechanisms.
- Understand and be able to follow oral and written directions.
- Work independently with little direction.
- Meet schedules and time lines.
- Work under direct supervision using standardized routines.
- Maintains vehicle, tools, and equipment for ensuring availability in safe operating condition.

#### **EDUCATION AND EXPERIENCE:**

- Job related experience within specialized field is required.
- Any combination equivalent to some a Hhigh School diploma or GED. and two-years experience in locksmithing work.
- TwoOne-year experience as an entry-level locksmith; or one-year as a Maintenance Worker within the District in an area in which the incumbent applicant has acquired entry-level skill in this trade.

#### LOCKSMITH I (CONTINUED)

#### LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license.
- Any combination equivalent to a high school diploma or GED.
- First Aid certification desirable.

#### **WORKING CONDITIONS:**

#### **Environment:**

- Shop environment.
- School environment.
- Driving a vehicle to conduct work.
- Possible adverse weather conditions.
- Outdoor environment.
- Seasonal heat and cold.

#### Physical Abilities:

- Dexterity of hands and fingers to operate assigned maintenance equipment. Must be physically able to operate a variety of equipment, tools, and machinery related to job requirements.
- Bending at the waist, kneeling or crouching.
- Seeing to perform maintenance activities, read materials and drive a vehicle.
- Standing, **kneeling and stooping** for extended periods of time.
- Lifting or moving objects, normally not exceeding sixty (60) pounds. Lift, push, and/or carry moderately heavy objects up to 45 pounds (90 pounds with 2 people).
- The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; significant climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.
- Generally, the job requires 40% sitting, 20% walking, and 40% standing.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: 8/28/18 (12/82, 5/01)

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **BOARD MEETING**

TITLE: Approval of Revised Job Description: Locksmith II

ITEM: Consent

**SUBMITTED BY:** Mark McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description: Locksmith II. The Locksmith II will focus on repairing alteration, installation and keying of locks, equipment, lockers and vehicles. This position will support the Director of Building Services and/or designee by performing skilled Journey level locksmith services. The Locksmith II must be proficient in managing Network Access Control Software.

#### **ITEM SUMMARY:**

 The revised job description focuses preventive maintenance activities on keyed and combination locks, door closures, panic hardware and locksets.

The Locksmith II coordinates with supervisor to complete projects and work orders efficiently. This position will inform personnel regarding procedures and/or status of work orders for providing necessary information to make decisions or take appropriate action to comply with building and safety regulations.

#### **RATIONALE:**

The Locksmith II will diagnose causes of problems and/or failures in security locks for identifying equipment and/or lock repair and or replacement. The Locksmith II provides leadership, guidance, training, support and experience for the Locksmith I staff. This position will monitor locks, security systems for the purpose of evaluating condition, identifying repairs and recommending preventive maintenance. The Locksmith II will respond to emergencies during or after hours for resolving immediate security concerns. This position will participate in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform the job duties. In accordance with Article 17.7 of the CSEA Collective Bargaining Agreement:

"The Association shall be provided with an opportunity for input regarding all unit member job description changes (new and existing) prior to submission to the Board of Education".

This job description has been shared with CSEA and will be a bargaining position.

The revised job description is attached.

**LCAP Goal: 3** Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

Action: 07 Support the enhancement of school climate through smooth operations, processes,

and customer service by ensuring that all staff engage in culturally proficient

interaction with the public and customer service.

**Services: 018** Human Resources

#### **FUNDING:**

General Fund: Classified Salary Schedule Grade 38: \$4,810 – \$6,148 (monthly)

#### **RECOMMENDATION:**

Approve the revised job description: Locksmith II.

MAM:nr

# SANTA AMP

#### SANTA ANA UNIFIED SCHOOL DISTRICT

#### LOCKSMITH II

#### **JOB SUMMARY:**

Under the direction of, the Director of Building Services and/or designee, perform skilled, Journey level locksmith services with specific responsibility for repair, alteration, installation, and keying of locks, equipment, lockers, and vehicles. Managing Manage electronic hardware and software related to electronic locking systems on District buildings. Performs preventative maintenance activities on keyed and combination locks, door closures, panic hardware and locksets. Plan and supervise work performed by Locksmith I. Provides leadership, guidance, and training to Locksmith I.

#### **REPRESENTATIVE DUTIES:**

- Proficient in managing Manages Network Access Control Software related to electronic locking systems. Knowledge of remote locking hardware. Ability to programs entry/exit access points and door locks for remote/automatic access for such as automated vehicles, pedestrian gates, and lock down hardware. E
- Coordinates with assigned supervisor and other trades for completing projects and work orders efficiently. E
- Provides leadership, guidance, training, and support and experience for to Locksmith I staff. E
- Cuts new or duplicate keys (e.g. building and vehicle keys, file cabinets, desks, cabinets, intrusion alarms, lost or stolen locks/keys, etc.) for providing the supporting the dDistrict with a master key system.
- Diagnoses the causes of problems and/or failures in security locks for identifying equipment and/or lock repair and/or replacement needs. E
- Informs personnel regarding procedures and/or status of work orders for providing and provides necessary information for making decisions, taking appropriate action and/or complying with building and safety regulations. **E**
- Installs and repairs locking systems, (e.g. computer managed electronic locking hardware), doors, door hardware, closures, panic hardware, and changes lock combinations, security bolts, etc., for supporting a safe and secure facility. E
- Maintains manual and electronic files and/or records (e.g. secure and confidential information, audits, keys issued, proximity cards, key fobs, pin numbers, etc.) for the purpose of documenting activities, providing reference, and audit trails. **E**
- Monitors distribution of keys (e.g. Great Grand Master, Grand Master, personnel, etc.) for the purpose of maintaining maximum security, emergency, and specific use only. E

#### LOCKSMITH II (CONTINUED)

#### **REPRESENTATIVE DUTIES:** (continued)

- Monitors facility locks, security systems and their components for the purpose of evaluating condition, identifying necessary repairs and recommending preventive maintenance. **E**
- Operates picks, "slim jims", and other devices for the purpose of opening locks. E
- Estimates materials and labor required for locksmith jobs for ensuring timely completion of projects. **E**
- Fabricates unique locks and locking devices/mechanisms for the purpose of meeting specialty needs and/or replacing unavailable parts. **E**
- Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform job functions. E
- Prepares written materials (e.g. repair status, activity logs, reports, etc.) for the purpose of documenting activities and/or conveying information. **E**
- Re-Keys or makes new high security keys for locks and unique locks, and changes combinations and/or changes locks using interchangeable core cylinders for the purpose of ensuring security. E
- Repairs a variety of items, systems and/or components directly related to locksmithing in areas such as: PE lockers, locks, worn tumblers, shortens tumblers, springs, changes combinations, re-pin lock cylinders, etc., for ensuring a safe working condition. E
- Requisitions equipment and supplies for the purpose of maintaining inventory and ensuring availability of items required to complete the necessary installation and/or repair.
- Responds to emergencies during or after hours for resolving immediate security concerns. E
- Services school safes (e.g. check locking mechanism, change combination, etc.) for ensuring a safe working condition. E
- Transports a variety of tools, equipment and supplies for ensuring the availability of materials required at job site. **E**
- **Utilization of some resources from other** work units trades is often required to perform the job's functions.
- Maintains personally assigned locksmith tools and equipment for ensuring their availability and safe operating condition.

#### LOCKSMITH II (CONTINUED)

#### **REPRESENTATIVE DUTIES:** (continued)

• Performs other **job** related duties as assigned. <del>for the purpose of ensuring the efficient and effective functioning of the work unit.</del>

#### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Perform basic math, including calculations using fractions, percent's, and/or ratios. Simple mathematical formulas; add, subtract, multiply, divide, and to utilize decimals and percentages; and apply the theories of algebra.
- Read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.
- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: mMethods, materials and equipment used in locks; types and uses of available locks; and safety practices and procedures.
- Materials, tools, equipment and methods used in installation, maintenance, and repair of locks.
- Key making and master key practices.
- Security procedures.

#### Abilities to:

- Flexibility is required to wWork with others in a variety of circumstances.
- Work with **locksmith-related** data utilizing defined and similar processes and operate equipment using a variety of standardized methods.
- Operate equipment used in locksmith trade, such as power and hand tools, etc. while adhering to safety practices.
- Ability is also required to wWork with a wide diversity of individuals; work with a variety of data; and utilize a wide variety of types of job-related equipment.
- Problem solving is required solve to identify issues and create action plans.
- Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant.
- Specific ability based competencies required to satisfactorily pPerform the functions of the job include including adapting to changing work priorities.
- Communicating Communicate with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; and displaying mechanical aptitude.
- Maintains vehicle, tools and equipment for ensuring availability in safe operating condition.
- Required to pPerform multiple, and/or technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions stay current with locksmithing procedures and mechanisms.
- Operate equipment used in locksmith trade, power and hand tools, etc.; adhering to safety practices; and planning and managing Plan and manage projects.
- Knowledge of remote locking hardware.

#### LOCKSMITH II (CONTINUED)

#### **KNOWLEDGE AND ABILITIES:** (continued)

#### Abilities to: (continued)

- Ability to program access points and door locks for remote access such as automated vehicles, pedestrian gates, and lock down hardware.
- Understand and **be able to** follow oral and written directions.
- Read technical information and/or compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.
- Work independently with little direction.
- Meet schedules and time lines.
- Plan and supervise work **performed by Locksmith I**.
- Work under direct supervision using standardized routines.

#### **EDUCATION AND EXPERIENCE:**

- Job related experience within specialized field is required.
- Any combination equivalent to a Hhigh Sschool diploma or GED.
- One Two-year experience as an entry-level a locksmith; or one three-year as a
   Maintenance Worker within the District in an area in which the incumbent applicant has
   acquired entry-level skill in this trade.

## **LICENSES AND OTHER REQUIREMENTS:**

- Valid California driver's license.
- Any combination equivalent to a high school diploma or GED.
- First Aid certification desirable.

#### **WORKING CONDITIONS:**

#### Environment:

- Shop and school environment.
- Driving a vehicle to conduct work.
- Possible adverse weather conditions.
- Outdoor environment.
- Seasonal heat and cold.

#### Physical Abilities:

- Desterity of hands and fingers to operate assigned maintenance equipment. Must be
  physically able to operate a variety of equipment, tools, and machinery
  related to job requirements.
- Bending at the waist, kneeling or crouching.
- Seeing to perform maintenance activities, read materials and drive a vehicle.
- Standing, kneeling and stooping for extended periods of time.

### LOCKSMITH II (CONTINUED)

### **WORKING CONDITIONS:** (continued)

Physical Abilities: (continued)

- Lifting or moving objects, normally not exceeding sixty (60) pounds. Lift, push, and/or carry moderately heavy objects up to 45 pounds (90 pounds with 2 people).
- The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; significant climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: 8/28/18

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: Approval of Personnel Calendar Including the Transition of Specific

Staff Members with such Topics as: Hiring, Promotions, Transfers,

Resignations, Retirements, and Leaves

ITEM: Consent

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

### **RATIONALE:**

Board approval of the Personnel Calendar is required for all Certificated and Classified personnel reports, nonconfidential leaves of absences, and effective dates of resignations and retirements.

### **FUNDING:**

No fiscal impact.

### **ITEM SUMMARY:**

- Contained within the Personnel Calendar are <u>44</u> new hires for SAUSD, including:
  - After School Instructional Provider 11
  - Autism Paraprofessional 1
  - Community & Family Outreach Liaison 1
  - Computer Technician I 1
  - District Safety Officer 4
  - Instructional Assistant Biliterate 8
  - Instructional Assistant Severely Disabled 4
  - Licensed Vocational Nurse 1
  - Preschool Teacher 1
  - Site Clerk 1
  - Student Support Paraprofessional Special Education - 3
  - Teacher's Aide 1
  - Counselor 1
  - Nurse 1
  - Teacher 4
  - Speech and Language Pathologist 1

### **RECOMMENDATION:**

Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

# CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar Board Meeting - October 23, 2018

	, contract of the contract of			
LASI NAME	FOSITION	SHE	EFF. DAIE	EFF. DATE COMMENTS
RETIREMENT				
Bayon-Garcia, Martha	Teacher	Davis	November 9, 2018	
<b>NEW HIRES/RE-HIRES</b>	70			
	Speech and			
	Language			
Dickerson, Susan	Pathologist	Speech Department	October 5, 2018	October 5, 2018 New Hire - Emergency 44911
Foultz, Jennifer	Teacher	Willard	October 8, 2018	October 8, 2018 New Hire - Temporary 44909
	ROP Hourly			
Gonzalez, Julian	Teacher	ROP	September 21, 2018	September 21, 2018 ROP Hourly Teacher
Ismail, Donia	Teacher	Lathrop	October 1, 2018	October 1, 2018 New Hire - Temporary 44909
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Health/Home-		
Jimenez, Theresa	Nurse	Hospital Instruction	October 9, 2018	October 9, 2018 New Hire - Probationary I
La Rue, Dana	Teacher	Carr	October 3, 2018	October 3, 2018 New Hire - Probationary I
	ROP Hourly			
Salazar, Susie	Teacher	ROP	October 5, 2018	October 5, 2018 ROP Hourly Teacher
Vickers, Edward	Teacher	Sierra	October 29, 2018	October 29, 2018 New Hire - Probationary I
Zavala, Beatriz	Counselor	Migrant Education	October 1, 2018	October 1, 2018 New Hire - Probationary I
CO-CURRICULAR 2018-19	8-19			
				Instrumental Music Band, Instrumental
Axtell, Aaron	-	Mendez	2018-19	2018-19 Music Orchestra
Castro, Laura		Mendez	2018-19	2018-19 Student Government Advisor
Cisneros, Ernesto		Mendez	2018-19	2018-19 Video Production

# Mark A. McKinney, Associate Superintendent, Human Resources

# CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

	POSITION			
LASI NAME	POSITION	SILE	EFF. DATE	EFF. DATE COMMENTS
CO-CURRICULAR 2018-19 (Continued	8-19 (Continued)			
Davis, Bryan		Mendez	2018-19	2018-19 Broadcast Journalism
Hoffmann, Alan		Mendez	2018-19	2018-19 Print Yearbook
Radford, David		Mendez	2018-19	2018-19 Drama Production
Avila, Jannike		Saddleback	2018-19	2018-19 Dance Team
Barfield, Lindsey		Saddleback	2018-19	2018-19 Activities Director
Connell, Jennifer		Saddleback	2018-19	2018-19 Drama, Vocal Music
Fields, Jennie		Saddleback	2018-19	2018-19 Print Yearbook
Knight, Sean		Saddleback	2018-19	2018-19 Instrumental Music Band
Rivera, Zayra		Saddleback	2018-19	2018-19 Pep Squad
Bailey, Kamdon		Santa Ana	2018-19	2018-19 Activities Director
Cobb-Woll, Kathryn		Santa Ana	2018-19	2018-19 Vocal Music
Cuevas, Sofia		Santa Ana	2018-19	2018-19 Broadcast Journalism
De Los Santos, Victor		Santa Ana	2018-19	2018-19 Instrumental Music Band, Tall Flags
				Print Yearbook, Video Yearbook, Senior
Enloe, Elizabeth		Santa Ana	2018-19	2018-19 Class Advisor
Erikson, Tom		Santa Ana	2018-19	2018-19 Peer Court
Hermann, Cynthia		Santa Ana	2018-19	2018-19 Drill Team
Huizar, Ann		Santa Ana	2018-19	2018-19 Senior Class Advisor
Kavati, Kamala		Santa Ana	2018-19	2018-19 Print Journalism
Kaye, Joseph		Santa Ana	2018-19	2018-19 Instrumental Music Orchestra
Lee, Roselinn		Santa Ana	2018-19	2018-19 Forensics
Noel, Barbara		Santa Ana	2018-19	2018-19 Dance Team
Scherger, Adrian		Santa Ana	2018-19	2018-19 Video Production

Mark A. McKinney, Associate Superintendent, Human Resources

# CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - October 23, 2018

LAST NAME	POSITION	SITE	FEF DATE COMMENTS
CO-CURRICULAR 201	2018-19 (Continued)		
Schwinge, Terrence		Santa Ana	2018-19 Drama
Dreyer, Claire		Valley	2018-19 Drama
Garcia, Melanie		Valley	2018-19 Vocal Music
Heremans, Tiffany		Valley	2018-19 Senior Class Advisor
,			Instrumental Music Band, Instrumental
Hernandez, Joaquin		Valley	2018-19 Music Orchestra, Tall Flags
Larsen, Jacob		Valley	2018-19 Activities Director
Lutack, Ian		Valley	2018-19 Pep Squad
Morales, Karina		Valley	2018-19 Print Yearbook
Torres, Brenda		Valley	2018-19 Dance Team
<b>EXTRA DUTY 2018-19</b>			
			August 13, 2018 -
Barfield, Lindsey	Teacher	Saddleback	May 31, 2019 Extra Period
			August 13, 2018 -
Cortez, Francisco	Teacher	Valley	May 31, 2019 Extra Period
			August 13, 2018 -
Ibarra, Pedro	Teacher	Santa Ana	May 31, 2019 Extra Period
			November 5, 2018 -
Klein, Maile	Teacher	Santa Ana	February 22, 2019 Extra Period
		Independent Study	August 13, 2018 -
Malagon, Arnulfo	Teacher	Program	May 31, 2019 Extra Period

# Mark A. McKinney, Associate Superintendent, Human Resources

### V

# CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar Board Meeting - October 2

TAST NAME	POSTTION	CITE	TT A CT TITE	SENTINGS
LASI NAME	FOSITION	SILE	EFF. DAIE	EFF. DATE COMPLENTS
EXTRA DUTY 2018-19 (Continued)	(Continued)			
		Independent Study	August 13, 2018 -	
Pena, Maricela	Teacher	Program	May 31, 2019 Extra Period	Extra Period
-			February 25, 19 -	
Sanborn, Katrinka	Teacher	Santa Ana	May 31, 2019 Extra Period	Extra Period
			August 13, 2018 -	
Spielfogel, Andrea	Teacher	Santa Ana	May 31, 2019 Extra Period	Extra Period
			August 13, 2018 -	
Westing, Judith	Teacher	Santa Ana	November 2, 2018 Extra Period	Extra Period
		Independent Study	August 13, 2018 -	
Wood, Michael	Teacher	Program	May 31, 2019 Extra Period	Extra Period

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME POSITI	POSITION	CITE	PET DATE	COMMENTE
RETIREMENTS				
		Facilities		
Hennum, Petter	Energy Manager	Department	December 30, 2018	
Roa, Rosemary	Custodian	Mitchell	September 28, 2018	
RESIGNATIONS				
Barron, Nicole	Assistant Director of Food Services	Nutrition Services	October 12, 2018	
Cuevas, Claudia	Activities Monitor	Wilson	September 28, 2018	
Garduño, Sharon	After School Instructional Provider	Monroe	October 5, 2018	
Perez Aguilar, Angelica	Activities Monitor	Lowell	May 30, 2018	
		After School		
Urzua-Campos, Laura	After School Instructional Provider	Programs	October 17, 2018	
ABSENCES 3 to 20 duty days) Without Pay	days) Without Pay			
			December 11, 2018 -	
Garcia, Magdalena	Activities Monitor	McFadden	December 21, 2018	Personal
			January 7, 2019 -	
Garcia, Magdalena	Activities Monitor	McFadden	January 11, 2019	Personal
			October 2, 2018 -	
Herrera, Angela	Activities Monitor	Jefferson	October 29, 2018	Personal
	Instructional Assistant Severely		October 9, 2018 -	
Leyva, Silvia	Disabled	Mitchell	December 13, 2018	Personal
			October 1, 2018 -	
Rivera de Manra, Maria	Activities Monitor	Esqueda	October 5, 2018	Personal

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENT	DINTMENTS			
	Instructional Assistant Severely			
Alatorre, Isabel	Disabled	Greenville	October 22, 2018	Grade/Step 20/1
Ambrocio, Claudia	Instructional Assistant Biliterate	King	September 27, 2018	Grade/Step 16/1
Arroyo, Daphne	Teacher's Aide	Headstart	October 1, 2018	Grade/Step 10/1
Castro, Juan Carlos	District Safety Officer	Sierra	October 24, 2018	Grade/Step 31/1
	Student Support Paraprofessional			
Ceja, Fernando	Special Education	Century	October 8, 2018	Grade/Step 19/1
Cendejas, James	District Safety Officer	McFadden	October 25, 2018	Grade/Step 31/1
	Instructional Assistant Severely	,		
Chagolla, Michelle	Disabled	Mitchell	October 15, 2018	Grade/Step 20/1
		After School		
Cortes Sosa, Zayra	After School Instructional Provider	Programs	October 8, 2018	Grade/Step 16/1
		After School		
De La Peña, Edgar	After School Instructional Provider	Programs	October 1, 2018	Grade/Step 16/1
Dionicio, Nicole	Instructional Assistant Biliterate	Fremont	October 15, 2018	Grade/Step 16/1
	Instructional Assistant Severely			
Dougan, Altalagi	Disabled	Willard	October 17, 2018	Grade/Step 20/1
		After School		
Flores, Jovanna	After School Instructional Provider	Programs	October 8, 2018	Grade/Step 16/1
Flores, Karen	Autism Paraprofessional	Wilson	October 1, 2018	Grade/Step 24/1
Garcia, Cristina	Instructional Assistant Biliterate	Pio Pico	October 15, 2018	Grade/Step 16/1
Gutierrez, Jennifer	Site Clerk	Mendez	September 24, 2018	Grade/Step 24/1
Loeza Cabañas, Ana	Preschool Teacher	ECE	October 16, 2018	Grade/Step IIIC
	Student Support Paraprofessional			
Lopez, Gabriela	Special Education	Romero-Cruz	October 11, 2018	Grade/Step 19/1

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LASI NAME				
		SILE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENT	OINTMENTS (Continuation)			
Luna, Luis	Instructional Assistant Biliterate	Lincoln	October 3, 2018	Grade/Step 16/1
	Student Support Paraprofessional			
Macias, Jesus	Special Education	Mendez	October 4, 2018	Grade/Step 19/1
		After School		
Manuel, Marcial	After School Instructional Provider	Programs	September 24, 2018	Grade/Step 16/1
		After School		
Martinez Benitez, Ariadna	After School Instructional Provider	Programs	October 3, 2018	Grade/Step 16/1
		After School		
Negron, Jonathan	After School Instructional Provider	Programs	October 2, 2018	Grade/Step 16/1
	Instructional Assistant Severely			
Nguyen, Davy	Disabled	Saddleback	October 3, 2018	Grade/Step 20/1
		After School		
Ponce, Julissa	After School Instructional Provider	Programs	October 3, 2018	Grade/Step 16/1
		Health/Home-		
Quintero, Sonia	Licensed Vocational Nurse	Hospital Instruction October 8, 2018	October 8, 2018	Grade/Step 24/1
Ramirez, Karen	Instructional Assistant Biliterate	Taft	October 1, 2018	Grade/Step 16/1
Ramos, Raul Jr.	District Safety Officer	Villa	October 24, 2018	Grade/Step 31/1
Rivera, Maria	Instructional Assistant Biliterate	Lincoln	September 27, 2018	Grade/Step 16/1
Rojas, Ashley	After School Instructional Provider	King	October 5, 2018	Grade/Step 16/1
		After School		
Romo, Humberto	After School Instructional Provider	Programs	October 2, 2018	Grade/Step 16/1
Saldana Garcia, Yuliana	Instructional Assistant Biliterate	Pio Pico	October 12, 2018	Grade/Step 16/1
		After School		
Sanchez, Gloria	After School Instructional Provider	Programs	October 8, 2018	Grade/Step 16/1
Sarkisyan, Sevan	District Safety Officer	Mendez	October 29, 2018	Grade/Step 31/1

Mark A. McKinney, Associate Superintendent, Human Resources

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## CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - October 23, 2018

	POSTATION			
LASI NAME	FOSITION	SILE	EFF. DATE	COMMENTS
PROBATIONARY APPO	APPOINTMENTS (Continuation)			
	Community & Family Outreach			
Valenzuela, Judith	Liaison	School Climate	October 24, 2018	Grade/Step 36/1
Velasquez, Emily	Instructional Assistant Biliterate	Roosevelt	October 1, 2018	Grade/Step 16/1
		After School		
Villa, Debora	After School Instructional Provider	Program	October 15, 2018	Grade/Step 16/1
Wang, Elizabeth	Computer Technician I	Martin	October 1, 2018	Grade/Step 28/1
PROMOTIONAL APPOINTMENTS	INTMENTS			
				From Site Clerk
				Grade/Step 24/4 to
Brito, Maria	Registrar High School	ALA	October 24, 2018	Grade/Step 26/4
				From After School
				Instr. Provider
-	Instructional Assistant Severely			Grade/Step 16/3 to
Cruz, Maria	Disabled	Willard	October 8, 2018	Grade/Step 20/2
				From Attendance
				Technician
				Grade/Step 24/4 to
Elizarraras, Jaime	Senior Secretary	Special Education	October 24, 2018	Grade/Step 27/4
				From Site Clerk
				Grade/Step 24/6 +
				Bil. to Grade/Step
Mejia, Gabriela	School Office Manager Elementary	Washington	October 24, 2018	28/5 + Bil.
			And the second s	

# Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	SITE	REF DATE	COMMENTS
PROMOTIONAL APPOINTMENTS	INTMENTS (Continuation)			
				From Custodian
				Grade/Step 23/1 +
				Diff. to Grade/Step
Perez, John	District Safety Officer	Santa Ana	October 24, 2018	31/1
				From Nutrition
				Services Assistant
				Grade/Step 14/6 to
Sanchez, Brenda	Nutrition Svcs Lead-Satellite	Muir	October 24, 2018	Grade/Step 17/6
				From Autism
				Paraprofessional
		Accounting		Grade/Step 24/6 to
Vasquez, Griselda	Account Clerk	Department	October 24, 2018	Grade/Step 25/6
				From Custodian
				Grade/Step 23/2 +
				Diff. to Grade/Step
Zuniga Murillo, Cesar	HVAC Mechanic I	Building Services	October 24, 2018	30/1
REAPPOINTMENT (Returned from	urned from LOA)			
	Instructional Assistant Severely			
Espinoza, Liseth	Disabled	Mitchell	October 2, 2018	Grade/Step 20/5
REASSIGNMENTS (Change of work	inge of work site)			
Aguilar, Marlene	After School Instructional Provider	Franklin	September 17, 2018	From Itinerant

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Doard Miccing - October 23, 2016	23, 2010	, and the second		
LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
REASSIGNMENTS (Change of work	ange of work site) (Continuation)			
Alegria, Milagro	After School Instructional Provider	Sierra	October 2, 2018	From Itinerant
Arroyo, Sueluig	After School Instructional Provider	Davis	September 28, 2018	From Itinerant
Bautista, Brian	After School Instructional Provider	Heninger	October 8, 2018	From Itinerant
5				From Nutrition
Chacon, Mayra	Nutrition Services Lead - Satellite	Muir	October 24, 2018	Services
Cruz, Angelica	After School Instructional Provider	Fremont	September 26, 2018	From Itinerant
Eliot, Melinda	Autism Paraprofessional	Madison	September 19, 2018	From Jefferson
Regalado, Diana	After School Instructional Provider	Sierra	September 17, 2018	From Itinerant
Rodriguez, Rosalinda	After School Instructional Provider	Greenville	August 13, 2018	From Itinerant
Tavares, Lydia	After School Instructional Provider	Jackson	September 11, 2018	From Kennedy
Torres Alvarado, Sue	After School Instructional Provider	Pio Pico	September 10, 2018	From Itinerant
ADJUSTMENT OF WORKING ASS	RKING ASSIGNMENTS			
				From 9.5 months to
Cazessus, Jeanette	Teacher's Aide	ECE	October 3, 2018	12 months
				From 10 months to
Cruz, Alexandro	District Safety Officer	Santa Ana	October 24, 2018	10.5 months
				From 10 months to
Gomez, Maria	District Safety Officer	Segerstrom	October 12, 2018	10.5 months
	Student Support Paraprofessional			From 3.75 hours to
Urzua-Campos, Laura	Special Education	Lowell	October 17, 2018	5.75 hours

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

	10, 1010			
LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS	MENTS			
; ;	5 6 6	:	October 1, 2018 -	
Archilla, Yadira	School Office Manager Elem.	Monroe	October 12, 2018	Grade/Step 28/5
			September 14, 2018 -	
Ayers, Wellindara	Sr. Administrative Secretary	PSS	October 15, 2018	Grade/Step 31/4
-			October 1, 2018 -	Grade/Step 28/2 +
Chavarria-Ortiz, Luis	Roving Lead Custodian	<b>Building Services</b>	October 31, 2018	Diff.
			October 8, 2018 -	
Figueroa, Roxana	Site Clerk	Heroes	October 31, 2018	Grade/Step 24/1
			October 1, 2018 -	Grade/Step 28/5 +
Gordon, Edward	Roving Lead Custodian	Building Services	October 31, 2018	Diff.
			October 1, 2018 -	Grade/Step 25/6 +
Hill, Donald	Intermediate Lead Custodian	<b>Building Services</b>	October 31, 2018	Diff.
		After School	September 15, 2018 -	
Martinez, Mario	Site Coordinator	Programs	October 14, 2018	\$25 hourly rate
			September 4, 2018 -	Grade/Step 28/5 +
Mejia, Gabriela	School Office Manager Elementary	Washington	September 14, 2018	Bil.
			September 17, 2018 -	Grade/Step 24/6 +
Mejia, Gabriela	School Office Assistant Elementary	Washington	September 28, 2018	Bil.
			October 1, 2018 -	Grade/Step 28/5 +
Mendoza, Jonathan	Roving Lead Custodian	<b>Building Services</b>	October 31, 2018	Diff.
			October 2, 2018 -	
Michel, Edward	Registrar High School	Santa Ana	October 31, 2018	Grade/Step 26/4
			October 2, 2018 -	
Ruiz, Daniel	Plant Custodian Intermediate	Carr	November 13, 2018	Grade/Step 32/4

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

LAST NAME	POSITION	CITE	PEF DATE	COMMENTE
			EFF. DALE	COMMENTS
TEMPORARY ASSIGNMENTS (Continuation)	MENTS (Continuation)			
Sanchez-Miranda, Yvette	Construction Administrative Tech.	Facilities Planning	October 5, 2018 - November 5, 2018	Grade/Step 40/2
Torres, Roman	Director of Building Services	Building Services	October 10, 2018 - October 16, 2018	Level/Step 52/1
Varela, Lisa	School Office Manager Elementary	Washington	September 17, 2018 - October 5, 2018	Grade/Step 28/5
HOURLY APPOINTMENTS	NTS			
Armenta, Soreilly	Instructional Assistant Provider	Villa	October 4, 2018	Grade/Step 16/1
Espinoza, Angel	Instructional Assistant Provider	Lathrop	October 4, 2018	Grade/Step 16/1
Linares Martinez, Josue	Instructional Assistant Provider	Century	October 4, 2018	Grade/Step 16/1
Marcos, Elizabeth	Instructional Assistant Provider	McFadden	October 8, 2018	Grade/Step 16/1
Padilla, Alejandra	Instructional Assistant Provider	Century	October 4, 2018	Grade/Step 16/1
ATHLETIC SPECIALIST				
Martinez, Max	Athletic Specialist	Valley	October 3, 2018	
Sanders, Turan	Athletic Specialist	Valley	October 4, 2018	
Torres Lugo, Julio	Athletic Specialist	Santa Ana	October 5, 2018	
EXTRA DUTY				
Sanchez, Jaqueline	Community & Family Outreach	PSS	July 9, 2018 - July 13, 2018	\$28.61

Mark A. McKinney, Associate Superintendent, Human Resources

### AGENDA ITEM BACKUP SHEET October 23, 2018

### **Board Meeting**

TITLE: English Learners Master Plan

ITEM: Presentation

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning PREPARED BY: Nuria Solis, Director of ELD Bilingual Programs, English Learner

**Programs and Student Achievement** 

### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to update the board about the English Learner Master Plan.

### **ITEM SUMMARY:**

 Presented as a status update on the English Learner Master Plan

### **RATIONALE:**

The Board will be presented with an overview and update of the English Learner Master Plan. The presentation will include an overview of English Learner achievement and reclassification, as well as address a number of key programs and initiatives designed to support our English Learners. The presentation is a precursor for the release of the full English Learner Master Plan later in the Fall 2018 semester.

LCAP Goal: 4 Implement a robust Multi-Tiered System of Support (MTSS) framework

that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-

emotional learning (SEL) needs.

**Action: 4.04** Provide timely and appropriate services to English learners and reclassified

English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade- level content

commensurate with their English-only peers.

**Services: 4.04001** English Learner Support

### **FUNDING:**

No Fiscal Impact

### **RECOMMENDATION:**

For informational purposes.



### ENGLISH LEARNERS MASTER PLAN

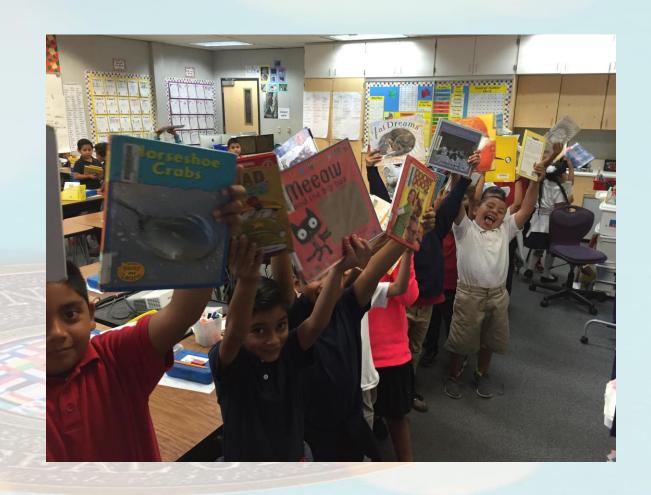
An overview of our English Learner population, the state policy landscape for English Learner support, our current programs and initiatives, and next steps to strengthen our system.

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.



### KEY COMPONENTS OF THE MASTER PLAN

- Demographic Overview
- Policy & Procedures for Identification,
   Assessment, & Placement
- English Language Development & the Instructional Program
- Reclassification Criteria & Procedures
- Support for English Learners identified as Special Needs
- Parent Engagement & Advisory







### DEMOGRAPHIC OVERVIEW

Who are our English Learners?

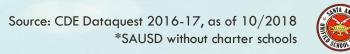


Our ELs are...

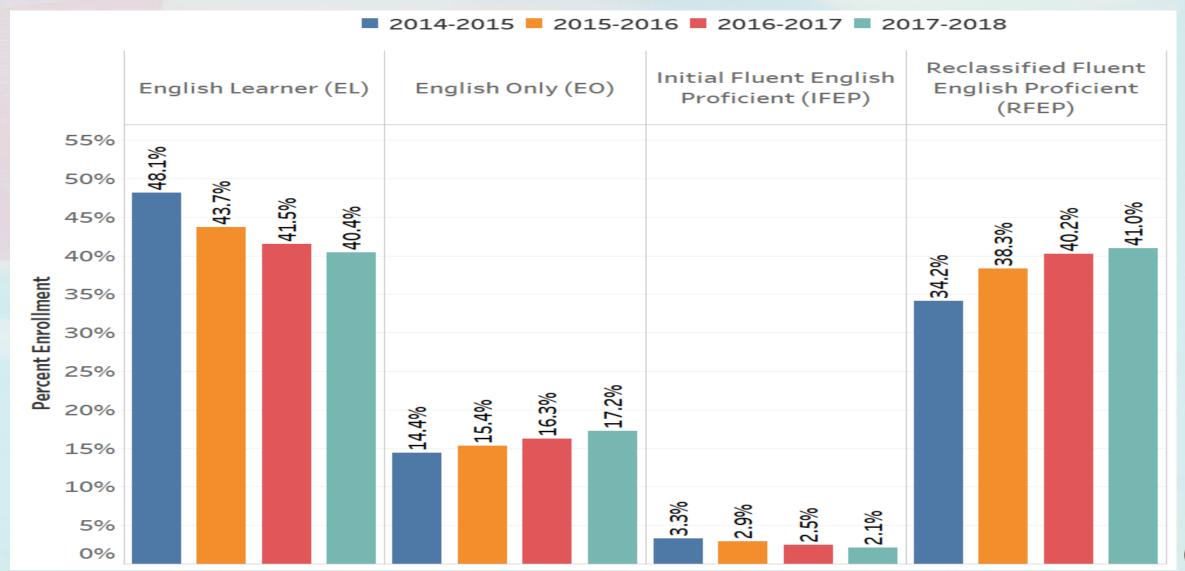
The majority of our EL students enter in K, are US born and Spanish is their dominant language.

C	Frade	EO %	IFEP %	EL %	RFEP %	Total
	KN	27.0%	1.3%	71.7%	0.0%	4,074
	01	26.0%	1.8%	72.1%	0.1%	3,518
	02	23.8%	1.5%	58.6%	16.1%	3,482
	03	21.3%	2.1%	52.0%	24.6%	3,556
	04	17.5%	1.3%	50.1%	31.1%	3,934
	05	17.8%	1.4%	42.7%	38.0%	3,841
	06	16.5%	1.3%	34.6%	47.6%	3,877
	07	14.6%	1.4%	31.6%	52.3%	3,808
	08	13.0%	2.6%	25.8%	58.6%	3,726
	09	11.8%	1.9%	22.9%	63.4%	3,628
	10	10.6%	2.4%	23.6%	63.4%	3,638
26	11	10.5%	2.4%	19.1%	68.0%	3,668
	12	10.4%	6.4%	16.6%	66.6%	3,576
71						

	<b>EO</b> %	IFEP %	EL %	RFEP %	Total
SAUSD	17.0%	2.1%	40.3%	40.6%	48,326
Orange County	52.3%	3.7%	23.7%	20.2%	467,571
State	56.9%	4.2%	20.9%	17.8%	5,591,564

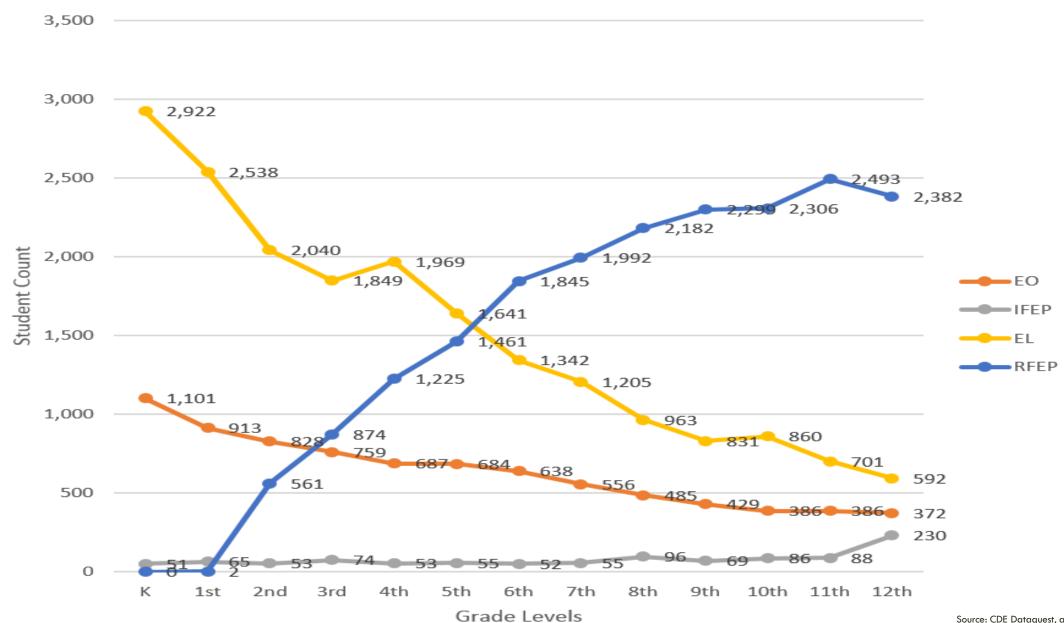


### SAUSD Enrollment by Language Fluency Subgroup



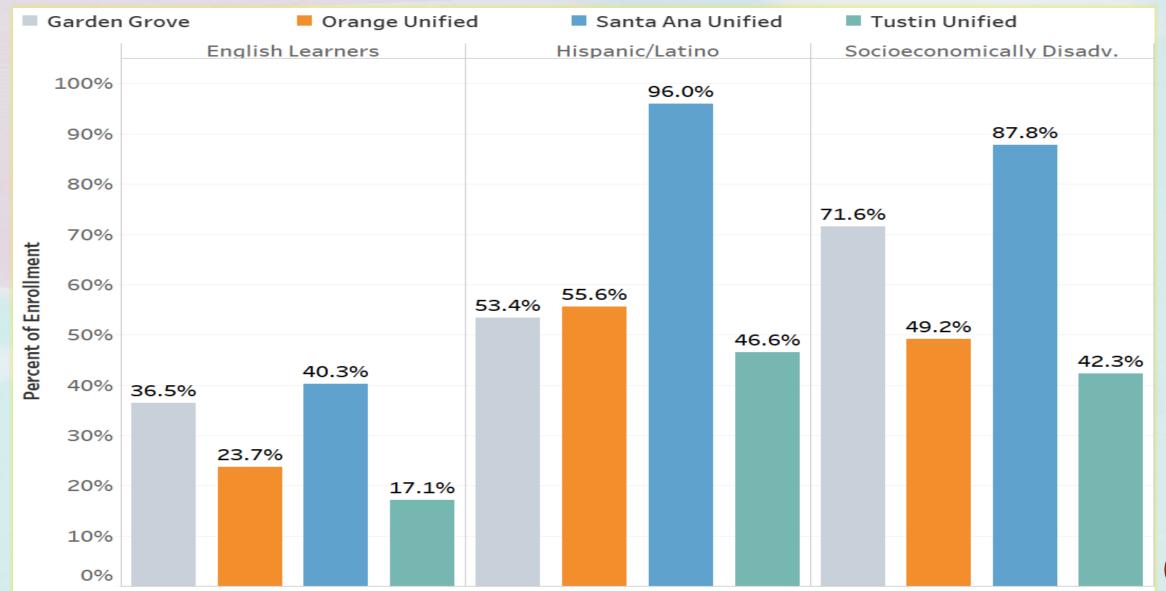


### Enrollment by English Language Acquisition Status and Grade



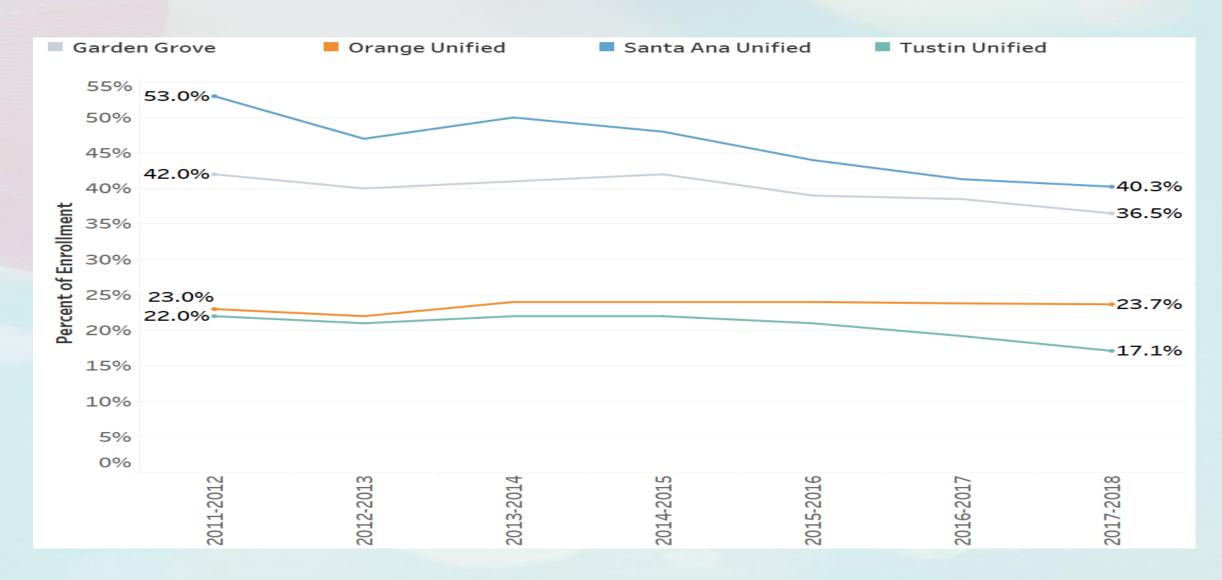


### Neighboring Districts' Enrollment Comparison





### Neighboring Districts: English Learner Enrollment, 2011-2018



### ENGLISH LANGUAGE DEVELOPMENT & THE INSTRUCTIONAL PROGRAM

How are we supporting rigorous teaching and learning for our English Learners?

### Forces Affecting Changes to Improve EL Outcomes

• Redesignation Criteria

Student Placement

ELA/ELD Instruction

Dashboard

ELPAC LCAP

Dashboard

- Budget/Resource
   Allocation
- Prop 58 Implementation
- Policy Development

Federal and State Accountability

• Designated and Integrated ELD

Targeted Support

ELA/ELD

Adoption

- **ELA/ELD Standards**
- Designated/Integrated ELD
- Professional Development
- SBAC
- ELPAC



### Adoption & Implementation of High Quality, Standards-Aligned Curriculum

- Adoption of Standards-Aligned, ELD curriculum for secondary in 17-18
- Adoption of Standards-Aligned, ELD curriculum for elementary in 18-19
- Emphasis on both Integrated & Designated ELD, as well as Dual Language materials
- 4 days of training for all staff on new adoption, including 2 days specifically to ELD integration and designation
- Integration with KPIs, focused on both small group instruction & EL redesignation







### RECLASSIFICATION CRITERIA & PROCEDURES

How do students move from designation as English Learners to Reclassification as English Fluent?



### **Assessment of English Proficiency**

Comparison of Performance in Basic Skills

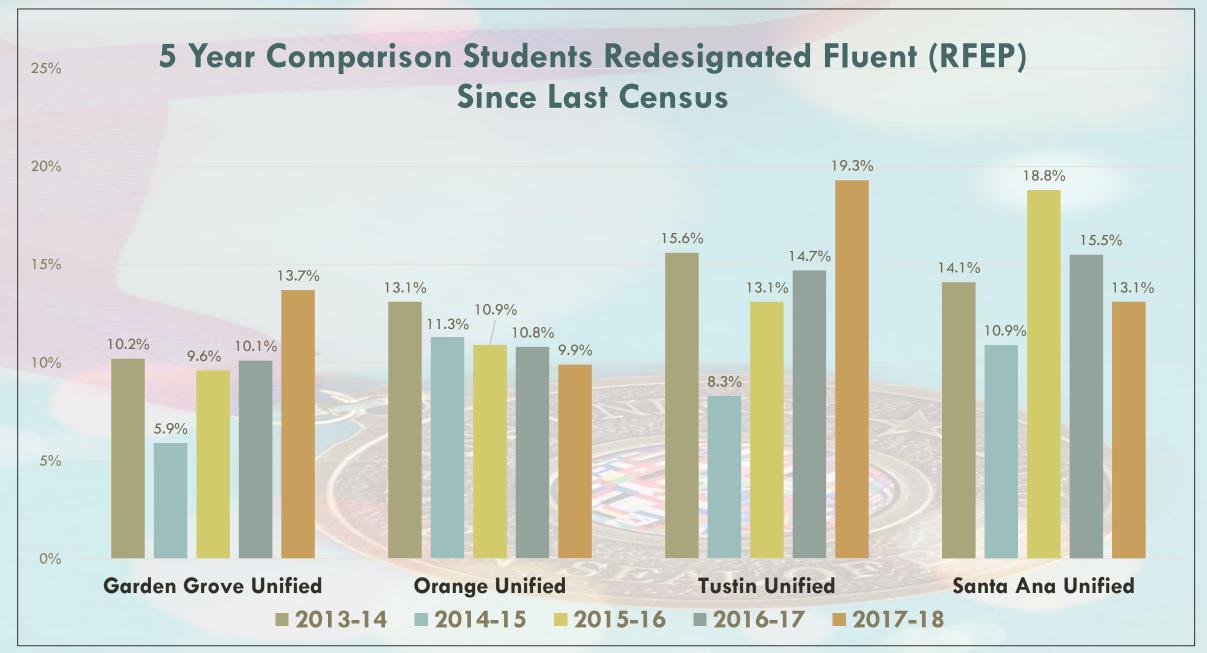
Ed Code
Reclassification
Criteria

Teacher Evaluation of Student Academic Performance

Parent or Guardian Opinion and Consultation

**Reclassification/Monitoring** 







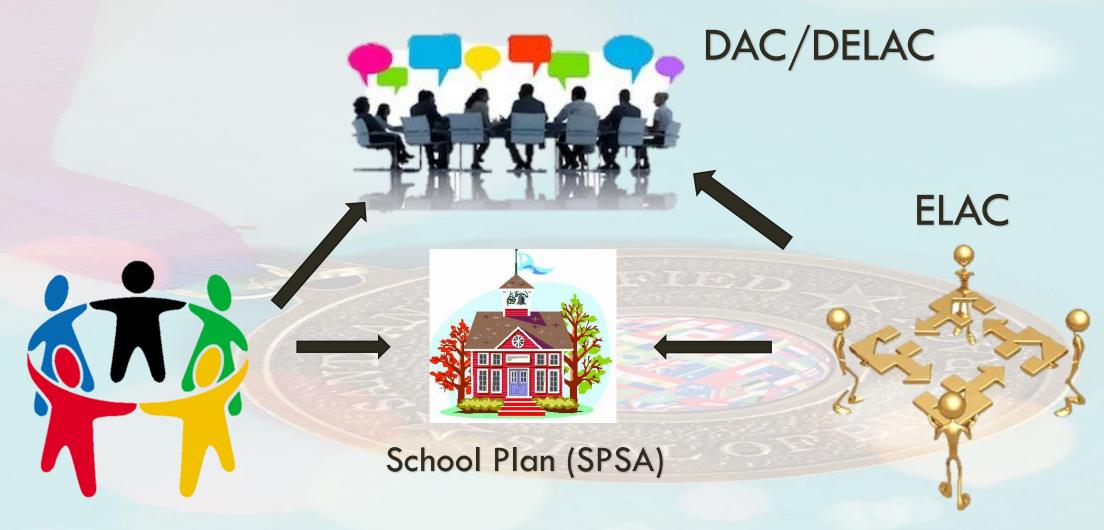
### PARENT ENGAGEMENT & ADVISORY

What role do parents play in the support of their children learning English?

### Parent and Stakeholder Engagement

- Each school has School Site Councils (SSC) made up of parents, teachers adminstrators and students at the secondary level that develop, revise, monitor and ensure implementation of the School Plan for Student Achievement (SPSA)
- English Learner Advisory Commitees (ELACs) comprised of parents of English Learners, advise the SSC on the needs of students aquiring English and the School's EL program
- Two members from each school, one from SSC and one from ELAC, are elected to a district level English Learners Advisory Committee. (DAC/ DELAC)
- The DAC/DELAC advises the school district on goals, objectives, programs and services for English Learners.

### Parent and Stakeholder Engagement







### PROGRAMS & PATHWAYS

What special programs and pathways do we offer to capitalize on the language assets of our students?



THE CALIFORNIA
(CA) EDUCATION
FOR A GLOBAL
ECONOMY (ED.G.E.)
INITIATIVE,

known as Proposition
58, was approved by voters in November 2016.

Took effect July 1, 2017 CDE regulations July 1, 2018

### **PURPOSE**

To ensure that all children in California public schools receive the highest quality instruction, master the English language, and access high-quality innovative, and researchbased language programs that prepare them to participate in a global economy.

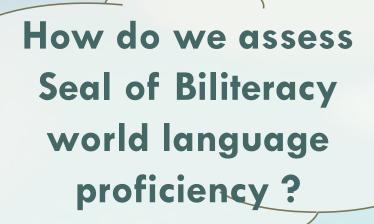


## 5 Year Seal of Biliteracy Number of SAUSD Students Earning Seal





Spanish	
AP Exam	119
AP Exam + 4 Yr.	144
AP Exam + SAT II	5
AP Exam + SAT II + 4 Yr.	57
SAT II	128
SAT II + 4 Yr.	24
District Test	61
4 Year Course of Study	124
	662



French	4 Y	1 <i>7</i>
French/Spanish	4Y/SAT II	8
Vietnamese	District Test or 4Y	7
ASL/Spanish	4 Y	3





## 5th Grade

- Button
- Certificate
  of Merit



## 8th Grade

- Rosette
- Certificate of Merit



**Early Pathways to Biliteracy** 





## Goals

- High academic achievement
- First and second language proficiency,
- Cross-cultural understanding

# DUAL LANGUAGE IMMERSION PROGRAM: A BRIDGE TO BILITERACY

## PARTICIPATING SCHOOL SITES

#### JEFFERSON ELEMENTARY SCHOOL

1522 W. Adams Street (714) 285-3700 Fernando Durán, Ph.D., Principal

#### KING ELEMENTARY SCHOOL

1001S. Graham Lane (714) 972-6000 Eleanor Rodriguez, Principal

#### LOWELL ELEMENTARY SCHOOL

700 S. Flower Street (714) 972-6300 Miriam Gonzalez-Perez, Principal

#### PIO PICO ELEMENTARY SCHOOL

931 W. Highland Street (714) 972-7500 Lupe Gomez, Ed.D., Principal

#### ROMERO-CRUZ ELEMENTARY SCHOOL

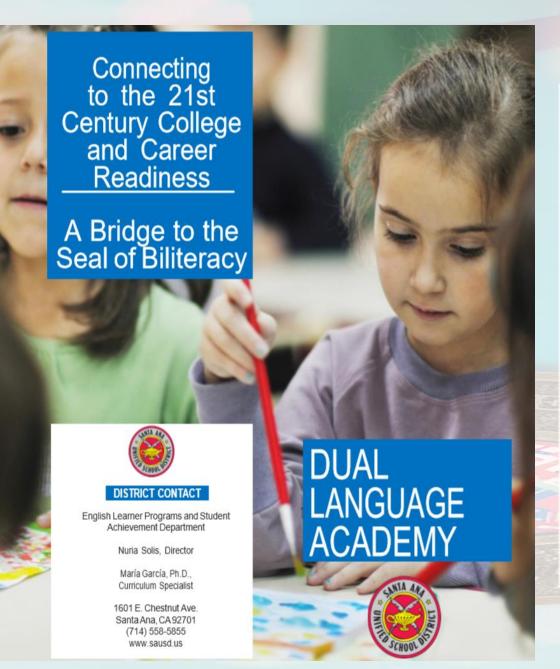
2701 W. Fifth Street (714) 564-8000 Erica Graves, Principal

#### CARR INTERMEDIATE SCHOOL

2120 W. Edinger Avenue (714) 480-4100 Jose Luis Pedroza, Principal

#### MCFADDEN INTERMEDIATE SCHOOL

2701 S. Raitt Street (714) 479-4000 Ignacio Muñiz, Principal



90 -10 Model

Begins with 90% of instructional time in the target non-English language 10% in English.

50 - 50 Model

Uses English and the target language for 50 percent of the time throughout the duration of the program

# Dual Language Immersion Program Expansion

2019-20	2020-21	2021-22
2 Elem	2 Elem	1 Elem
		1 Inter

# Next Steps towards Adoption & Implementation of the Master Plan

- Finalize published draft EL Master Plan with input from stakeholders (Oct. 23 end of November)
- > Submit Full Master Plan for Board Review (December Board Meeting)
- Continue training and implementation of recently adopted curricular programs and supports for English Learners
- Establish and communicate procedures, guidelines and documentation to address newly approved Prop. 58 regulations
- Move forward with stakeholder engagement (staff, parent, etc.) at recommended sites for Dual Language expansion.

#### AGENDA ITEM BACKUP SHEET October 23, 2018

#### **Board Meeting**

TITLE: Ratification of SAUSD Deputy Superintendent, Administrative

Services Employment Agreement for Thomas A. Stekol, Ed.D.

ITEM: Action

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the public employment agreement for Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services.

#### **RATIONALE:**

At its Board meeting on October 9, 2018, the Board approved the administrative appointment of Thomas A. Stekol, Ed.D. as the Deputy Superintendent, Administrative Services. The Board must take action to approve the employment agreement between the District and Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services at a Regular Board Meeting, a copy of which is included.

#### **RECOMMENDATION:**

Ratify the Deputy Superintendent, Administrative Services employment agreement for Thomas A. Stekol, Ed.D. with SAUSD.

#### CONTRACT OF EMPLOYMENT

WHEREAS, on the 9th day of October, 2018, the BOARD OF EDUCATION of the Santa Ana Unified School District appointed THOMAS A. STEKOL, ED.D., as DEPUTY SUPERINTENDENT, ADMINISTRATIVE SERVICES ("DEPUTY SUPERINTENDENT" or "DR. STEKOL"); and

#### NOW THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:

- 1. The term of employment shall be from the date of approval by the BOARD OF EDUCATION to and including June 30, 2021. Subject to continuous satisfactory performance, the BOARD OF EDUCATION may extend the term of this Contract of Employment an additional year.
- 2. During the term of employment, Dr. Stekol shall satisfactorily perform duties pertaining to the position of DEPUTY SUPERINTENDENT, as provided by the job description and as prescribed by the Superintendent.
- 3. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay DEPUTY SUPERINTENDENT an annual salary in the amount of \$215,021 per school year. Monthly installments shall be payable according to the certificated payroll calendar.
- 4. The salary specified in paragraph 3 above may be adjusted in the manner provided in Education Code section 35032. The stated salary may be increased at any time subject to the agreement of the DEPUTY SUPERINTENDENT and the BOARD OF EDUCATION, with such increase becoming effective from the date of authorization by the BOARD OF EDUCATION.
- 5. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay the DEPUTY SUPERINTENDENT's membership dues in the Association of California School Administrators (ACSA).
- 6. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay the DEPUTY SUPERINTENDENT's membership dues in one Santa Ana-based service organization.

7. The DEPUTY SUPERINTENDENT may earn and accrue up to 21 days of paid vacation per school year based on his days of service, as calculated by the payroll department of the District. If vacation is not used during the school year in which it was earned and accrued, such unused, earned and accrued vacation shall be carried over to the following school year. However, the DEPUTY SUPERINTENDENT may not earn or accrue more than 42 unused vacation days. Once this maximum is reached, DEPUTY SUPERINTENDENT will cease to earn and accrue any additional vacation until earned and accrued vacation has been used and the number of unused earned and accrued paid vacation days is below the maximum amount.

In the event of termination of employment of the DEPUTY SUPERINTENDENT, either during the term of this Contract of Employment or at the expiration of the term of this Contract of Employment, he shall be entitled to compensation for any unused, earned and accrued vacation, at the salary rate in effect at the termination or expiration of this Contract of Employment.

- 8. DEPUTY SUPERINTENDENT shall earn one day of sick leave per month.
- 9. Consistent with Board Policies 4133, 4233, and 4333, DEPUTY SUPERINTENDENT shall be reimbursed for actual and necessary expenses incurred performing authorized services for the District.
- 10. The services rendered by the DEPUTY SUPERINTENDENT shall be evaluated annually by the SUPERINTENDENT or designee during the term of this Contract of Employment, at which time the BOARD OF EDUCATION and the DEPUTY SUPERINTENDENT may mutually agree to extend the duration of this Contract of Employment. If the duration of this Contract of Employment is extended, the services rendered by the DEPUTY SUPERINTENDENT shall be annually evaluated during the extended term of this Contract of Employment. The annual evaluation shall be completed on or about July 30.

11. The DEPUTY SUPERINTENDENT shall be eligible for paid District medical, dental, vision, and life insurance as provided to other Cabinet members. In the event the DEPUTY SUPERINTENDENT elects not to participate in the District medical, dental, and vision benefit plans, he may elect to receive the annual cash value equal to the District contribution for medical (two-party tier rate), dental and vision plans offered for which he is eligible. This option may continue in retirement through age 65. This compensation, if elected, shall be reviewed and changed each benefit year of the term of this Contract of Employment to reflect the then-current District contributions for the benefit plan year as the cost of the benefits adjust in the new benefit plan year.

These health and welfare benefits are subject to change or modification, and may be increased, reduced, or taken away, at the sole discretion of the BOARD OF EDUCATION, during the term of this Contract of Employment, so long as all other members of the Superintendent's Cabinet are subject to the same changes and/or modifications.

Upon termination or expiration of this Contract of Employment concurrently with retirement under the California State Teachers' Retirement System (CALSTRS), the DEPUTY SUPERINTENDENT shall have the option to continue receiving then-current medical, dental, and vision pursuant to AR 4117.15.

12. The BOARD OF EDUCATION may, at any time, terminate this Contract of Employment, at its sole discretion, upon 90 days' written notice to the DEPUTY SUPERINTENDENT. If the DEPUTY SUPERINTENDENT's employment is terminated pursuant to this subsection, and the DEPUTY SUPERINTENDENT is not in breach of this Contract of Employment, the DEPUTY SUPERINTENDENT may receive an amount not to exceed the monthly salary of the DEPUTY SUPERINTENDENT, multiplied by the number of months left on the unexpired term of this Contract of Employment, or 12 months, whichever is less, as provided in Government Code section 53260. Except as provided in paragraph 11 hereof, any continuation of DEPUTY SUPERINTENDENT's health and welfare benefits following such termination may not exceed the number of months remaining on the unexpired

term of this Contract of Employment, up to a maximum of 12 months, or until DEPUTY SUPERINTENDENT finds other employment, whichever occurs first.

- Acceptance of the payment described in paragraph 12 of this Contract 13. of Employment fully and forever releases the SANTA ANA UNIFIED SCHOOL DISTRICT, its employees, officers, insurers, and agents, the BOARD OF EDUCATION, and each member of the BOARD OF EDUCATION, from all claims, demands, causes of action, charges and grievances, of whatever kind or nature, whether known or unknown, suspected or unsuspected, which DEPUTY SUPERINTENDENT now owns or holds or has at any time before this date owned or held against any of them, including, but not limited to, all claims, charges, demands and causes of action (a) which arise out of or are in any way connected with DEPUTY SUPERINTENDENT's employment or the termination of employment; (b) which are related to or concern discrimination under local, state, or federal law (including, but not limited to, the Age Discrimination in Employment Act), wrongful termination in violation of public policy, retaliation, intentional and negligent infliction of emotional distress, defamation and other torts; or (c) which arise out of or are in any way connected with any loss, damage or injury whatsoever resulting from any act committed or omission made prior to the date of this Contract of Employment.
- 14. This Contract of Employment may be terminated for cause at any time during the school year in accordance with Board Policy and/or statutory provisions that apply to any certificated employee. For purposes of this Contract of Employment, "cause" includes any material breach of this Contract of Employment, any failure of the DEPUTY SUPERINTENDENT to perform the duties prescribed for the DEPUTY SUPERINTENDENT by the Superintendent or the BOARD OF EDUCATION, or any of the grounds enumerated in Education Code section 44932. The BOARD OF EDUCATION shall not terminate this Contract of Employment under this subsection until a written statement of the grounds for termination has first been given to the DEPUTY SUPERINTENDENT by the Superintendent. The DEPUTY SUPERINTENDENT shall then be entitled to an informal conference with the

BOARD OF EDUCATION, in closed session, at which time the DEPUTY SUPERINTENDENT shall be given a reasonable opportunity to address the specific concerns and issues of the BOARD OF EDUCATION and the Superintendent. The DEPUTY SUPERINTENDENT shall have the right, at his own expense, to have a representative of his choice at the conference with the BOARD OF EDUCATION. If no resolution of these concerns and issues can be found, the DEPUTY SUPERINTENDENT shall be provided with a written statement of the BOARD OF EDUCATION's decision with respect to the DEPUTY SUPERINTENDENT's termination. If this Contract of Employment is terminated pursuant to this subsection, the DEPUTY SUPERINTENDENT's employment with the District, and any compensation, benefits or allowances provided pursuant to this Contract of Employment, shall terminate with the effective date of the decision of the BOARD OF EDUCATION, and the DEPUTY SUPERINTENDENT shall not be entitled to any further compensation thereafter, regardless of the term then remaining under this Contract of Employment.

- 15. The DEPUTY SUPERINTENDENT shall return all SANTA ANA UNIFIED SCHOOL DISTRICT property and equipment to the SANTA ANA UNIFIED SCHOOL DISTRICT upon termination of this Contract of Employment.
- 16. The terms of this Contract of Employment are made for the benefit of each person or entity named in paragraph 13 above. It is the intention of the DEPUTY SUPERINTENDENT that this Contract of Employment shall be effective as a bar against each and every claim, demand, cause of action, charge, or grievance described in paragraph 13 above. In furtherance of this intention, the DEPUTY SUPERINTENDENT expressly waives any and all rights and benefits conferred upon him by the provisions of section 1542 of the California Civil Code, which states:

"A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of the executing the release, which if known by him

#### or her must have materially affected his or her settlement with the debtor."

This clause would prevent any other action in law or in equity against the District as a result of the Board's determination to terminate the contract without cause and pay the liquidated damages.

Pursuant to Government Code section 53243.2, any funds received by the DEPUTY SUPERINTENDENT from the District as a cash settlement resulting from the termination of this Agreement or successor agreements shall be fully reimbursed to the District if the DEPUTY SUPERINTENDENT is convicted of a crime involving the abuse of his office or position.

- 17. If any term or provision of this Contract of Employment is held to be invalid or unenforceable, the remaining portions of this Contract of Employment shall continue to be valid and shall be performed, construed, and enforced to the fullest extent permitted by law, and the invalid or unenforceable term shall be deemed amended and limited in accordance with the intent of the parties, as determined from the face of this Contract of Employment, to the extent necessary to permit the maximum enforceability or validation of the term or provision.
- 18. This Contract of Employment may be amended or modified only pursuant to a writing signed by both parties, unless otherwise stated in this Contract of Employment.
- 19. This Contract of Employment constitutes and contains the entire agreement and understanding between the parties and supersedes and replaces all prior negotiations and agreements, proposed or otherwise, whether written or oral, concerning the subject matter of this Contract of Employment. This is an integrated document.
- 20. This Contract of Employment is subject to, is governed by, and shall be construed under, all applicable laws of the State of California, rules and regulations of the State Board of Education, and rules, regulations, and policies of

the Board, all of which are made a part of the terms and conditions of this Contract of Employment as though set forth herein.

IN WITNESS WHEREOF, the parties have caused this Contract of Employment to be executed on the date hereinabove first written.

Dated:	BOARD OF EDUCATION SANTA ANA UNIFIED SCHOOL DISTRICT		
	Ву:	VALERIE AMEZCUA PRESIDENT OF THE BOARD	
Dated:	Ву:	THOMAS STEKOL, ED.D. DEPUTY SUPERINTENDENT, ADMINSTRATIVE SERVICES	
Dated:	Ву:	STEFANIE PHILLIPS, ED.D. SUPERINTENDENT	
Date of Board of Education appr	roval ir	n open session:	

### AGENDA ITEM BACKUP SHEET October 23, 2018

#### **Board Meeting**

TITLE: Ratification of the Agreement Amendment 02 with Orange County

Head Start, Inc. for 2017-18 Program Year

ITEM: Action

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Charlotte S. Ervin, Head Start Coordinator

#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for the Amendment 02 to Head Start Contract for 2017-18 Program Year.

#### **ITEM SUMMARY:**

Amend the 2017-2018 contract until the new contract for 2018-2019 is signed by both parties, Santa Ana Unified School District Board of Education and Orange County Head Start Inc.

#### **RATIONALE:**

The Head Start Act, 42 U.S.C. Section 9801, et seq., as amended, (hereinafter the "Head Start Act") and 18 provisions of 45 CFR Section 1303.31(b) require that delegation of program operations under a Head Start 19 grant shall be formalized by written agreement between the Grantee and Delegate and that such delegation 20 has been approved by the responsible DHHS official. OCHS and SAUSD mutually agree to be bound by all of the requirements, agreements and stipulations in 23 total of the Fiscal Year 2017 – 2018 Agreement for Delegation of Head Start and Early Head Start 24 Programs Operations, until the Agreement for Delegation of Head Start Program 25 Operations 2018-2019 is (1) signed by both parties and (2) in place prior to August 31, 2018.

The 2018-2019 contract has not been signed so the 2017-18 contract has to be amended to continue funding.

LCAP Goal: 1 All student will have equitable access to a high-quality core curricular

and instructional program.

**Action: 1.5** Provide all student sub-groups with increased access to early childhood

education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early

interventions.

Services: 1.05004 Head Start Preschool Services

#### **FUNDING:**

Not Applicable

#### **RECOMMENDATION:**

Ratify the agreement Amendment 02 with Orange County Head Start, Inc. for 2017-18 program year.

DA:CE:mo

#### 1 ORANGE COUNTY HEAD START, INC. AGREEMENT 2 FOR 3 **DELEGATION OF HEAD START PROGRAM OPERATIONS** 4 FISCAL YEAR 2017-2018 - AMENDMENT #2 AUTHORIZATION TO OPERATE HEAD START PROGRAMS 5 1. 6 This Amendment to the Agreement for Delegation of Head Start Program Operations 2017-2018 is 7 made and entered into effective the 1st day of September, 2018 by and between Orange County Head Start, Inc., a California non-profit corporation ("OCHS" or "Grantee") and The Santa Ana Unified 8 School District, a California School District ("SAUSD" or "Delegate"), for the delegation and 9 10 operation by Delegate of a Head Start program. 11 12 OCHS is a Grantee of Head Start and Early Head Start Programs funded by the Administration for Children and Families (ACF), Grant Number 09CH9155-05, CFDA 93.600, Department of Health and 13 14 Human Services (HHS), pursuant to the authority of the Head Start Act, 42 U.S.C. Section 9801, et. 15 seq., as amended, and is charged with the basic statutory and regulatory responsibilities of a Grantee. 16 OCHS desires to delegate a portion of its Head Start Program operations to the Delegate, as specified 17 herein. PURPOSE OF AMENDMENT 18 2. 19 The Head Start Act, 42 U.S.C. Section 9801, et seq., as amended, (hereinafter the "Head Start Act") 20 and provisions of 45 CFR Section 1303.31(b) require that delegation of program operations under a 21 Head Start grant shall be formalized by written agreement between the Grantee and Delegate and that 22 such delegation has been approved by the responsible DHHS official. 23 24 OCHS and the SAUSD mutually agree to be bound by terms of the Fiscal Year 2017 - 2018 Agreement for Delegation of Head Start Program Operations, until the 2018-2019 Agreement for 25 26 Delegation of Head Start Program Operations and all required approvals and documents have been 27 received by OCHS or the end of the Term pursuant to paragraph 3 of this Amendment, whichever 28 occurs sooner. 29 TERM OF AMENDMENT 3. 30 The funds for this Amendment #2 are from Grant Number 09CH9155-05 (2018-2019, Year 5), the same funding that was utilized for Amendment #1. The term of this Amendment shall be effective 31 32 from September 1, 2018 - October 19, 2018, or upon full execution of the 2018-2019 Agreement for 33 Delegation of Head Start Program Operations and Attachments by both parties, whichever is sooner. 34 35 OCHS will deem Amendment #2 accepted when the following conditions are met: 36 37 a. Delegate's Governing Board and Policy Committee (PC) approve Amendment #2; and, 38 39 b. Delegate provides OCHS:

The Delegate's Board and PC minutes showing approval of Amendment #2 and vote;

ii. A letter signed by the Delegate's Board and PC Chairs indicating approval at their

1 of 2

respective meetings; and

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	iii. A fully executed, unaltered, or after approvals.	riginal Amendment #2 signed by the Board President
4	NOTICES	
All notices prepaid (un mail addre	s required under the Agreement s nless other mail treatment is requi	should be sent by United States mail, first-class postage ared by Federal or State law or regulation) and electronic address set forth below the signature of each party to the ties as follows:
Grantee:	Orange County Head Start, In Attn: Colleen Versteeg, Execu 2501 S. Pullman Street, Suite Santa Ana, CA 92705 Colleen.Versteeg@ochsinc.or	ntive Director 100
Delegate:	Santa Ana Unified School Dist Attn: Valerie Amezcua, Board 1601 Chestnut St. Santa Ana, CA 92701	
_	ven by mail shall be deemed serve lived, whichever is sooner.	d three (3) days after deposit in the United States mail, or
Signatures GRANTE		DELEGATE:
Orange Co	ounty Head Start, Inc.	Santa Ana Unified School District
Signature		Signature "I have read this agreement and understand that if our Agency does not abide by its commitments, covenants and regulations that SAUSD may lose its funding to operate Head Start programs."
Colleen Ve Print Name	•	Print Name
Executive Title	Director	Board President Title
Date		Date

#### AGENDA ITEM BACKUP SHEET October 23, 2018

#### **Board Meeting**

TITLE: Ratification of the Contract Agreement with Orange County Head

Start, Inc. for 2018-19 Program Year

ITEM: Action

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Charlotte Ervin, Head Start Coordinator

#### **BACKGROUND INFORMATION:**

The purpose of this agenda is to seek Board approval of the contract for Head Start funding for the 2018-19 program year.

#### **ITEM SUMMARY:**

- Head Start funding
- Services will be provided to 556 students
- At Broadway site and Adams, Edison, Jackson, Kennedy, Mitchell, Monte Vista, Roosevelt elementary schools

#### **RATIONALE:**

The District currently provides preschool services to children through the Head Start, State Preschool, and Kinder Readiness programs. The District has established the need for preschool opportunities for future students as a high priority. Subsidized programs need to continue to be provided for families who cannot afford private preschools. Federal funding is one of the vehicles for funding these programs. Approving the contract will continue services for 556 Head Start students ages three to five at the Broadway site and Adams, Edison, Jackson, Kennedy, Mitchell, Monte Vista, Roosevelt Elementary Schools.

LCAP Goal: 1 All student will have equitable access to a high-quality core curricular

and instructional program.

**Action: 1.5** Provide all student sub-groups with increased access to early childhood

education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early

interventions.

Services: 1.05004 Head Start Preschool Services

#### **FUNDING:**

Orange County Head Start Basic Budget: \$3,501,678

Training and Technical Assistance: \$27, 205

#### **RECOMMENDATION:**

Ratify the contract agreement with Orange County Head Start, Inc. for 2018-19 program year.

DA:CE:mo



ORANGE COUNTY HEAD START, INC. 2501 S. Pullman Street, Suite 100 Santa Ana, CA 92705 714-241-8920 www.ochsinc.org

September 12, 2018

Ms. Valerie Amezcua Board President Santa Ana Unified School District 1601 Chestnut St. Santa Ana, CA 92701

Re: 2018-2019 Agreement for Delegation of Head Start Program Operations

Dear Ms. Amezcua,

Attached to this letter, please find Santa Ana Unified School District's 2018-2019 Agreement for Delegation of Head Start Program Operations (Agreement). Please review the Agreement, obtain the required approvals from SAUSD's Governing Body and Head Start Policy Committee, and return the unaltered, fully executed Agreement back to Orange County Head Start, Inc. (OCHS). Further guidelines are below.

The funds for this Agreement are from Grant Number 09CH9155-05 (2018-2019, Year 5); the same funding was utilized for the 2017-2018 Agreement Amendments #1 and #2 that were in place prior to this Agreement being issued. The total FY 2018 funding (July 1, 2018 – June 30, 2019) is included on Attachment B of the 2018-2019 Agreement. Please note the total funding covers all costs expended under the 2017-2018 Agreement Amendments #1 and #2.

A complete Agreement package must be received no later than October 19, 2018 and will be deemed accepted by OCHS when all of the following items and information requested are completed and provided to OCHS without exception:

- 1. SAUSD's Governing Board and Policy Committee (PC) approve the Agreement; and,
- 2. SAUSD provides OCHS:
  - a. A fully executed, unaltered, original Agreement (Board Chair Initials on all pages and Board Chair Signature on the last page of the Agreement);
  - b. SAUSD's Board and PC minutes showing approval of the Agreement and vote; and
  - c. A letter signed by SAUSD's Board and PC Chairs indicating approval at their respective meetings.

If your agency requires special technical assistance regarding this matter, please contact me anytime.

Sincerely,

Colleen Versteeg
Executive Director

Cc: Charlotte Ervin, Head Start Program Administrator

ORANGE COUNTY
HEAD START, INC.
AND
SANTA ANA UNIFIED
SCHOOL DISTRICT

Agreement
for
Delegation
of Head
Start
Program
Operations

FISCAL YEAR 2018-2019

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ORANGE COUNTY HEAD START, INC. AGREEMENT
FOR
DELEGATION OF HEAD START PROGRAM OPERATIONS
FISCAL YEAR 2018-2019

#### 1. AUTHORIZATION TO OPERATE HEAD START PROGRAMS

This Agreement for delegation of Head Start Program Operations ("Agreement") is made and entered into effective the 20th day of October, 2018 by and between Orange County Head Start, Inc., a California non-profit corporation ("OCHS" or "Grantee"), with principle offices at 2501 S. Pullman St, Suite 100, Santa Ana, CA 92705 and Santa Ana Unified School District, a California School District ("SAUSD" or "Subrecipient") with principle offices at 1601 E. Chestnut Ave, Santa Ana, CA 92701 for the delegation and operation by Subrecipient of a portion of the Grantee's Head Start program described in Attachments B and G.

Authorization for the Federal Head Start and Early Head Start program for eligible children, including children with disabilities, is contained in Public Law 110-134, Head Start Act of 2007, and amendments thereto. OCHS, funded by the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Head Start (OHS) pursuant to the authority to fund the Head Start and Early Head Start programs to benefit eligible children and their families, is beginning Year Five of a five-year federal award grant for the 2018-2019 program year. OCHS hereby contracts with SAUSD for Head Start program operations as specified herein.

This Agreement shall govern activities and responsibilities to be carried out by the Subrecipient on behalf of OCHS. Subrecipient is, by virtue of this Agreement, a Subrecipient of OCHS under Head Start as identified in the Head Start Act, as amended, and desires to operate its Head Start Program strictly in accordance with said statute, all applicable federal, California and local laws and administrative regulations, and pursuant to the terms and conditions of this Agreement.

 Subrecipient is solely responsible for any and all of its programmatic decisions and its financial obligations as a result of non-compliance with any law, regulation, policy, or requirements of this Subrecipient Agreement. Subrecipients are independent contractors that are required to fully implement the terms and conditions of this Agreement, inclusive of all written directives from OCHS to be in compliance with all applicable laws and regulations.

In consideration of the mutual covenants and conditions herein, the Grantee and Subrecipient agree as follows:

#### 2. PURPOSE OF AGREEMENT

- The Head Start Act, 42 U.S.C. Section 9801, et seq., as amended, (hereinafter the "Head Start Act") and provisions of 45 CFR Section 1303.31(b) require that delegation of program operations under a Head
- 39 Start grant shall be formalized by written agreement between the Grantee and Subrecipient and that such
- 40 delegation be approved by the responsible HHS official. Consistent with the HHS Grants Policy
- 41 Directives, the written agreement shall contain specific information and requirements. This Agreement
- 42 contains specific provisions related to all required program elements as specified.

#### 3. TERM OF AGREEMENT

- 44 This Subrecipient Agreement is effective October 20, 2018, and continues in full force and effect
- 45 through June 30, 2019, unless early termination occurs in accordance with the terms of Section 24,
- Termination, OCHS Policies, or funds are no longer available from the funding source(s). 46

#### 4. COMPLIANCE WITH APPROVED PROGRAM

- 48 All activities authorized by this Agreement shall be performed in accordance with the approved work
- 49 program and the approved budget as set forth in the grant conditions and relevant DHHS directives or
- other directives as stipulated by the Grantee. Failure to comply with any of the Agreement provisions may 50
- result in termination of this Agreement or other remedies available to the Grantee. 51
- 52 Subrecipient shall, in a satisfactory and proper manner as reasonably determined by the Grantee, perform
- 53 the work set forth in the Refunding Application, which is reviewed and approved by the Grantee. In
- 54 addition, the following are attached hereto and made a part of this Agreement:
  - A. Sub Award Information;
  - B. Federal Funds, Training and Technical Assistance Funds, and expected Non-Federal Share to be generated by the Subrecipient and the Number of children to be served in the Head Start program by program option (as defined in 45 CFR 1302, Subpart B), and length of the program year in each program offered, which will be fully complied with by the Subrecipient;
  - C. Program, Center, Class, Program Option, and Program Option Variation;
  - D. Grantee Reporting Requirements of the Subrecipient:
  - E. Electronic Reporting Requirements;
  - F. Training and Professional Development Requirements:
  - G. Recruitment and Service Area of the Subrecipient;
  - H. Special Conditions

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> Any changes made to any of the program operations, program approach, program budget, and/or program options by Subrecipient must be supported by program data and must be part of a refunding application that is approved by the Subrecipient Governing Body (Board), Policy Committee, the Grantee and Regional Office, if applicable, prior to making the change. This includes signed statements from Subrecipient Board and Policy Committee Chairs along with Governing Body and Policy Committee minutes documenting each group's participation in the development of, changes in funding, options, and/or operations and approval. In addition, other kinds of changes to the approved work project or budget require prior approval as stipulated in the program regulations as described in this Agreement and regulations.

#### 5. ACKNOWLEDGMENT OF APPLICABLE REGULATION INCORPORATED HEREIN BY REFERENCE

Subrecipient must have present on site or electronically and utilize the following DHHS Regulations (as appropriate for type of organization) and other documents and abide by their requirements at all times. Their terms are fully incorporated herein by reference.

- a. Improving Head Start School Readiness Act of 2007;
- b. Head Start Program Performance Standards 45 CFR Chapter XIII, RIN 0970-AC63 released September 6, 2016;
- c. 45 CFR Part 75 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;

- d. 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Super Circular which replaces OMB A-102, A-110, A-89, A-21, A-87, A-122 and A-133);
  - e. 45 CFR Part 16 Department grant appeals process;
  - f. 45 CFR Part 46 Protection of Human Subjects;
  - g. 45 CFR Part 80 Nondiscrimination Under Programs Receiving Federal Assistance through Department of Health and Human Services;
  - h. 45 CFR Part 84 Nondiscrimination on the Basis of Handicap in Federally Assisted Programs
  - i. 2 CFR Part 170 FFATA Sub-award and executive compensation;
  - j. 7 CFR Part 226 Child and Adult Care Food Program (CFCFP), in addition to local State CACFP regulations;
  - k. 2 CFR Part 25.110 CCR/DUNS requirements;
  - 1. California Child Care Statutes and Regulations, including Title 22, Division 12 of the California Code of Regulations, and related Community Care Licensing Regulations;
  - m. California Code of Regulations, Title 5, Chapter 2, Subchapter 2, Article 3, Section 432
  - n. Other regulations as specified within the above-mentioned regulations and/or throughout this agreement including but not limited to HHS Policy Directives; Head Start Information Memorandums, Program Information Notices, policy clarifications and other guidance issued by the Office of Head Start or found on the Early Childhood Learning and Knowledge Center (ECLKC) website;
  - o. Head Start Early Learning Outcomes Framework 2015.

Subrecipient shall thoroughly examine and demonstrate an understanding of the documents, as specified above. Subrecipient shall, in a satisfactory and proper manner, as determined by Grantee, operate the program strictly in accordance with this document and its attachments, as well as in accordance with all applicable federal, state and local laws and regulations, and applicable Grantee policies and procedures. The failure or omission of any Subrecipient to examine any of the documents shall in no way relieve Subrecipient from obligations with respect to the documents. Subrecipient warrants that by executing this Agreement, Subrecipient has access to all of the documents listed above and has examined and understood their contents. The failure or omission of the Subrecipient to comply with requirements of the above documents, this Agreement and its attachments, applicable federal, state, local laws and regulations, applicable Grantee policies and procedures or the terms and conditions of this Agreement may constitute a breach of Subrecipient's obligations with respect to this Agreement.

If the Grantee has reasonable cause to believe that the Subrecipient has failed to comply with the terms of this Agreement, the Grantee may pursue its remedies outlined throughout this Agreement and any others

within the law.

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#### 6. AGREEMENT AMENDMENTS

- 124 If Subrecipient believes there is ambiguity, discrepancy, omission or other errors in this Subrecipient
- Agreement, the Subrecipient shall immediately notify OCHS in writing and request clarification. OCHS-
- approved modifications to the Agreement shall be made by written amendment to this Agreement and
- signed by both parties, except as set forth in Section 7, Non-Appropriation of Funds, and Section 8,
- 128 Enforcement Sanctions. Sanctions are made unilaterally by OCHS. OCHS shall issue such a letter
- specifying the sanctions and indicating the actions that must be taken to resolve the problem. Subrecipient
- shall have fifteen (15) calendar days from the date of the letter to notify OCHS in writing if Subrecipient
- does not agree with the cited notifications, to provide evidence that the problem/issue does not exist or

has been corrected and to request a release from the enforcement action. If Subrecipient does not agree with, or does not accept the requirements for compliance, OCHS may notify Subrecipient of OCHS's intent to terminate the Agreement as specified in Section 24 – Termination of this Agreement.

#### Revising Agreement - No Financial Impact

It is anticipated that during the course of this Subrecipient Agreement, certain clarifying, non-economic revisions to the attachments, which are a part of this Subrecipient Agreement, may be needed. In these instances, OCHS shall issue such revised attachment(s) to the Subrecipient accompanied by a cover letter specifying the attachment being revised and indicating the revision number of such revision. Subrecipient shall have fifteen (15) days from the date of the cover letter to notify OCHS in writing if Subrecipient does not agree with, or does not accept, such revision except as specified in Section 6, Subrecipient Agreement Amendments. Absent such timely, written notification, the revision(s) to attachment(s) made in this manner shall be deemed accepted by both parties.

In addition, Subrecipient may, from time to time, submit to OCHS a Budget Adjustment Request (BAR). Subrecipient shall follow the OCHS BAR process as described in the Orange Book. If such request from Subrecipient has been approved by OCHS and will not increase or decrease the allocation specified in Attachment B, the approved BAR and any supporting revised Attachment(s) shall be issued to Subrecipient. OCHS will respond to Subrecipient's request within thirty (30) days, where all required documents and appropriate signatures are submitted with the BAR. Where required documents or signatures are not provided, the thirty (30) days shall begin upon receipt by OCHS of all required, and/or requested documents and/or original signatures. This timeframe is exclusive of any prior, written approval requirements of the Office of Head Start.

#### Revising Agreement with Financial (Budget) Impact

OCHS shall allocate funds as specified in Subrecipient Agreement Attachment B to the Subrecipient for full and satisfactory performance of the work to be completed under this Agreement, consistent with the requirements as specified herein. If the stated amount is increased or decreased, the revised allocation shall be specified by a fully executed Subrecipient Agreement Amendment and a revised Subrecipient Agreement, Attachment B.

In the event there are Federal/State changes that affect provisions of this Subrecipient Agreement, those changes shall supersede any and all affected provisions. It shall be OCHS's responsibility to advise Subrecipient of such changes through written directives

#### 7. NON-APPROPRIATION OF FUNDS

OCHS's only financial and other obligations with respect to this Agreement is contingent upon receipt of funds for the operation of the Head Start program from the HHS/OHS. To the extent that OCHS does not receive such funds for which OCHS contracts with a Subrecipient to operate, this Subrecipient Agreement may be terminated immediately or as directed by the funding source.

It is mutually agreed that if the current year Federal appropriation and budget do not contain and provide sufficient funds for the program(s), This Subrecipient Agreement shall be of no further force and effect. In this event, OCHS shall have no liability to pay any funds to the Subrecipient or furnish any other considerations under this Subrecipient Agreement, and Subrecipient shall not be obligated to perform any provisions of this Subrecipient Agreement. OCHS shall notify Subrecipient in writing of any such non-appropriation reduction or lack of award of funds at the earliest possible date and shall attempt to provide

178 for orderly closeout of program operations provided funds are received from the appropriate funding 179 source(s) for this purpose.

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181 If Grantee funding is reduced, revised or terminated by the HHS/OHS, OCHS shall have the option to 182 either cancel this Subrecipient Agreement, with no liability occurring to OCHS, or offer an amendment to this Agreement to reflect such reductions and/or revisions. 183

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#### 8. ENFORCEMENT SANCTIONS

Subrecipient's non-compliance with any of the terms of this Agreement may result in OCHS imposing any of the following sanctions:

- a. Temporarily withholding cash payments pending correction of the non-compliance or deficiency or more severe enforcement action;
- b. Making payments to Subrecipient Agency on a reimbursement basis only;
- c. Disallowing (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance;
- d. Recommending suspension or debarment proceedings be initiated by the Federal awarding agency:
- e. Reducing slots, funding and/or recruitment area;
- f. Placing the Subrecipient on Interim Administrative Management;
- g. Requiring additional, more detailed, program and fiscal reporting requirements;
- h. Increasing the Subrecipient's prior approval requirements and timelines;
- i. Increasing grantee monitoring;
- j. Requiring the Subrecipient to obtain technical or management assistance or participate in OCHS directed training/technical assistance activities;
- k. Withholding further Federal awards for the project or program;
- 1. Wholly or partly suspending or terminating the Federal award;
- 204 m. Any other sanctions available by law, regulations, this Agreement or other OCHS Procedures.

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- 206 Subrecipient must comply with the terms and conditions of the project period award in the specified timeframes by completing the activities outlined below and, where required, submit the results to the 207 Grantee within the identified and required timeframes.
- 208

#### 209 9. GOVERNANCE

- 210 Upon receiving designation as an OCHS Subrecipient Agency, the Subrecipient must establish and
- maintain a formal structure for program governance that includes a Governing Body, a Policy Committee 211
- and Parent Committees at each center location. 212
- 213 The Governing Body has the legal and fiscal responsibility to administer and oversee the Agency's Head
- Start program. Policy Committees are responsible for the direction of the agency's Head Start programs. 214
- 215 When Governing Body and Policy Committee approvals are required and/or requested by the Grantee
- they must contain all the following: 216
- 217 a. Signed statements from Subrecipient Board and Policy Committee Chairs as requested by the Grantee: 218
- 219 b. Governing Board and Policy Committee minutes documenting each group's participation in the development of the application, corrective action, policies, procedures, plans, etc., their 220

- 221 understanding of the budget, program option, and/or program operation changes, the vote and approval; and
  - c. Any other documents the Grantee requests to demonstrate compliance with the Head Start Act and Program Performance Standards.

#### **Governing Body**

#### Composition

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The composition of a Governing Body must be in accordance with the requirements specified at Section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at Section 642(c)(1)(D) of the Act. Agencies must ensure members of the Governing Body do not have a conflict of interest, pursuant to Section 642(c)(1)(C) of the Act. A roster of the Governing Body that includes names, background, expertise, accurate and usable email address and phone number, and Board Officers must be provided to the Grantee (Attachment D, Month of August). In accordance with Section 642(c)(1)(D) of the Act, the Governing Body shall be composed as follows:

- a. not less than one (1) member shall have a background and expertise in fiscal management or accounting;
- b. not less than one (1) member shall have a background and expertise in early childhood education and development;
- c. not less than one (1) member shall be a licensed attorney familiar with issues that come before the Governing Body.
- d. additional members shall:
  - i. reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start program; and
  - ii. are selected for their expertise in education, business administration, or community affairs.
- e. exceptions shall be made to the requirements of clauses (a) through (d) for members of a Governing Body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.
- f. if a person described in clause (a), (b), or (c) is not available to serve as a member of the Governing Body, the Governing Body shall use a consultant, or another individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the Governing Body.

#### Members of the Governing Body shall:

- a. not have a financial conflict of interest with the Head Start agency (including any Subrecipient agency);
- b. not receive compensation for serving on the Governing Body or for providing services to the Head Start agency;
- c. not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any Subrecipient agency); and
- d. operate as an entity independent of staff employed by the Head Start agency.

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- EXCEPTION: If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency Governing Body, and such individual has any conflict of interest described in clause b or c above
  - o such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and

268 o if the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.

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#### Responsibilities

Governing Body responsibilities may not be delegated. The Governing Body shall:

- a. have legal and fiscal responsibility for administering and overseeing the Agency's Head Start program. Each Governing Body (Board of Directors/Education) must ensure that appropriate internal controls are established and implemented to safeguard federal funds.
- b. adopt policies that assure active, independent, and informed governance of the Head Start agency, and fully participate in the development, planning, and evaluation of the Head Start programs to ensure a high quality program;
- c. be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and
- d. be responsible for all activities by reviewing and approving all major policies, including:
  - i. annually establishing procedures and criteria for recruitment, selection, and enrollment of children;
  - ii. all applications for funding, and amendments to applications for funding, for programs contained in this Agreement (Attachment D, Month of February for upcoming program year);
  - iii. annually establishing procedures and guidelines for accessing and collecting information and using the information in program planning;
  - iv. annually evaluating, reviewing, revising and approving all major policies of the Agency, including:
    - The Agency's progress in carrying out the programmatic and fiscal provisions in the grant application including implementation of corrective actions; and
    - personnel policies regarding the hiring, evaluation, termination, and compensation of agency employees;
    - procedures for how members of the Policy Committee are selected.
- e. be responsible for reviewing and approving, which includes other activities to support program planning and continuous improvement, including:
  - i. Grantee ongoing monitoring results and corrective action plans (Attachment D, As Needed/Required);
  - ii. Subrecipient ongoing monitoring results and corrective action plans (Attachment D, Months of May and December);
  - iii. School Readiness Goals/Child Outcomes data and progress towards meeting goals (Attachment D, Months of September, December, March, and July);
  - iv. program goals, measurable objectives, and activities and progress towards meeting them (Attachment D, Months of August, December, March and July);
  - v. the program's annual self-assessment and corrective action plans (Attachment D, Month of March);
  - vi. the program's annual community needs assessment (Attachment D, Month of December); including updates;
  - vii. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policies and Procedures, and Selection Criteria (Attachment D, Month of February);
  - viii. Program Information Report (Attachment D, Month of July);
  - ix. Agency's Planning Policies, Procedures and Calendar (Attachment D, Month of August);

315 x. the program's annual financial audit (Attachment D, Month of January);

- xi. financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the:
  - approval of all major financial expenditures of the agency;
  - annual approval of the operating budget(s) (Attachment D, Month of February for upcoming program year and any changes hereafter);
  - selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the Governing Body; and
  - monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;
- xii. personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency (Attachment D, Month of August);
- xiii. establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving:
  - any conflict of interest, and any appearance of a conflict of interest, by members of the Governing Body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start Agency;
  - complaints, including investigations, when appropriate; and
- xiv. to the extent practicable and appropriate, at the discretion of the Governing Body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.
- f. Review and approve which includes signed statements from Subrecipient Board and Policy Committee Chairs and Governing Body and Policy Committee minutes documenting each group's participation in the development of the application, corrective action, policies, procedures, plans, etc., their understanding of the budget, program option, and/or program operation changes, the
  - vote and approval and the required/requested/modified/ revised documents associated with the request,
    - i. all applications for Head Start funding, as well as amendments to the applications, prior to submission to the Grantee;
    - ii. the annual Agreement for Delegation of Head Start Program Operations (Agreement), its attachments, and any amendments to the Agreement;
    - iii. the Agency's progress in carrying out the programmatic and fiscal provisions in such Subrecipient's grant application, including implementation and completion of corrective action steps for areas of non-compliance(s) or deficiency(ies) as determined by itself, the Grantee or the Department of Health and Human Services, Administration for Children and Families (ACF).
    - iv. all Corrective Action Plans:
    - v. any additional items requested or required by the Grantee.
- g. establish procedures that ensure the sharing of accurate and regular information for use by the Governing Body and Policy Committee about program planning, policies, and Head Start

operations, including maintaining and submitting to the Grantee all governance reports and meeting materials with agendas, minutes, action items, education and/or training sessions, and all attachments pertaining to Head Start business (Attachment D-Monthly) that include but are not limited to:

- i. monthly financial statements including administrative costs, non-federal share, and credit card expenditures using actual statements. For months where no meeting is held, Subrecipient must still provide Board and Policy Committee with Monthly statements. Proof of electronic correspondence with required documents must be submitted to the Grantee in lieu of minutes (Attachment D Monthly);
- ii. monthly program information summaries (as given to the Grantee in the monthly progress report). For months where no meeting is held, Subrecipient must still provide Board and Policy Committee with Monthly statements. Proof of electronic correspondence with required documents must be submitted to the Grantee in lieu of minutes (Attachment D Monthly (must be shared regardless of whether a meeting takes place));
- iii. monthly program reports regarding enrollment, attendance and current waitlists. For months where no meeting is held, Subrecipient must still provide Board and Policy Committee with Monthly statements. Proof of electronic correspondence with required documents must be submitted to the Grantee in lieu of minutes (Attachment D, Monthly (must be shared regardless of whether a meeting takes place);
- iv. monthly meals and snacks provided through the Department of Agriculture. For months where no meeting is held, Subrecipient must still provide Board and Policy Committee with monthly statements. Proof of electronic correspondence with required documents must be submitted to the Grantee in lieu of minutes (Attachment D, Monthly (must be shared regardless of whether a meeting takes place));
- v. monthly communication from the Grantee, Office of Head Start, and other State Regulatory entities;
- vi. other documents provided in the Board and Policy Committee Packets or at meetings to ensure informed decision—making and program planning;
- vii. all training documents and educational sessions or information provided to the Board and Policy Committee that ensure oversight responsibilities are being met;
- viii. Any other documents shared with the Board and Policy Committee.
- h. Ensure the Subrecipient provides, at least on a quarterly basis, a projection of estimated costs within its approved budget needed to provide quality services to children and families through the end of the Agreement period.
- i. Ensure that the Subrecipient Agency employs, or obtains the services of, a qualified fiscal officer. In addition, Subrecipient must recruit one or more Board members who possess sufficient financial background and expertise to provide appropriate oversight and review of financial reports of the Subrecipient Agency, as well as the independent audit.
- j. Ensure that Subrecipient is utilizing an appropriate cost allocation plan that is based on actual staffing patterns, program usage, or other appropriate methodology.
- k. Ensure that all Governing Body and Policy Committee policies and procedures are revised and updated as new laws and regulations are enacted or promulgated or due to changing economic conditions (including that the Board of Directors complies with the language in the Head Start Act of 2007 and HSPPS).
- 1. Ensure that all requests requiring advanced approval or budget adjustments are submitted to the Grantee and receive appropriate approvals by the Grantee (and ACF, when necessary) prior to taking any programmatic or fiscal actions (Attachment D, As Needed/Required).

m. Ensure that the members receive appropriate training and technical assistance to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start Agency. Training plans must be submitted annually. (Attachment D, Month of August).

#### **Policy Committee**

Subrecipient must establish and maintain a Policy Committee responsible for the direction of the Head Start program at the Agency level.

#### 414 Composition

- a. Subrecipient must establish a Policy Committee in accordance with Section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the Policy Committee. A Policy Committee roster with current and accurate names, email addresses, and phone numbers must be submitted to the grantee (Attachment D, Month of October). A Policy Committee meeting schedule must also be submitted to the Grantee (Attachment D, Month of October).
- b. Subrecipient must ensure members of the Policy Committee do not have a conflict of interest pursuant to Sections 642(c)(2)(C) and 642(c)(3)(B) of the Act.
- c. Staff may not serve on the Policy Committee.

#### **Duties and Responsibilities**

- a. The Policy Committee must approve and submit its decisions in each of the following areas referenced at Section 642(c)(2)(D)(i) through (vii) of the Act.
- b. The Policy Committee must use ongoing monitoring results, data on school readiness goals, other information described in 45 CFR 1302.102, and information described in Section 642(d)(2) of the Act to conduct its responsibilities.

#### **Term**

- a. A member will serve for one year.
- b. If the member intends to serve for another year, s/he must stand for re-election.
- c. The Policy Committee must include in its bylaws how many one-year terms, not to exceed five (5) terms, a person may serve.
- d. A program must seat a successor Policy Committee before an existing Policy Committee may be dissolved.

#### Reimbursement

Subrecipient must enable low-income members to participate fully in their Policy Committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the lowincome members.

The Grantee may require and/or shall make training and technical assistance available to Subrecipient staff, Policy Committee members, and Governing Body to assist them in understanding their roles and responsibilities in shared governance. Some of these sessions may be mandatory.

The Subrecipient Policy Committee shall ensure that it receives appropriate training and technical assistance to ensure that the members understand the information the members receive and can effectively make recommendations and participate in the programs of the Head Start Agency. Training plans must be submitted annually (Attachment A, Month of August).

Subrecipient is required to have one Policy Committee Member serve on the Grantee's Policy Council at all times.

Grantee staff may attend the Subrecipient's monthly governing body meetings to ensure the governing body is involved in the oversight of the changes the agency implements. This allows the governing body to provide OCHS with clarifications about the activities to correct deficiencies.

#### Governance Screening and Certification

Subrecipients that accept federal funds to operate a Head Start program from OCHS must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program. The screener organizes the Head Start requirements to help Subrecipients identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

a. Conduct a screening of the organization's governance and leadership capacity within thirty (30) calendar days of the start of each program year. Required screener to be provided by the Grantee.

 b. Complete a certification that the governance and leadership capacity screening was conducted in conjunction with the both Governing Body and Policy Committee at their respective meetings and identify any areas of concern.

 c. Create a separate training plan for the Governing Body and Policy Committee. Board and Policy Committee Training Plans must be developed based on federal regulatory requirements and training needs identified through the Governance Screening data to ensure that all decisions made by the policy committee and the governing body are well-informed and data-driven and allow for informed decision making. Training Plans must be comprehensive and outline monthly trainings for each group.

d. Submit the completed screener, both detailed training plans and Board and Policy Committee certification to the Grantee by August 20<sup>th</sup> of the program year (Attachment D, Month of August).

## 10. BOARD AND POLICY COMMITTEE BYLAWS, ARTICLES OF INCORPORATION, AND IMPASSE PROCEDURES

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Subrecipient's current and approved Governing Body (Board) By-Laws, Policy Committee By-Laws and Articles of Incorporation shall be provided to the Grantee concurrent with Subrecipient's execution of this Agreement (Attachment D, Month of August).

 In accordance with 45 CFR Part 1301.6 – Impasse Procedures, in order to facilitate meaningful consultation and collaboration about decisions of the Governing Body and the Policy Committee, the Subrecipient's Governing Body and Policy Committee jointly must establish written procedures for resolving internal disputes between the Governing Body and Policy Committee in a timely manner that include impasse procedures. (Attachment D, Month of August).

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#### 11. DETERMINING COMMUNITY STRENGTHS, NEEDS, AND RESOURCES

- One community assessment, initiated, developed and funded by the Grantee, will be utilized for Orange County. Subrecipient will participate in the planning and design of the community assessment by submitting requested information to the Grantee within the requested timeline. Subrecipient will provide
- submitting requested information to the Grantee within the requested timeline. Subrecipient will provide

on a timely basis such information as requested by the Grantee and referenced in 45 CFR Part 1302.11 regarding the Subrecipient's assigned service/recruitment area(s) as well as data on child outcomes and family characteristics (Attachment D, Month of December).

# 12. ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA) PLAN

Subrecipient must follow the requirements set forth in 45 CFR Part 1302, Subpart A, for the eligibility, recruitment, selection, enrollment and attendance of program participants. The Grantee assigns Subrecipient a specific recruitment and service areas for delivery of Head Start services to eligible children and their families as defined in the attached amendment. The purpose of recruitment and service area is to provide definition of geographical boundaries for each Subrecipient providing services under an Agreement with the Grantee (Attachment G).

Recruitment areas facilitate the ability of parents and the community to identify the responsible Subrecipient Agency for providing services to eligible children, and place responsibility on Subrecipient for dedicating efforts and resources within the specific geographical area. The Subrecipient may not willfully recruit children residing outside of their assigned recruitment area(s). Grantee retains the right to reduce Subrecipient Agency funding for services to children outside of the Subrecipient's assigned recruitment area(s). The Grantee maintains the rights to serve children in all of its service area.

Subrecipient must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) and, other relevant family or child risk factors (Attachment D – Month of February).

The Subrecipient may enroll a maximum of ten percent (10%) children whose family income exceeds one hundred and thirty percent (130%) of the Federal Poverty Guidelines. This is a maximum and any child enrolled that exceeds this maximum will be considered an "erroneous payment" and a disallowance. Subrecipient's Governing Body and Policy Committee must approve or disapprove the Agency's ERSEA plans. In order for the Subrecipient to enroll children under 640(a)(1)(B)(iii)(II), whose families have incomes between one hundred percent (100%) and below one hundred and thirty percent (130%) of the poverty line, Subrecipient must show that it has established and implemented outreach and enrollment policies and procedures that ensure the Agency is meeting the needs of income eligible children prior to meeting the needs of the children eligible in this category. Subrecipient must provide the Grantee a Program Year Calendar indicating student service days, non-student days, staff development days, and holidays (Attachment D, Month of August).

Full enrollment for the Subrecipient must be achieved and reflected in the ChildPlus report for the Subrecipient's student enrollment on the first day of their enrollment year and, such report, must be submitted to the Grantee no later than seven (7) days after the first day of school (Attachment D, Month of September). Under no circumstances shall the Subrecipient practice over-enrollment in any classroom in which actual attendance exceeds the preferred child-adult ratios and class size. In the event the Subrecipient fails to report one hundred percent (100%) full enrollment or fails to maintain one hundred percent (100%) full enrollment of its funded slots for any period beyond sixty (60) consecutive days, the

- 541 Grantee may, in its sole discretion, deem the Subrecipient to be in breach of this Agreement and defund
- 542 the Subrecipient solely with respect to the slots in question so long as said breach remains. Grantee may
- also determine the Subrecipient to be in non-compliance status and/or place Subrecipient on a Corrective 543
- 544 Action Plan.

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- 545 Subrecipients must submit their agency Transition Plans to the Grantee (Attachment D, Month of August.
- 546 In accordance with 1302.70, the Subrecipient must implement strategies and practices to support
- successful transitions for children and their families transitioning out of Head Start. To ensure the most 547
- 548 appropriate placement and service following participation in Head Start, such programs must, at least six
- months prior to each child's third birthday, implement transition planning for each child and family that:
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  - Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Head Start, current and changing family circumstances and, the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and,
- 555 Subrecipients must currently be in full compliance with the revised ERSEA regulations, 45 CFR Parts
- 556 1302 and 1305, including a system for tracking enrolled children in accordance with the Head Start
- Program Performance Standards which states that an enrolled child has been accepted and attended at 557
- least one class for center-based or has received at least one home visit for home-base. Subrecipient must 558
- use child's/ pregnant mother's legal name on all paperwork, including applications, and in ChildPlus. 559
- However, a nickname/preferred name may be used in the classroom/on home visits. 560

# 13. ACF/DHHS HEAD START GUIDELINES FOR ENROLLMENT OF CHILDREN FOR SERVICES UNDER IDEA

- 563 In accordance with the provisions of Head Start Act, Section 640(d)(1), Subrecipient must ensure at least 564 10 percent (10%) of its total funded enrollment is filled by children eligible for services under IDEA.
- Subrecipient agencies must ensure that, from January 15<sup>th</sup> of each program year through the end of the 565
- program year, it maintains an enrollment of children with disabilities that is at least 10 percent (10%) of 566
- its total funded enrollment. Children reported must have a current IEP/IFSP from the local school district 567
- or Regional Center, and shall require special education and related services. If this requirement has been 568
- 569 met, children eligible for services under IDEA should be prioritized for the available slots in accordance
- with the program's selection criteria described in 45 CFR 1302.14. 570
- 571 All services provided by Subrecipient must follow the requirements set forth in 45 CFR 1302, Head Start
- Program Performance Standards on Services for Children with Disabilities. Failure to comply with these 572
- 573 requirements will result in the Subrecipient being placed on an improvement plan for the non-compliance,
- 574 and if not corrected within designated time frames, may result in the Grantee issuing the Subrecipient a
- 575 notice of deficiency, as defined in the Improving Head Start for School Readiness Act of 2007, Section
- 576 637(2). See Sections 19 and 20 of this Agreement.

# 14. PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

- 578 Subrecipient must provide a management system that includes data collection and analysis, a process of
- 579 ongoing monitoring and continuous improvement for achieving program goals that ensures child safety
- and the delivery of effective, high-quality program services. 580

# Management Systems

 The Subrecipient must implement a management system that:

- a. ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services;
- b. provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;
- c. ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described; and,
- d. maintains an automated accounting and record keeping system(s) adequate for effective oversight.

At the beginning of each program year, and on an ongoing basis throughout the year, Subrecipient must design and implement program-wide coordinated approaches that ensure:

- a. The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;
- b. The full and effective participation of children who are dual language learners and their families, by:
  - i. utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;
  - ii. identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in 45 CFR 1302.53(a); and,
  - iii. systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.
- c. the full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,
- d. the management of program data to effectively support the availability, usability, integrity, and security of data. Subrecipient must establish procedures on data management, and have them approved by the Governing Body and Policy Committee, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with 45 CFR 1303 and applicable federal, state, local, and tribal laws.

#### Establishing and Achieving Program Goals

Subrecipient, in collaboration with its Governing Body and Policy Committee, must establish goals and measurable objectives that include:

- a. strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment;
- b. goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;

- c. school readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304; and,
  - d. effective health and safety practices to ensure children are safe at all times, per the requirements in 45 CFR 1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and part 1303 subpart F.

## **Program Goals and Objectives**

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669 670 The Head Start Program Performance Standards require programs to develop long range program goals and short-term objectives. Program goals are broad statements that support the program's mission to serve children, families, and the community. They ensure the program's commitment to establishing strong management, fiscal, and service delivery systems. Programs set long-range goals to be accomplished by the end of their five-year project period. The management team and governing bodies review these longrange goals as part of their annual planning process. Most continue as goals throughout the five-year period, while a few may be met in a shorter timeframe or revised. Having stable goals over five years enables programs to measure progress annually and to assess the program impact at the end of the fiveyear period. Programs also develop short-term objectives. Objectives support the attainment of a goal by breaking the goal down into Specific, Measurable, Attainable, Realistic, and Timely elements, often represented by the mnemonic SMART. Program goals are derived from the annual Self-Assessment; community assessment; other child, family, and community data sources; and relevant research. Program goals may relate to health, finances, family engagement/family services, facilities, cultural and linguistic responsiveness, and so forth. Program goals may emerge from Self-Assessment and Community Assessment results in any system or service area, or one single goal may encompass multiple services and systems.

#### **School Readiness Goals**

Section 641A(g)(2) of the Head Start Act requires that programs establish program goals for improving the school readiness of children participating in their program. School readiness goals are a subset of overall program goals and focus on child development and early learning outcomes in the essential or core domains of birth-to-five school readiness: School readiness goals have two key features. They are broad statements that articulate high expectations for the progress children served in Head Start will make to be ready to succeed in kindergarten. They also focus on what progress children will make in developing skills and knowledge and how this progress will be measured. Goals must include the seven Preschooler Domains ((1) Approaches to Learning, (2) Social and Emotional Development, (3) Language and Communication, (4) Literacy, (5) Mathematics Development, (6) Scientific Reasoning and (7) Perpetual, Motor and Physical Development).

#### Data Collection

The ChildPlus.net system is required to be used by all Subrecipient agencies for all data collection, reporting, tracking and monitoring of all program services for children and families. All program services for children must be recorded and maintained in ChildPlus as the primary recordkeeping system and actual paper file records must be entered into ChildPlus, consistent with paper copies and kept current at all times. All child and family information must be entered into the system and reconciled at least weekly. Subrecipient must establish a service area plan, policy and procedure to address recordkeeping and reporting which includes staff responsible for entering, maintaining and reporting data.

- 671 ChildPlus is to be used to generate information and reports related to health, mental health, disabilities,
- 672 nutrition, family and community engagement, child development and education, ERSEA, home base
- 673 visits, socializations, and for Program Information Reports (PIRs). These reports shall inform the
- Subrecipient when completing its monthly progress report to the Grantee and must be used to monitor the 674
- 675 program for effectiveness and quality of services to children and families. This information shall be
- retained with the monthly progress report at the Subrecipient Agency for monitoring purposes. Specific 676
- reports shall be submitted to the Grantee monthly as indicated on Attachments D and E or anytime upon 677
- 678 Grantee request. All such records shall be available to Grantee, including Grantee designated accountants,
- 679 monitors and auditors.
- 680 Subrecipients must provide the Grantee with full administrative access to their Head Start Child Plus
- Management System that will allow the Grantee to generate validation reports at any time throughout the 681
- 682 program year. With full administrative access to ChildPlus, the Grantee has the ability to generate reports
- on a continuous basis to validate services and systems as well as support the Subrecipient and its 683
- continuous quality improvement. Subrecipient must also allow Grantee access to their ChildPlus data 684
- management system during monitoring reviews, or at any time (Attachment D, Month of August). 685
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- 687 Subrecipient must follow the ChildPlus administrative set-up and reporting requirements as stipulated by the Grantee. If the Subrecipient is unable to complete the set-up on their own, the Grantee will assign a
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- data analyst to the Subrecipient to ensure the Grantee is receiving valid reports. 689
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- Subrecipient shall approach data collection in a thoughtful and intentional way that supports overall management of Head Start data, including the availability, usability, integrity, and security of data.
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- Using Data for Continuous Improvement
- Subrecipients must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate progress towards achieving
- 697 program performance goals.

# This process must:

- a. ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;
- b. ensure child assessment data is aggregated and analyzed at least three (3) times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, and used with other program data to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services;
- c. use information from ongoing monitoring and the annual self-assessment, and program data on standardized teacher observations, staffing and professional development, child assessments, family needs assessments, and comprehensive services, to identify program needs, and develop, and implement plans for program improvement; and,
- d. use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program performance goals, and use strategies to better address the needs of sub-groups.
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Subrecipient is responsible for collecting, analyzing, and creating action plans on child outcomes data three (3) times per Agreement year and completing the annual Program Information Report (PIR). The

Subrecipient must submit its child outcomes data and action plan to the Grantee within thirty (30) calendar days of each assessment period (Attachment D, Months of December, March, and July).

Subrecipient shall enter all required Program Information Report (PIR) data into the Head Start Enterprise System (HSES) annually by July 31<sup>st</sup>. All incomplete or inaccurate reports will be sent back to the Subrecipient to correct and re-submit to the Grantee. Supporting ChildPlus reports for validation of data must be submitted electronically to the Grantee at the same time (Attachment D, Month of July).

Subrecipient agency procedures must ensure data is aggregated, analyzed, and compared in such a way as to assist the Subrecipient agency in identifying risks and informing strategies for continuous improvement in all program areas.

# Reporting

a. Subrecipient must submit:

- i. status reports, determined by ongoing oversight data, to the Governing Body and Policy Committee, at least semi-annually;
- ii. reports, as appropriate, to the Grantee immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:
  - Any reports regarding Agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;
  - Incidents that require classrooms or centers to be closed for any reason;
  - Legal proceedings by any party that are directly related to program operations; and,
  - All conditions required to be reported under 45 CFR 1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation.
- b. annually, a program must publish and disseminate a report that complies with Section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in §1302.11(b), consistent with privacy protections in 45 CFR1303, Subpart C, of this chapter.
- c. if a program has had a deficiency identified, it must submit, to the Grantee, a quality improvement plan as required in Section 641A(e)(2) of the Act.

# Reporting Requirements

By the 5<sup>th</sup> day of each month, Subrecipient shall submit to the Grantee a Program Information Summary report for the month prior using the Data Collection Worksheet, including required validation documents generated from the ChildPlus data management system as listed in Attachment E. Subrecipient shall conduct an analysis of the monthly Program Information Summary to identify any concerns with the data prior to submitting the report to the Grantee. If any concerns are identified through analysis of the monthly data (e.g., data falling below the benchmark or remarkably greater or less than expected for the month reported), the Subrecipient shall complete a Corrective Action Plan (CAP) to address the identified concerns, and submit the CAP to the Grantee with the Program Information Summary. The CAP must include appropriate timelines and persons responsible for completion. All incomplete or inaccurate reports will be sent back to the Subrecipient to correct and re-submit to the Grantee. If the Subrecipient submits, inaccurate, late or is missing reports more than two times, it will be considered a non-compliance for the

monitoring period being reviewed. The Grantee will validate Subrecipient Program Information Summary reports through desk review, and/or on-site validation visits. If needed, the Grantee may make changes to the Program Information Summary and/or required validation documents at any time during the program year.

Subrecipient must establish and designate timelines for services to children and families in their service area plans, policies and procedures as follows:

- a. Subrecipient must initiate the family partnership process with each family within the first thirty (30) calendar days of each child's entry into the program and establish timelines for the goal setting process;
- b. for children entering in September and October, Subrecipient must complete the first Family Partnership Agreement with each family by January 15<sup>th</sup> of each program year. For children entering in November or later, Subrecipient shall have 60 days to complete the first Family Partnership Agreement;
- c. Subrecipient must provide follow-up at least every 60 days on **any** outstanding child and family needs.

Subrecipient shall submit required reports to the Grantee in a timely manner. Submission of such reports is specified in Attachments D and E, Required Documents, attached hereto and made a part hereof. Other periodic reports may be required by the Grantee. These reports shall be submitted in accordance with instructions provided by the Grantee. All reports shall be submitted on forms provided by the Grantee, which are located on the OCHS website or will be provided by the Grantee, where such forms are applicable, and within the time period specified by the Grantee.

The Grantee reserves the right to ask for additional reports, documents, data and Subrecipient Board and Policy Committee approval, including signed statements from Subrecipient Board and Policy Committee Chairs, Governing Body and Policy Committee minutes documenting each group's participation in the development of the corrective action and approval, at any time. Failure to comply with these requirements will result in the Subrecipient being placed on an improvement plan for the non-compliance, and if not corrected within designated time frames, may result in the Grantee issuing the Subrecipient a notice of deficiency. See item 16 of this Agreement.

Subrecipient shall submit to the Grantee a copy of any Child Care Licensing Visit Reports or Unusual Incident Reports within 24 hours of the Subrecipient receiving the report (Attachment D, As Needed/Required).

Subrecipient shall submit to the Grantee a copy of any USDA review reports within five (5) business days of the Subrecipient receiving the report (Attachment D, As Needed/Required).

Subrecipient shall submit to the Grantee the ChildPlus Health Requirements Set Up Report (Attachment D, Month of August).

Subrecipient shall maintain up-to-date and accurate information on the Head Start Enterprise System (HSES) at all times, including the Contacts, Programs, Centers and Facilities sections of the system. Quarterly checks must be completed with an email validation sent to the Grantee (Attachment D, Months of July, October, January, and April.

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Any audit or review that applies to, or affects, Head Start funding must be submitted to the Grantee within 811 812

five (5) business of the Subrecipient receiving the report. If applicable, proof of Corrective Action and

Clearance of Findings must also be submitted to the Grantee (Attachment D, As Needed/Required).

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All reports, documents, approvals, and data must be submitted electronically to the Grantee. If original signatures are required, Subrecipient must submit them to the Grantee via mail or hand delivery along with the electronic copies.

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# **Delinquent Report Submission**

- Subrecipient shall submit and/or provide all reports, information and data as specified or requested by the 820
- 821 Grantee at all times. If Subrecipient fails to timely comply with the terms and conditions of this
- Agreement or Grantee reporting requirements, the Grantee may, upon reasonable notice to Subrecipient, 822
- 823 suspend the funds for program operations or take such other actions as may be deemed appropriate by the
- 824 Grantee. Further, a history of such unsatisfactory performance may result in designation of "high risk"
- status for Subrecipient, jeopardizing potential future funding from the Grantee. 825

# 15. MONITORING PROGRAM PERFORMANCE

OCHS embraces a culture of quality and operates with an appreciation that the new Head Start Program Performance Standards represent a major transition, placing new expectations on programs and encouraging a move from a culture of compliance to one of ongoing quality improvement and measurable outcomes. OCHS's monitoring approach supports this culture of ongoing quality improvement.

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The purpose of ongoing monitoring is to ensure that agencies are healthy, viable organizations that provide quality services to children and families and ensure all children are ready for school. It is also to ensure that the necessary steps are taken to meet federal and state regulations, contractual requirements, and local goals and objectives, as well as to ensure that appropriate prevention, intervention, and escalation of corrective action occur in a timely manner.

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The ultimate results of monitoring must be to ensure OCHS and its Subrecipient agencies meet program governance, program operations, and financial and administrative standards described in law and regulation, and to provide the highest quality services to children and families. Subrecipients must also ensure compliance with the Agreement and effective implementation of its funding application strategies and operational goals. How to best achieve OCHS's and its Subrecipients' goals and administer a highquality program without reducing expectations for children and families must be in the forefront of monitoring efforts. Operating an outcome-focused philosophy while maintaining compliance is paramount to a successful program.

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Systems monitoring includes in-depth reviews of applicable written policies and procedures, and all other documentation that describes how the agencies' processes are working, but more importantly, how the agency is demonstrating successful data-driven outcomes for children and families.

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#### **Self-Monitoring**

- Subrecipient is required to have a coordinated approach to ongoing monitoring activities and ensure that 852 activities are being conducted effectively. In order to ensure effective ongoing oversight and correction, 853
- Subrecipient will assess its effectiveness in all program operations (ERSEA, Program Structure, 854
- Education and Child Development Program Services, Health Program Services, Family and Community 855
- Engagement Program Services, Services for Children with Disabilities, Transition Services, Services to 856

- Enrolled Pregnant Women), and Management Systems (including Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, Governance). Subrecipient must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child
  - a. collect and use data to inform this process;

safety, and other applicable federal regulations, and must:

- b. create corrective action plans to correct quality and compliance issues immediately, or as quickly as possible;
- c. work with the Governing Body and the Policy Committee to address issues during the ongoing oversight and correction process and during federal oversight; and,
- d. implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings.

Subrecipient must effectively oversee progress towards program goals on an ongoing basis and annually must:

- a. conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;
- b. communicate and collaborate with the Governing Body and Policy Committee, program staff, and parents of enrolled children when conducting the annual self-assessment; and,
- c. submit findings of the self-assessment (including information listed in Section 17 of this Agreement) to the Grantee.

Subrecipient will utilize the Grantee's system of ongoing monitoring as defined in the Grantee's Service Area Plans, Policies and Procedures, as adapted to fit the Subrecipient's organizational structure. Subrecipient must send data and reports with corrective actions and Governing Body and Policy Committee approvals, which includes signed statements from Subrecipient Board and Policy Committee Chairs, Governing Body and Policy Committee minutes documenting each group's participation in the development of the application, corrective action, policies, procedures, plans, etc., their understanding of the budget, program option, and/or program operation changes, the vote and approval and the required/requested/modified/revised documents associated with the request, from its own monitoring to the Grantee (Attachment D, Months of December and May).

The Grantee shall monitor the Subrecipient's implementation of the ongoing monitoring procedures in each service area and validate such implementation through desk review and when on site. Each program, function and activity to assure that adequate progress is being made in the implementation of strategic and operational plans identified in the agency's funding application will be reviewed.

As per 1302.32(a)(2), Subrecipients must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development. To ensure this standard is met, Subrecipients must incorporate curriculum

fidelity into its ongoing monitoring and supervision systems, including utilization of a tool developed to assess curriculum fidelity. (Attachment D, Month of August)

#### Notice to the Grantee

The Subrecipient must report in writing to the Grantee within five (5) working days of occurrence any of the following events:

- a. the Subrecipient has had a revocation of a license to operate a center by a State or local licensing entity.
- b. the Subrecipient has filed for bankruptcy or agreed to a reorganization plan as part of a bankruptcy settlement.
- c. the Subrecipient has been debarred from receiving Federal or State funds from any Federal or State department or Agency or has been disqualified from the Child and Adult Care Food Program (CACFP).
- d. the Subrecipient has received an audit, audit review, investigation or inspection report from the agency's auditor, a State Agency, or the cognizant Federal audit Agency containing a determination that the Subrecipient is at risk for ceasing to be a going concern.

#### **Grantee Monitoring**

The Head Start Act requires the Grantee to monitor whether a Subrecipient meets program governance, program operations, and financial and administrative standards described in regulations and to identify areas for improvements and areas of strengths. Subrecipient will comply with the OCHS's ongoing monitoring of the Subrecipient program operations (ERSEA, Program Structure, Education and Child Development Program Services, Health Program Services, Family and Community Engagement Program Services, Services for Children with Disabilities, Transition Services, Services to Enrolled Pregnant Women) and Management Systems (including Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-keeping and Reporting, Ongoing Monitoring and Continuous Improvement, Governance) in accordance with Grantee Monitoring Procedures and as required in the Head Start Performance Standards, Head Start Act and all other state and federal requirements.

Subrecipient shall make available to OCHS, HHS and the Comptroller General, or any of their duly authorized representatives, such books, records, reports, documents, data, and papers as they deem necessary for audit, examination, excerpt, transcription, and copy purposes, for as long as such records, reports, books, documents, data, and papers are retained. This right also includes timely and reasonable access to Subrecipient's personnel for the purpose of interview and discussion related to such documents. It is expressly understood that evidence of Subrecipient's refusal to comply with these provisions shall constitute a breach of Agreement.

If the Grantee determines through monitoring, that the Subrecipient fails to comply with any of the standards described in 45 CFR Parts 1301 through 1305 the Grantee will notify the Subrecipient in writing and identify the area of concern, noncompliance, or deficiency.

If the Subrecipient is determined by the Grantee to have a non-compliance, the Subrecipient must:

- a. within thirty (30) calendar days from the day the Grantee Monitoring Report (GMR) or other report is received by the Subrecipient Agency from the Grantee, develop a Corrective Action Plan (CAP), that shall be subject to the approval of the Grantee, that shall specify:
  - i. the non-compliances to be corrected;

ii. the actions to be taken to correct such non-compliances;

- iii. the persons responsible for correcting the non-compliances;
- iv. the timetable for accomplishment of the corrective actions specified, and
- v. include documentation of Board and Policy Committee approval, which includes signed statements from Subrecipient Board and Policy Committee Chairs, Governing Body and Policy Committee minutes documenting each group's participation in the development of the corrective action, policies, procedures, plans, etc., their understanding of the program operation changes, the vote and approval as well as required/requested/modified/revised documents, (approvals may be submitted up to forty-five (45) calendar days from the day the report was received by the Subrecipient if additional time is needed) (Attachment D, As Needed/Required).

Not later than thirty (30) calendar days after receiving the CAP from the Subrecipient, the Grantee shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved and next steps.

Subrecipient must correct each non-compliance identified not later than the date for correction of such non-compliance specified in such plan (which shall not be later than 90 days after the date the Subrecipient received notice of the determination of the specific non-compliance) to be corrected in Period One (1), or upon completion of pre-service training for the following program year for non-compliances identified in Period Two (2).

Subrecipient shall re-submit the CAP to the Grantee indicating validation steps and dates for each non-compliance or deficiency. Grantee may require shorter deadlines for corrective actions depending on the nature or severity of the findings (e.g., 48 hour CAPs for health and safety or fiscal issues). On or before this date, the Subrecipient Board Chair/President shall send a letter to the Grantee noting the Governing Body assures the non-compliances have been corrected (Attachment D, As Needed/Required). Grantee shall require that supporting documentation is submitted with the CAP to validate that the corrective actions have taken place.

In addition, within thirty (30) calendar days from the day each Corrective Action/Follow-Up Form is received by the Subrecipient, Subrecipient shall also provide the Grantee, electronically, validation of correction and/or completion of individual concerns as detailed in the Corrective Action/Follow-Up Form, including a description of how the Subrecipient will sustain the correction, along with supporting documentation that substantiates the correction and/or completion of each concern (e.g., staff sign-off sheets, training agendas, corrected documents). Any concerns not validated (i.e., corrected, completed or sufficient follow-up shown based on Agency policy) within the designated thirty (30) calendar day period will be considered a non-compliance for the monitoring period reviewed.

Failure to correct the non-compliances within the required timeframe may result in the Grantee issuing the Subrecipient a notice of deficiency, as defined in the Improving Head Start for School Readiness Act of 2007, Section 637(2)(C).

Subrecipient may request technical assistance from the Grantee Executive Director to develop appropriate corrective plans for non-compliance items identified during the monitoring process.

For any immediate health and safety or children's rights concerns identified, Subrecipient shall provide the Grantee with a report of all non-compliance or deficient issues and corresponding corrective action plan within forty-eight (48) hours from the time the health and safety concern was reported by the Grantee to the Subrecipient Agency. Grantee may require Subrecipient to correct the non-compliance or

deficiency immediately if the Grantee finds that it threatens the health or safety of staff or program participants or poses a threat to the integrity of federal funds

1002 If ongoing monitoring results in a designation of "deficiency," as defined in the Head Start Act, Section 1003 637(2), the Subrecipient may be subject to termination of this Agreement, defunding, or any other remedy available to the Grantee.

## Program Service Delivery

Subrecipient must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

Subrecipient must implement intake and family assessment (Family Partnership Agreement) procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

A program must offer individualized family partnership services that:

- a. collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes;
- b. help families achieve identified individualized family engagement outcomes;
- c. establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, throughout the program year.

Subrecipient must work with each family to establish at least two goals per child, of which one must be related to school readiness. Family refusals of participation in the Family Partnership Agreement and goal setting are no longer allowable.

Subrecipient must also, at minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. If the Subrecipient chooses to make significant adaptations to the researched-based parenting curriculum to better meet the needs of one (1) or more specific populations Subrecipient must work with an expert or experts to develop such adaptations and have proof of such work with the expert. Justification and Grantee approval is required prior to making such adaptations. Subrecipient must submit to the Grantee the name and a description of the curriculum that will be utilized by the Subrecipient (Attachment D, Month of August),

Subrecipient must ensure that at least two (2) education supervisory staff acquire and maintain status as a certified CLASS observer. Proof of reliability must be provided to the Grantee each program year. (Attachment D, Month of August).

Subrecipient shall maintain and submit each program year its policies and procedures for program operations (ERSEA, Program Structure, Education and Child Development Program Services, Health Program Services, Family and Community Engagement Program Services, Services for Children with

Disabilities, Transition Services, Services to Enrolled Pregnant Women), as well as all management systems, including Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Recordkeeping and Reporting, Ongoing Monitoring and Continuous Improvement, and Governance.

Each program year Subrecipient must submit **ALL** policies and procedures, manuals, and handbooks to Grantee. Each item must be revised in accordance with Head Start Performance Standards, and Act, and approved by the Subrecipient's Board and Policy Committee prior to implementing (Attachment D, Month of August).

The Subrecipient must make all of its records available for Grantee review at all times. Failure to do so may result in the Grantee employing any remedies available to it, including termination of the Agreement.

# Health and Safety Screening and Certification

Subrecipient must:

- a. Conduct a screening of the health and safety environment of each center where Head Start services are provided within twenty (20) calendar days of the first day of school. Required screener to be provided by the Grantee.
- b. Complete a certification of compliance with all requirements outlined in the screener, and submit the details of findings and the completed screener to the Subrecipient Governing Body and Policy Committee for approval and certification.
- c. Submit the completed screeners for each center, and Corrective Action Plan (CAP) and Governing Body and Policy Committee approvals and minutes to the Grantee by October 31<sup>th</sup> of the program year (Attachment D, Month of October).

#### Single Audit Webinar

Subrecipient Director and Fiscal Officer to attend an OHS-sponsored single audit webinar within six (6) months of the start of the project period. Documentation from the Office of Head Start must be sent to the Grantee for proof of completion (Attachment D, Month of December).

# **Human Resources Monitoring**

As part of the Grantee monitoring process in period one to ensure compliance with all applicable Human Resources regulations, by August 31<sup>st</sup>, October 31<sup>st</sup>, December 31st, February 28<sup>th</sup>, and April 30th, the Subrecipient shall submit to the Grantee a list of all current employees with the following information (Attachment D, Months of August, October, December, February, April). The grantee will validate this information during on-site visits.

- 1. a matrix with the following information;
  - a. Employee Name (last, first);
  - b. Date of Hire (month, day, year);
  - c. Date of Criminal Record Clearance;
  - d. Criminal Record Clearance #;
  - e. Date of Initial Health Exam with TB Test;
  - f. Staff Orientation Date (not required to begin reporting this information to Grantee until October 31<sup>st</sup> of each program year);
  - g. Date of Last TB Test (periodic);
  - h. Date of MMR and Tdap Vaccines;

- i. Date of Last Flu Shot or signed waiver (required by November 30<sup>th</sup> of each program year; not required to begin reporting this information to Grantee until December 31<sup>st</sup> of each program year);
- j. Date of Last Chest X-Ray (if applicable);
- k. Date of Last Child Abuse training (AB 1207);
- 1. Date of Last Standard Precautions training;
- m. Date of last Standards of Conduct training;
- n. Date of last Performance Evaluation;
- o. Date of last Professional Development Plan;
- p. Record of Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, must meet requirements as described throughout this part (not required to begin reporting this information to the Grantee until February 28<sup>th</sup> of the program year);
- 2. copies of all job descriptions (Attachment D, Month of August);
- 3. exposure Control Plan and Staff Training on Blood Borne Pathogens in accordance with 29 CFR 1910.1030(b) (Attachment D, Month of August);
- 4. a Facility Personnel Report Summary from the Department of Social Services Community Care Licensing Division showing criminal record clearance and assigned ID numbers (Attachment D, Month of August);

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In addition, the following information must be maintained by the Subrecipient:

- a. a copy of the criminal background check must be in each employee file; or
- b. due to Education Code that prohibits school districts from maintaining copies of staff criminal record clearance documentation, Subrecipients operated by school districts must maintain and submit to the Grantee the following information proving background checks were conducted prior to hire:
  - i. A letter from the school district indicating the California Department of Education regulation regarding retention of criminal background clearance information for staff (Attachment D, Month of August); and
  - ii. An email from the district's human resources department, or other evidence, for each staff member with the clearance number (Attachment D, Month of August).
- c. all agencies are required to maintain proof of initial health and periodic exams.

#### The Subrecipient must also:

- 1. ensure employees have a tuberculosis (TB) screening or risk assessment performed by or under the supervision of a physician to show that employee is cleared to work with children and families;
- 2. ensure that all staff and volunteers are immunized in accordance with SB 792 at all times and demonstrate proof of immunization for influenza, pertussis, and measles;
- 3. provide for the submission of fingerprints of its employees, and the employees of all contractors who may have more than limited contact with pupils, to the California Department of Justice (CDOJ) in a manner authorized by the CDOJ. This must be done every five years;
- 4. not permit any Subrecipient employee, or employee of subcontractors, to work in the program in any capacity until CDOJ clearance is ascertained;
- 5. certifies that it and its principals, employees, volunteers and consultants will comply with AB 1207 California Child Care Workers Mandated Child Abuse Reporter training and must retain, and upon Grantee request, show evidence of, the certificate of completion;

- 1142 6. provide, each August, the completed aforementioned Human Resources checklist to include the 1143 names of all Subrecipient's employees, consultants, or volunteers as required by law. The checklist must be updated and resubmitted to OCHS with each new hire, volunteer or consultant is 1144 1145
  - 7. keep a receipt of evidence (clearance documents, health exams and immunizations, etc.) on file at all times:
  - 8. allow the grantee, or its designee, to monitor, through desk and/or on site reviews, all personnel, consultant, and volunteer records for evidence of the Subrecipient's compliance of all state and federal laws.

OCHS reserves the right to terminate this Agreement if the Subrecipient fails to comply with this section or if in the judgment of OCHS, termination is necessary to protect the safety and welfare of children.

#### 16. PROFESSIONAL DEVELOPMENT

- 1155 In accordance with 45 CFR 1302.92, Subrecipient must establish and implement a systematic approach to 1156
  - staff training and professional development that include coaching and mentoring support and ensures staff
  - maintain appropriate skills and competencies to provide high quality and comprehensive services to
- children and families. 1158

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#### 17. PROGRAM SELF-ASSESSMENT

Subrecipient shall conduct a comprehensive self-assessment annually, inclusive of program services and management systems including Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self Assessments, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, and Governance.

The self-assessment shall evaluate the program's progress towards meeting goals and objectives using aggregated child assessment data where applicable, compliance with the Head Start Program Performance Standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness, using classroom, professional development and parent and family engagement data as appropriate. In addition, Subrecipient shall use the self-assessment in the establishment of program goals for improving the school readiness of children participating in the program, including school readiness goals that are aligned with the Head Start Early Learning Outcomes Framework 2015, California State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending; and use lessons from the self-assessment to identify program needs and develop and implement plans for program improvement.

The Office of Head Start Monitoring Protocols and/or Self-Assessment Guide, in conjunction with the Classroom Assessment Scoring System (CLASS) instrument and Early Childhood Rating Scale (ECERS), and any other required documents/checklists as determined by the Grantee, are the required selfassessment instruments. Subrecipient must provide training to the self-assessment team which must include parents and community members.

Subrecipient will inform the Grantee of the scheduled date and process to be used for the self-assessment no later than October 31<sup>st</sup> of the Agreement year (Attachment D, Month of October). Subrecipient's self-assessment must be completed no later than February 15<sup>th</sup> of the Agreement year.

Subrecipient will submit its self-assessment report of findings and Corrective Action Plan (CAP) for non-compliance items to the Grantee no later than thirty (30) calendar days from the completion of the self-assessment with Subrecipient Board and Policy Committee approvals which includes signed statements from Subrecipient Board and Policy Committee Chairs along with Governing Body and Policy Committee minutes documenting each group's participation in the development and approval of the CAP.

The CAP, which shall be subject to approval by the Grantee, shall specify (Attachment D, Month of March):

- a. the non-compliances or deficiencies to be corrected;
- b. the actions to be taken to correct such non-compliances or deficiencies;
- c. the persons responsible for correcting the non-compliances or deficiencies; and
- d. the timetable for accomplishment of the corrective actions specified, and
- e. Board and Policy Committee approval (may be submitted up to forty-five (45) calendar days from the completion of the self-assessment if additional time is needed).

Not later than thirty (30) calendar days after receiving the CAP from the Subrecipient, the Grantee shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved and expected next steps.

Subrecipient must correct each non-compliance identified not later than the date for correction of such non-compliance specified in such plan (which shall not be later than ninety (90) days after the completion of the self-assessment). Subrecipient shall validate each corrective action and submit a CAP showing validation to the Grantee. Grantee may require shorter deadlines for corrective actions depending on the nature or severity of the findings (e.g., health and safety, fiscal issues). On or before this date, the Subrecipient Board shall send a letter to the Grantee confirming that the non-compliances have been corrected (Attachment D, Month of June).

Subrecipient shall re-submit the CAP to the Grantee indicating validation steps and dates for each non-compliance or deficiency. Grantee may require shorter deadlines for corrective actions depending on the nature or severity of the findings (e.g., 48 hour CAPs for health and safety or fiscal issues). On or before this date, the Subrecipient Board Chair/President shall send a letter to the Grantee noting the Governing Body assures the non-compliances have been corrected (Attachment D, As Needed/Required). Grantee shall require that supporting documentation is submitted with the CAP to validate that the corrective actions have taken place.

Failure to correct the non-compliances or deficiencies within the required timeframe may result in the Grantee issuing the Subrecipient a notice of deficiency, as defined in the Improving Head Start for School Readiness Act of 2007, Section 637(2)(C). See item 16 of this Agreement.

Subrecipient may request technical assistance from the Grantee Executive Director to develop appropriate corrective plans for non-compliance or deficient items identified during the assessment process.

#### 18. RISK MANAGEMENT

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- 1230 The Grantee may schedule and hold risk management meetings with the Subrecipient as needed.
- 1231 Subrecipient will be required to play an active role in this process. At very least, the Subrecipient's
- 1232 Executive Director/Director, Governing Body Chair/President and Policy Committee Chair or designated
- Policy Committee Officer, must attend and participate in this process. At its sole discretion, the Grantee
- may require additional Subrecipient staff, Governing Body and Policy Committee members to attend. The
- 1235 purpose of this meeting is to recognize program strengths, identify risks, identify whether the
- Subrecipient is meeting the requirements under this Agreement, and/or to prevent or reduce risks through
- early identification of areas of performance that need improvement. The outcome of this meeting will be a
- 1238 comprehensive action plan that addresses areas in need of support and improvement, in an effort to guide
- 1239 ongoing monitoring, training and technical assistance, and the refunding process. Additional meetings
- will be held as needed to gauge progress in meeting goals or sustaining improvements.

#### 19. DEFICIENCY DESIGNATION AND DEFINITION

- At a minimum, Subrecipient must demonstrate a level of compliance with the Federal and State
- requirements such that no deficiency exists in its program. If the Grantee determines that the Subrecipient
- meets one of the criteria for a deficiency, as defined in Section 637(2)(A-C) of the Act, the Grantee shall
- inform the Subrecipient of the deficiency. The term deficiency means:

A systemic or substantial material failure of the Subrecipient in an area of performance that the Grantee determines involves:

- 1. a threat to the health, safety or civil rights of children or staff;
- 2. a denial to parents of the exercise of their full roles and responsibilities related to program operations;
- 3. a failure to perform with standards related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management;
- 4. the misuse of Head Start grant funds; or
- 5. the loss of legal status or financial viability, loss of permits, debarment from receiving Federal grants or Agreements or the improper use of Federal funds; Failure to meet any other Federal or State requirements including, but not limited to, the Head Start Act or one or more of the regulations under Parts 1301 through 1305 of the Head Start Program Performance Standards, and which the Subrecipient has shown an unwillingness or inability to correct within the period specified by the Grantee.
- 6. systemic or material failure of the Subrecipient Governing Body to fully exercise its legal and fiduciary responsibility; and
- 7. an unresolved area of non-compliance.

# 20. NOTIFICATION TO SUBRECIPIENT AGENCIES OF DEFICIENCY(IES) AND FOLLOW-UP CORRECTIONS AND SANCTIONS

If it is determined by the Grantee that the Subrecipient has one or more deficiencies, as defined in the Head Start Act, Sect 637(2), fails to address the communitywide strategic planning and needs assessment, or is at risk of one or more of the criterion under 45 CFR 1304, the Grantee may place the Subrecipient on a deficiency status.

The Grantee shall inform the Subrecipient of its decision to place the Subrecipient on deficiency status, the deficiencies to be corrected, and which Enforcement Sanctions (see Section 8) will be applied during and/or after the correction period. With respect to each identified deficiency, the Subrecipient will be required to:

- a. correct the deficiency immediately, if the Grantee finds that the deficiency threatens the health or safety of staff or program participants or poses a threat to the integrity of Federal funds;
- b. correct the deficiency not later than 90 calendar days after notification of the deficiency if the Grantee finds, in its sole discretion of the Grantee, that such a 90 calendar day period is reasonable, in light of the nature and magnitude of the deficiency; or
- c. comply with grantee's requirements as specified on the Grantee's Monitoring Report.

Once the Subrecipient is placed on deficiency status, the Subrecipient shall:

- 1. develop a Corrective Action Plan (CAP) on the Grantee's Monitoring Report to be submitted to the Grantee within 30 calendar days. The CAP must be accompanied by proper Governing Body and Policy Committee approvals which includes signed statements from Subrecipient Board and Policy Committee Chairs, Governing Body and Policy Committee minutes documenting each group's participation in the development corrective action, policies, procedures, plans, etc., their understanding program operation changes, the vote and approval and the required/requested/modified/revised documents. The CAP must specify:
  - a. the deficiency(ies) to be corrected;
  - b. all actions (including changes to policies and/or systems), to be taken to correct such deficiencies:
  - c. the timetable for accomplishment of the corrective actions specified; and
- 2. correct each deficiency identified, not later than the grantee's designated date for correction of such deficiency specified on such report.

Within fifteen (15) business days after each designated date for correction, the Subrecipient shall resubmit a validation CAP to the Grantee ensuring the corrective action steps and dates, using the validation step and date sections on the form, for each deficiency. Grantee may require shorter deadlines for corrective actions depending on the nature or severity of the findings (e.g., 48 hour CAPs for health and safety or fiscal issues or thirty (30) days for non-compliances the Subrecipient failed to correct within its allocated/required timelines). The validation CAP must be accompanied by all supporting documentation to validate that the corrective actions have taken place, and a letter from the Subrecipient's Board Chair/President noting the Governing Body assures the deficiencies have been corrected and will be sustained. The letter must:

a. describe the deficiency;

- b. explain all actions taken to remedy the deficiency;
- c. explain how the actions ensure that compliance will be maintained in the future;
- d. state that the issues have been remedied;
- e. specify the date of validation, and:
- f. be signed by the Subrecipient's Board and Policy Committee Chairpersons.

The Grantee may require training and technical assistance (T/TA) be given to the Subrecipient with respect to the development and/or implementation of such CAPs or anytime as deemed necessary by the grantee to support the Subrecipient in meeting all compliance, contract and quality standards. Refusal by the Subrecipient to participate in such T/TA may be deemed a breach of this agreement and grounds for termination of the Agreement. Failure to participate in T/TA does not release the Subrecipient from its responsibility to correct the concern(s), non-compliance(s), and/or deficiency(ies).

- 1320 The Grantee will verify that correction of the deficiency(ies) is complete prior to releasing the
- 1321 Subrecipient from deficiency status.

- If Grantee determines that the Subrecipient fails to correct, the Grantee may initiate proceedings to
- terminate the designation of the Subrecipient.

## 21. SPECIAL AWARD OR AGREEMENT CONDITIONS

The Grantee monitors the Subrecipient's compliance and risk on an ongoing basis. The Grantee may impose special conditions and/or sanctions on the Subrecipient if the Grantee has determined that the Subrecipient:

- a. has a history of poor performance;
- b. is financially unstable;
- c. receives a qualified audit, an adverse opinion, or auditors opinion that contains a "going concern" statement:
- d. receives a Management Letter from their independent auditors that denotes specific internal control weaknesses;
- e. has a management system (e.g., Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessments, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, and Governance) which does not meet the standards of this Agreement;
- f. has acted in a way that is a material breach of Subrecipient's Agreement with OCHS, as determined by the Grantee;
- g. has not provided evidence of compliance with applicable legislation, regulations, or Grantee directives;
- h. has not conformed to the terms or conditions of a previous award, or the directives for a pending award; or, is not otherwise responsible, including, but not limited to, creating circumstances which may endanger or compromise the continuation of ACF/DHHS funding to the Grantee or result in a deficiency charged to the Grantee;
- i. has a non-compliance in any area as determined by the Grantee, the Office of Head Start, or any other regulatory Agency;
- j. submits to Grantee any reports which are incorrect or incomplete in any material respect and/or which are not submitted according to deadlines;
- k. maintains a pattern of discrimination;
- 1. if Subrecipient is in default of any of the provisions of this Agreement or violates any of the covenants, assurances, stipulations or conditions of this Agreement;
- m. fails, for any reason, to fulfill in a timely, proper, and reasonable manner its obligations under this Agreement;
- n. utilizes funds provided under this Agreement improperly;
- o. fails to comply with applicable federal, California and local laws, administrative regulations, or executive orders;
- p. has a systemic or substantial material failure in an area of performance that Grantee determines involves a threat to the health, safety, or civil rights of children or staff;
- q. denies parents the right to exercise their full roles and responsibilities related to program operations;
- r. has a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;

- 1366 s. has failure to meet Federal or California requirements that the Subrecipient has shown an unwillingness or inability to correct, after notice from the Grantee, with the period specified in 1367 accordance with the procedures outlined in this Agreement; and/or, 1368
  - does not adhere to Grantee requests, requirements, and/or timelines.

If special conditions are imposed by the Grantee, the Subrecipient will be notified in writing and the 1371 notification will include the following items: 1372

- a. the nature of the special conditions/restrictions,
- b. the reasons for imposing them,

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- c. the corrective actions which must be implemented by the Subrecipient with regard to these special conditions before they will be removed,
- d. the consequences for deficiency with the special conditions,
- e. the time period for correction of deficiencies, and
- technical assistance that will be provided for, by the Grantee.

In the event that special conditions are attached to this Agreement, Grantee will notify ACF that special conditions have been imposed on the Subrecipient Agency.

Identification of special conditions and/or restrictions: Any or all Sanctions (see Section 8) may be imposed in the event that special conditions are attached to the Agreement.

#### 22. INTERIM ADMINISTRATIVE MANAGEMENT

Interim Administrative Management is in response to the lack of sufficient program, administrative, or fiscal compliance that results in a deficiency in the Agency's operations. A special condition will be placed on the Subrecipient Agency's Agreement and written notification to the Subrecipient's Board of Directors (or Board of Education) will be provided indicating the commencement of interim administrative management and the conditions required for the removal of the Special Condition.

Grantee will assign an OCHS employee and/or an independent consultant Contracted by OCHS to oversee the aspects of the Subrecipient's operations that are identified as the basis for implementing interim administrative management. All programmatic, fiscal, and/or administrative systems decisions must be reviewed and approved by the assigned employee or consultant prior to action being taken by the Subrecipient Agency. The on-site monitor will provide written reports to the Subrecipient Board of Directors/Education and the Subrecipient's Head Start Director identifying issues that must be corrected and/or reasons for disapproval of anticipated Subrecipient Agency action(s). The Subrecipient's Board and Policy Committee will be advised of the actions that must be taken and the time frame for compliance in order for the interim administrative management to be removed.

1403 OCHS will determine whether the Subrecipient is in compliance with all programmatic, fiscal, and/or administrative systems requirements and will provide the Subrecipient written notice of the removal of 1404 Interim Administrative Management.

# 23. DISALLOWANCE OF PAYMENTS AND SUSPENSION

1408 Suspension or Disallowance of Payments Suspension of Performance

Grantee may suspend or disallow payment to Subrecipient in whole or in part under this Agreement, 1409

- and/or to suspend performance under this Agreement, in the event of any of the following occurrences:
- a. if Subrecipient shall have made any intentional material misrepresentation with respect to any information or data furnished to Grantee in connection with this Agreement;
  - b. if Subrecipient submits to Grantee any reports which are incorrect or incomplete in any material respect and/or which are not submitted according to deadlines;
  - c. if Subrecipient claims any cost that Grantee or its auditors determines to be questioned/able or disallowed;
  - d. if Subrecipient maintains a pattern of discrimination;

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- e. if Subrecipient is in default of any of the provisions of this Agreement or violates any of the covenants, assurances, stipulations or conditions of this Agreement;
- f. if Subrecipient shall fail, for any reason, to fulfill in a timely, proper, and reasonable manner its obligations under this Agreement;
- g. if Subrecipient dissolves, becomes insolvent, has an assignment for the benefit of creditors, commences a bankruptcy or insolvency proceeding, or has a receiver appointed for its property;
- h. if HHS reduces funding to Grantee below the amount in existence at the time the Grantee and Subrecipient entered into this Agreement or suspends funding to Grantee;
- i. if Subrecipient utilizes funds provided under this Agreement improperly;
- j. if Subrecipient fails to comply with applicable federal, California and local laws, administrative regulations, or executive orders;
- k. a systemic or substantial material failure of Subrecipient in an area of performance that Grantee determines involves a threat to the health, safety, or civil rights of children or staff; Denial to parents of the exercise of their full roles and responsibilities related to program operations;
- 1. a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;
- m. failure to meet Federal or California requirements that the Subrecipient has shown an unwillingness or inability to correct, after notice from the Grantee, with the period specified in accordance with the procedures outlined in this Agreement.

#### 24. TERMINATION OF AGREEMENT

Pursuant to Section 641A (d)(4) of the Head Start Act, the Grantee may terminate this Agreement for cause or by determining that such a decision would be cost effective.

1442 Termination for cause shall include the following:

- a. if Subrecipient makes any intentional material misrepresentation with respect to any information or data furnished to Grantee in connection with this Agreement;
- b. if Subrecipient submits to Grantee any reports which are incorrect or incomplete in any material respect and/or which are not submitted according to deadlines;
- c. if Subrecipient maintains a pattern of discrimination;
- d. if Subrecipient is in default of any of the provisions of this Agreement or violates any of the covenants, assurances, stipulations, or conditions of this Agreement;
- e. if Subrecipient fails, for any reason, to fulfill in a timely, proper, and reasonable manner its obligations under this Agreement;
- f. if Subrecipient dissolves, becomes insolvent, has an assignment for the benefit of creditors commences a bankruptcy or insolvency proceeding, or has a receiver appointed for its property;
- g. if Subrecipient utilizes funds provided under this Agreement improperly;
- h. if Subrecipient fails to comply with applicable federal, California and local laws, administrative

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- regulations, or executive orders;
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- i. a systemic or substantial material failure of the Subrecipient in an area of performance that Grantee determines involves a threat to the health, safety, or civil rights of children or staff;
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- j. id Subrecipient denies parents the ability to exercise their full roles and responsibilities related to program operations;
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- k. a failure to comply with the Head Start Act and applicable standards related to early childhood development and health services, family and community partnerships, or program design and management;
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- 1. failure to meet federal or California requirements that Subrecipient has shown an unwillingness or inability to correct, after notice from Grantee within the period specified;
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- m. if Subrecipient is unable or unwilling to comply with any additional conditions as may be lawfully applied by HHS or the Grantee;

n. if the Subrecipient fails to meet material conditions of this Agreement at any time;

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Additionally, Subrecipient may be terminated or required to re-compete for its funding if the Grantee or a responsible HHS official determines that one or more of the following seven conditions existed during the Agreement period that would put the Grantee in jeopardy of losing its funding:

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a. The Subrecipient has been determined by the Grantee or responsible HHS official to have one or more deficiencies on a single review;

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b. The Subrecipient has been determined not to have:

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established program goals for improving the school readiness of children participating in its program in accordance with the requirements of Section 641A(g)(2) of the Act and demonstrated that such goals:

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• appropriately reflect the ages of children, birth to five (5), participating in the program;

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• align with the Head Start Child Development and Early Learning Outcomes Framework 2015, State early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five (5), participating in the program and at a minimum address the required domains for both Head Start (7 domains) and Early Head Start (5 domains):

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• were established in consultation with the parents of children participating in the program.

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ii. taken steps to achieve the school readiness goals demonstrated by:

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aggregating and analyzing aggregate child-level assessment data at least three (3) times per year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, and using that data in combination with other program data to determine Subrecipients' progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum choice and implementation, instruction, professional development, program design and other program decisions;

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analyzing individual ongoing, child-level assessment data for all children birth to age five (5) participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with

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- 1545 Transfer of Agreement
- 1546 The Grantee may assign and transfer this Agreement when required by ACF/DHHS without the consent 1547 of Subrecipient.

- regard to, at a minimum, the seven required domains for Head Start to individualize the experiences, instructional strategies, and services to best support each child; and
- implementing strategies for achieving their goals and ensuring compliance, and revise those strategies over time to reflect their progress and shifting priorities.
- c. the Subrecipient has been determined during the Agreement period:
  - to have an average score across all classrooms observed below the following minimum thresholds on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation:
    - for the Emotional Support domain the minimum threshold is a six (6);
    - for the Classroom Organization domain, the minimum threshold is a six (6);
    - for the Instructional Support domain, the minimum threshold is a (3), with constant improvements being made until a six (6) is achieved.
  - to have an average score across all classrooms observed that is in the lowest 10 percent on ii. any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation among those currently being reviewed unless the average score across all classrooms observed for that CLASS: Pre-K domain is equal to or above the standard of excellence that demonstrates that the classroom interactions are above an exceptional level of quality. For all three domains, the "standard of excellence" is a 6.
- d. the Subrecipient is, at risk of, or has had a revocation of its license to operate a Head Start center or program by a state or local licensing agency during the Agreement period and the revocation has not been overturned or withdrawn before the next Agreement period. A pending challenge to the license revocation or restoration of the license after correction of the violation shall not affect application of this requirement.
- e. the Subrecipient is, at risk of, or has been suspended from the Head Start program by the Grantee during the Agreement period and the suspension has not been overturned or withdrawn. If there is a pending appeal and the Subrecipient did not have an opportunity to show cause as to why the suspension should not have been imposed or why the suspension should have been lifted if it had already been imposed, the Subrecipient will not be required to compete based on this condition. If a Subrecipient has received an opportunity to show cause, the condition will be implemented regardless of appeal status.
- f. the Subrecipient is, at risk of, or has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP) any time during the Agreement period.
- g. the Subrecipient is, at risk of, or has been determined within the twelve months (12) proceeding to be at risk of failing to continue functioning as a going concern. The final determination is made by a review of the findings and opinions of an audit conducted in accordance with Section 647 of the Act; an audit, review or investigation by a State Agency; a review by the National External Audit Review (NEAR) Center; or an audit, investigation or inspection by the Department of Health and Human Services Office of Inspector General.

If Subrecipient is unable or unwilling to comply with such additional conditions as may be lawfully applied by ACF/DHHS to the grant and to the Grantee, Subrecipient shall terminate this Agreement by giving ninety (90) days written notice to the Grantee signifying the effective date thereof. In this event, the Grantee will take measures as necessary to ensure that adequate arrangements are made for the transfer of the Subrecipient activities to another Subrecipient or to the Grantee. If Subrecipient does not provide timely notice of such termination, the Grantee may unilaterally effect the termination.

#### Termination Procedure

In the event of any termination, all property and finished or unfinished documents, data, studies and reports purchased or prepared by the Subrecipient under this Agreement shall be disposed of according to ACF/DHHS and Grantee written directives. Subrecipient shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of this Agreement.

Notwithstanding the above, Subrecipient shall not be relieved of liability to the Grantee for damages sustained by the Grantee by virtue of any breach of the Agreement by Subrecipient, and the Grantee may withhold any reimbursement to the Subrecipient for the purpose of expense off-set until such time as the exact amount of damages due to the Grantee from Subrecipient is agreed upon or otherwise determined.

In accordance with 45 CFR 1304.7, Subrecipient is not authorized to charge to its grant legal fees or other costs incurred to appeal terminations, reductions of funding, or denials of applications of refunding decisions.

If this Agreement is terminated by Grantee, Subrecipient, shall be paid for costs actually incurred and allowable under the terms of this Agreement, to the effective date of termination, less the amount of any advance payment previously made and not accounted for. Upon termination of this Agreement, Subrecipient shall not incur any obligations after the effective date of such termination, unless expressly authorized by Grantee, in writing. Grantee shall not be liable for any claims of Subrecipient for consequential damages. In the event of termination, all property procured with Head Start funds and finished or unfinished documents, data, studies and reports purchased or prepared by Subrecipient under this Agreement shall, at the option of Grantee, become the property of Grantee or be otherwise disposed of as directed by Grantee in writing, provided that Subrecipient has received full reimbursement for its costs associated with the purchase or preparation of said finished or unfinished documents, data, studies and reports.

If Grantee has any claims of breach against Subrecipient for Grantee liability for funds wrongfully spent by Subrecipient, disallowed costs, or audit exceptions under this Agreement, Grantee shall pursue its remedies in accordance with the law and applicable regulations. Notwithstanding the above, Subrecipient shall not be released of liability by Grantee for damages sustained by Grantee by virtue of any breach of this Agreement by Subrecipient, including Grantee liability for funds wrongful or misspent by Subrecipient, disallowed costs, or audit exceptions under this Agreement. Grantee may withhold any payment or reimbursement to Subrecipient for purposes of setoff until such time as the exact amount of damages due Grantee from Subrecipient is agreed upon or otherwise determined. Neither this Section, nor any other provision of this Agreement, shall release Subrecipient from its liability to Grantee for wrongfully or misspent funds or disallowed costs should the amount of those wrongful or misspent funds or disallowed costs exceed the amount of any payment or reimbursement due Subrecipient.

### 25. APPEALS OF TERMINATION OR DEFUNDING

- 1596 The Grantee has established a process for terminating or defunding of a Subrecipient, including an appeal
- of such decisions, and will ensure the process is fair and timely. The Grantee will notify the responsible
- Health and Human Services, Administration of Children and Families official about final decisions, if
- 1599 applicable.

#### 26. FISCAL MANAGEMENT

Subrecipient must meet the standards for a sound financial management system as set forth in 45 CFR 75, 2 CFR 200, and 45 CFR 1301-1305, Head Start Act, and all other applicable federal and state regulations.

# Financial Reporting System

Accurate, current and complete disclosure of the results of the Head Start program shall be made in accordance with the provisions of this Section. Financial reporting shall comply with commercial auditing standards for Head Start-funded programs and shall be maintained in such a manner as will minimize audit exceptions. In accordance with Section 642 of the Head Start Act of 2007, the Subrecipient shall produce monthly financial reports for the Board and Policy Committee on Head Start activities. These reports shall be submitted to the Grantee and as an attachment to the minutes of their respective meetings (Attachment D, Monthly).

In support of the financial management system, Subrecipient shall have written accounting procedures, which follow Federal Regulations and provide for consistent reporting of financial transactions (Attachment D, Month of August).

Subrecipient is expected to use the funds for the purpose stated in the grant award. Guidance on allowable and non-allowable costs are outlined in 45 CFR 75 and 2 CFR Part 200 and must be followed for any expenses charged to the Head Start Grant.

## Fiscal Monitoring and Reporting Program Performance

The Grantee and Subrecipient are responsible for oversight of the operations of the federal award supported activities. The Subrecipient must monitor its activities two times per year, in the months of December and May, under Federal awards to assure compliance with applicable federal requirements and performance expectations are being achieved. Monitoring by the Subrecipient must cover each program, function or activity (Attachment D, Months of December and May).

The Subrecipient must use Grantee standard data elements for collection of performance information. The Subrecipient must submit performance reports at the interval required by the Grantee to best inform improvements in program outcomes and productivity.

The Subrecipient must submit performance reports using Grantee approved information collections when providing performance information. As appropriate in accordance with above mentioned information collections, these reports will contain:

- a. a comparison of actual accomplishments to the objectives of the Federal award established for the period. Where the accomplishments of the federal award can be quantified, a computation of the cost (for example, related to units of accomplishment) may be required if that information will be useful. Where performance trend data and analysis would be informative to the Grantee, the Grantee may include this as a performance reporting requirement.
- b. the reasons why established goals were not met, if appropriate.

1641 c. additional pertinent information including, when appropriate, analysis and explanation of cost overruns or high unit costs.

The Grantee shall monitor the activities of the Subrecipient as necessary to ensure that the funding is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the sub award; and that the Subrecipient performance goals are achieved. Grantee monitoring of the Subrecipient will include:

- a. reviewing financial and performance reports required by the Grantee, state and federal regulations.
- b. following-up and ensuring that the Subrecipient takes timely and appropriate action on all concerns, non-compliances and deficiencies pertaining to the Federal award provided to the Subrecipient from the Grantee detected through audits, on-site reviews, and/or any other means.
- c. issuing a management decision for audit findings pertaining to the Federal award provided to the Subrecipient from the Grantee.

The use of Head Start funds may not be used to pay the costs of other programs, whether collocated or partnered, pending the receipt of cash advances or cost reimbursement from state or other funding sources due to economic conditions, failure to approve state budgets, reductions to programs funded by the state, etc.

Payments to Subrecipient of Head Start funds will be done in accordance with the Subrecipient's budget for the program year. It is expected that the budget will reflect the appropriate funding for the Subrecipient's Head Start program and that funds will be expended for allowable budgeted expenses. The Grantee will, as stated elsewhere in this Agreement, review Subrecipient program costs to insure that funding is being utilized as budgeted.

The Grantee reserves the right to reduce Subrecipients' current and/or future Grant funding if Subrecipient consistently demonstrates that funding is in excess of what Subrecipient requires to adequately fund its Head Start program and comply with applicable Head Start Program Performance Standards.

# 1669 Annual Audits

Subrecipient shall have an annual audit, which conforms to 45 CFR 75 and 2 CFR Part 200. (Attachment D, Month of January).

If OCHS provides the Subrecipient more than twenty-five percent (25%) of its total funding, the Subrecipient shall separate Head Start funding from other sources of funding in its Annual Audit. A copy of the organization-wide audit report, with accompanying management letter, shall be provided to the Director of Finance of the Grantee annually, within thirty (30) days after receipt of the audit report. Any non-compliance issues must be addressed with a corrective action plan inclusive of a timeline for action, which shall also be provided simultaneously to the Executive Director of the Grantee. The Subrecipient's Governing Body must approve the CAP and the appropriate action to ensure all issues are corrected in a timely manner.

#### Payments/Reimbursements

Subrecipient shall limit payment requests to amounts needed to meet immediate cash requirements, and shall limit excessive amounts in interest bearing accounts to insure that cash assets are insured under FDIC rules, or that funds are collateralized by the financial institution holding the funds for the Subrecipient. Subrecipient shall be mindful of, and adhere to, the limitations in its own rate of withdrawal

of funds under the approved program budget and of the requirement to liquidate all obligations within 60 calendar days after expiration of the Agreement. Subrecipient is responsible for obtaining all outstanding invoices for goods and services from vendors to ensure obligations are liquidated within this time period. No obligations or payment of liquidations will be allowed after this sixty (60) calendar day period.

Reimbursements by the Grantee to the Subrecipient shall be made in accordance with the policies, procedures, and standards established by the Grantee. The Grantee shall not unreasonably withhold reimbursements. The Grantee shall make payment under this Agreement only after timely receipt of Subrecipient's Invoice for Reimbursement, which shall be consistent with the approved budget. Such invoices must be accurate and reflect the financial activity of the period covered by the invoice. All costs shall be supported by properly propagated and executed payrolls, time records, invoices, agreements, vouchers, non-federal share documentation, or other official documentation, which shall be at the sole discretion of the Grantee, evidencing in proper detail the nature and propriety of the charge. The Grantee reserves the right to withhold reimbursement or advance payments if supporting documentation for federal and non-federal share is inadequate or late. Advance payments shall be made at the sole discretion of the Grantee or as mutually agreed upon by Grantee and Subrecipient, and shall be limited to estimated expenditures for the succeeding thirty (30) day period, less unexpended funds advanced in the previous period. Expenditures that exceed allowable budget flexibility will not be reimbursed, unless prior written approval from the Grantee has been obtained. No funds identified in this Agreement shall, without advance written approval of Grantee, be obligated before the beginning of the term or after the ending of the term.

Monthly fiscal reports are due to the Grantee no later than twenty (20) calendar days following the end of each month (Attachment D, Monthly).

Subrecipient will be liable for and will repay to Grantee any amounts expended under this Agreement found not to be in accordance with the Head Start program and the provisions of this Agreement including, but not limited to, disallowed costs. Such repayment will be from sources of funds other than those funds received under this Agreement.

If the Subrecipient anticipates an aggregated cost savings of \$5,000 or more and would like to use those funds for items not budgeted in the original grant application, a formal written request (Budget Adjustment Request) with an accompanying documents and Board and Policy Committee approval, which includes signed statements from Subrecipient Board and Policy Committee Chairs along with Governing Body and Policy Committee minutes documenting each groups participation in the development of the budget changes being requested and its approval, must be submitted to the Grantee no later than March 31<sup>st</sup>, explaining the reasons for surplus funds, assuring surplus funds are not due to under-enrollment and the proposed reallocation of those funds (Attachment D, As Needed/Required). If acceptable to and approved by the Grantee and necessary, the Subrecipient's formal request will be forwarded to ACF by the Grantee within forty five (45) days of year-end for approval. The Subrecipient shall not proceed with the changes until written Grantee approval has been received.

#### Non-Federal Share

Subrecipient shall create or revise its Non-Federal Share Plan on an annual basis (Attachment D, Month of August). Subrecipient shall contribute the amount specified in Attachment B, attached hereto and incorporated herein by reference, as the local contribution to the Head Start Programs as specified herein. If the federal share of the program cost is increased or decreased, the local contribution shall be adjusted accordingly and Attachment B shall be revised to reflect the changes. The valuation of local contributions

and accounting therefore shall conform to the provisions of 45 CFR Part 75.306. The non-federal share shall not be required to exceed twenty percent (twenty (20%) of the total cost of the program (twenty-five (25%) of the federal share).

Subrecipient shall issue a standard schedule for valuation of volunteer services that is approved by the Policy Committee and its subsequent Finance Committees. Volunteer services reported as a non-federal match for the Head Start programs shall conform to the standard schedule based on the approved application for funding. Beginning July 1, 2007, Parent Transportation time and mileage may no longer be used as part of the non-federal match. Beginning July 1, 2011, home visit space and socializations may no longer be used as part of the federal match as well.

## Allowable Costs

Subrecipient is responsible for establishing and maintaining a system for determining the reasonable, allowable, allocable and necessary nature of costs in accordance with "Cost Principles for Nonprofit Organizations," 45 CFR 75, 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Subrecipient shall only expend Head Start funds consistent with federal and state laws, the purposes identified in this Agreement, the approved grant application and Cost Allocation Plan and shall not transfer funds between budget categories without prior written approval from the Grantee.

## **Agreement Provisions**

All Agreements of Subrecipient shall include provisions as may be required by 45 CFR Part 75.335, and other applicable federal, California and local laws and administrative regulations.

# Copeland Act

Agreements in excess of One Hundred Thousand Dollars (\$100,000.00) for construction or repair shall include a provision for compliance with the Copeland Act (40 U.S.C. 276a to a -7), as supplemented by Department of Labor regulations (29 CFR Part 5). All suspected or reported violations shall be reported to Grantee by Subrecipient.

# Cost Allocation Study and Plan

In accordance with 2 CFR Part 230, Subrecipient is required to execute a formal Cost Allocation Study that identifies the time spent by Subrecipient Agency staff working in the Head Start accuracy of the costs of staff allocated to the Head Start program. This study is a major component of the Grantee's funding award and must be completed the Subrecipient. The Cost Allocation Plan must be completed and submitted to the Grantee by August 31st of each program year. Grantee can and will provide methodology, technical assistance and other support to Subrecipient in meeting this requirement (Attachment D, Month of August).

#### Quarterly Financial Projections

Subrecipient will provide OCHS with quarterly, year-to-date, financial projections, beginning with the quarter ending September 30th of each year and for each quarter of the grant year covered by this Agreement. This report will show Subrecipient's actual spending, YTD and a projection of the anticipated spending for the remaining months of the Agreement year. Subrecipient will identify specific areas where grant funds are projected to be spent by the Subrecipient (Attachment D, Months of October, January, April and June).

# **Income Generation**

Subrecipient shall timely report to Grantee the source and amount of any program income generated as a result of services, activities and/or disposition of equipment funded under this Agreement and shall abide by 45 CFR Part 75 regarding the use of such income. Subrecipient shall not expend Agreement related income unless or until authorized, in writing, by Grantee.

# Additional Funding

Within ten (10) days following the full execution of this Agreement, Subrecipient shall furnish a document certifying each of its present funding sources and amounts for the Head Start Program. Subrecipient shall notify Grantee, in writing, within ten (10) days of receipt of any additional funding that materially affects the cost and/or quality of the Head Start program.

# Reimbursements from Other Agencies

If Subrecipient is granted funds by other agencies for activities related to the Head program and/or for which costs are allocated between that program and the Head Start Program, including, but not limited to, State Food Reimbursement payments for nutrition activities, it shall make these accounting records available to Grantee for audit. If such funds supplant Head Start funds originally budgeted for the same purpose, Grantee, at its sole discretion, shall determine the disposition of any unobligated Head Start balance.

## Agreements/Applications/Contracts

All applications, agreements or contracts including CACFP, that provide services, reimbursement, or funding to Head Start must be submitted to the Grantee at the onset of Agreement or in August of the program year (Attachment D, Month of August).

#### Right to Withhold

Grantee has the right to withhold payment to Subrecipient when, in the opinion of Grantee, expressed in writing to Subrecipient within seven (7) calendar days:

- a. Subrecipient's performance, in whole or in part, either has not been carried out, or is insufficiently documented; is incorrect; has errors, and/or
- b. Subrecipient has failed to sufficiently itemize or document its request(s) for payment.

In the event Grantee exercises its right to withhold for a particular line item, Subrecipient may resubmit its request(s) for payment, excluding the line item(s) referenced in Grantee's notice, until adequately resolved.

# Records, Audit, Inspection

All records maintained by Subrecipient must follow 45 CFR, Part 75. Subrecipient shall establish such fiscal controls and fund accounting procedures as required by ACF and Grantee and shall meet the requirements of 45 CFR Part 75 for HHS awards, and 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Subrecipient shall maintain an adequate system of accounting in accordance with all applicable regulations and in accordance with generally accepted principles and procedures of the accounting profession so that a clear audit trail can be established which proves that the expenditure of funds under this Agreement is in accordance with the terms of this Agreement, and applicable federal and California regulations and circulars.

Subrecipient agrees to maintain a financial management system that provides for the following:

a. the budgeting and expenditure of Head Start funds in conformance with sound financial

- management standards and applicable regulations related to Head Start funds;
  - b. accurate, current and complete disclosure of the financial status of this Agreement;
    - c. accounting records shall identify adequately the source and application of funds for Head Start supported and related activities including State Preschool and other related programs. These records shall contain information pertaining to funds allocated, authorizations, obligations, unobligated balances, assets, liabilities, income and expenditures;
    - d. effective control over, and accountability for, all Head Start funds, real and personal property shall be maintained as defined in 45 CFR Part 75.302. Subrecipient shall adequately safeguard all such property and shall assure that it is used solely for authorized purposes.
    - e. procedures prohibiting volunteers from handling grant funds or fiscally significant documents received from or submitted to Grantee;
    - f. a comparison of actual expenditures with budgeted amounts and the relationship of specific performance and costs incurred;
    - g. procedures for determining reasonableness, allowability and allocability of costs;
    - h. accounting records that are supported by source documentation; and,
    - i. a systematic method to assure timely and appropriate resolution of audit findings and recommendations.

Grantee reserves the right to review services, service levels and billing procedures as these impact charges against this Agreement.

These reports will be forwarded to the accounting department of OCHS, to the attention of the financial analyst, no later than thirty (30) days following the end of each calendar quarter.

# 27. PROCUREMENT

Procurement activities of Subrecipient conducted under this Agreement shall comply with all applicable federal and California procurement regulations, as well as other applicable federal, and California guidelines, procedures, and policies. Subrecipient must submit to Grantee a copy of the Agency's Procurement Manual with Board and Policy Committee approval (Attachment D, Month of August).

In addition, procurement transactions shall be conducted in a manner to provide, to the maximum extent possible, free and open competition. Subrecipient shall be alert to organizational conflicts of interest or noncompetitive practices among contractors which may restrict or eliminate competition or otherwise restrain trade. A contractor that develops or drafts specifications, requirements, a statement of work, an invitation for bids, or a request for proposals for a particular procurement by Subrecipient shall be excluded from competing for that procurement, unless Grantee waives this requirement and secures the approval of the ACF Grant Officer to waive this requirement. Solicitations shall set forth all requirements that the bidder/offeror must fulfill in order for the bid/offer to be acceptable to Subrecipient and be evaluated. Subrecipient shall make awards to the most responsive and advantageous bidder/offeror after considering price and all other factors. Any or all bids may be rejected when it is in Subrecipient's best interest to do so.

All contractors must be registered in the System for Award Management (SAM) and the SAM credentials must be active at time of contract award. A yearly renewal process is required to keep credentials active.

#### Procurement Standards and Procedures

Subrecipient's written procurement procedures shall be in accordance with 45 CFR Part 75.326 – 75.333, and all other applicable federal, California, and local laws and regulations and shall include the following:

# 1878 1879 Needs Assessment

Subrecipient shall assess supply, equipment and service needs to assure that unnecessary or duplicate items are not purchased: Prior to procurement, consideration shall be given to available resources within Subrecipient's organization, donations from outside organizations and, where appropriate, lease and/or rental arrangements. Rental arrangements are subject to the requirements of 45 CFR Part 75.330.

# **Procurement Descriptions**

Solicitations for goods and services shall be based upon clear and accurate descriptions of the technical requirements for the material, product or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. "Brand name or equal" descriptions may be used as a means to define the performance or other requirements of procurement, and when so used, the specific features of the name brand which must be met by the bidder/offeror shall be clearly specified,

# Use of Small, Minority and Women's Businesses

Subrecipient is encouraged to use small, minority and women owned businesses when procuring goods and services on behalf of the Head Start program.

# Selection of Agreement Type

The type of Agreement to be used to cover a particular procurement shall be determined by Subrecipient. Agreements shall be made only with responsible contractors who possess the ability to perform successfully under the terms and conditions of the agreement. Consideration shall be given to contractor's integrity, record of past performance, financial and technical resources, or accessibility to necessary resources.

# Sole Source Contracts - Prior Approval Required

Any proposed sole source contract must meet the applicable requirements for noncompetitive or sole source contracting. In addition, any proposed sole source contract in which the aggregate expenditure is expected to exceed One Hundred Thousand Dollars (\$100,000.00), shall be subject to prior approval of Grantee and the ACF Grant Officer. Contracts in excess of the applicable dollar amount, where only one entity submitted a proposal pursuant to an RFP, shall be considered sole source contracts and shall require the appropriate approvals. Requests for such approval shall be forwarded to the Grantee in writing at least thirty (30) days prior to the required contract date. Grantee may, in its sole discretion, reject the request or forward it to the ACF Grant Officer.

#### Price/Cost Analysis

Subrecipient shall make a written price/cost analysis in connection with every procurement action. Price analysis may be made by comparing price quotations, market prices, etc. Cost analysis is the review and evaluation of costs to determine reasonableness, allowability and allocability.

#### Records and Files

Subrecipient shall maintain procurement records and files for purchases in excess of Ten Thousand Dollars (\$10,000.00) which shall include at least the following:

- a. documentation of procurement solicitation and responses for procurements exceeding Ten Thousand Dollars (\$10,000.00) shall be in writing;
- b. basis for contractor selection;

- 1924 c. justification for lack of competition when competitive bids or offers are not obtained; and,
  - d. documentation of the basis for the award cost or price.

#### 1926 28. LIMITATION OF DEVELOPMENT AND ADMINISTRATIVE COSTS

- 1927 In accordance with the provisions set forth in 45 CFR 1303.5 the costs of developing and administering a
- Head Start program shall not exceed fifteen percent (15%) of the total costs of the program. Costs in
- excess of the fifteen percent (15%) limitation may be disallowed at the discretion of the Grantee.
- 1930 The total cost of the Head Start program operated hereunder is the total of Subrecipient's allocation
- 1931 covered by the "Notice of Grant Award" and the non-federal share, including cash value of in-kind
- 1932 contributions, which are included in the approved budget for the current budget year.

# 29. INSURANCE AND BONDING REQUIREMENTS

- 1934 Subrecipient shall obtain and keep in effect Student Accident, General Liability, Automobile Insurance,
- 1935 Worker's Compensation, Blanket Fidelity, Directors and Officers and property insurance covering
- 1936 Subrecipient's performance under this Agreement (Attachment D, Month of August). Consistent with 45
- 1937 CFR Part 75, if the Subrecipient lacks sufficient coverage to protect the federal government's interest, the
- 1938 Subrecipient must maintain adequate fidelity bond coverage.

Subrecipient insurance coverage shall be primary insurance to the Grantee, its Governing Body, the individuals thereof, and all officers, agents, employees, representatives, and volunteers.

Subrecipient is responsible for the settlement of all claims, which may arise out of the delegation of program operations hereunder. In order to protect Subrecipient from such claims, the following insurance requirements have been determined as adequate by the Grantee.

## Student Accident Insurance

Subrecipient must carry a sufficient policy that includes benefits for Subrecipient Head Start children covering medical, dental, dismemberment, and death benefits for accidents during program hours and the period immediately preceding and following program hours. It shall also cover official activities, such as field trips away from Subrecipient's premises and at times other than program hours.

# General Liability

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The Subrecipient policy of insurance shall be primary in all cases and shall include, but not be limited to, comprehensive general liability, professional liability and/or incidental malpractice, with a combined single limit of not less than One Million Dollars (\$1,000,000.00) for each occurrence.

The Grantee shall be named as an additional insured and Subrecipient shall provide proof of such coverage concurrent with Subrecipient's execution of this Agreement.

#### Automobile Insurance

If Subrecipient owns, leases, rents or operates motor vehicles or school buses as a part of this Agreement, a policy of comprehensive automobile liability insurance shall be procured which shall be primary, with limits of:

School buses
 Other vehicles
 Five Million Dollars (\$5,000,000.00)
 One Million Dollars (\$1,000,000.00)

Subrecipient, owners, and drivers of all vehicles utilized for the provision of transportation service in the Head Start programs shall be covered under this policy. The Grantee shall be named as an additional insured on such policy and Subrecipient shall provide proof of such coverage concurrent with Subrecipient's execution of this Agreement.

# Workers' Compensation

During the term of this Agreement, Subrecipient shall obtain and maintain a policy of insurance as required by the Labor Code of the State of California and Employer's liability insurance limits of One Million Dollars (\$1,000,000.00) per accident. By signing this Agreement, Subrecipient hereby certifies that it is aware of the provisions of Section 3700 et seq., of the Labor Code of the State of California that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and shall comply with such provisions before commencing any work under an Agreement with the Grantee.

# Blanket Fidelity Bond

During the term of this Agreement, Subrecipient shall obtain and maintain a comprehensive crime policy in an amount not less than Five Hundred Thousand Dollars (\$500,000.00) insuring against loss of money, securities or other property referred to hereunder, which may result from: (a) dishonesty or fraudulent acts of agents, officers, employees and volunteers (commercial blanket form) of Subrecipient; or (b) disappearance, destruction or wrongful abstraction of property, including records, inside or outside Subrecipient, while in the care, custody or control of Subrecipient; or (c) sustained through forgery or alteration of checks, drafts, or any order or direction to pay a certain sum of money. The policy shall be primary in all instances and include a loss payable endorsement naming the Grantee as the Grantee's interests may appear. The Grantee shall be named as additional insured on such policy and Subrecipient shall provide proof of such coverage concurrent with Subrecipient's execution of this Agreement.

# Directors and Officers (D&O) Liability Coverage

Coverage for individuals and Subrecipient in the amount of One Million Dollars (\$1,000,000.00) each claim, and in the annual aggregate with a maximum deductible of Ten Thousand Dollars (\$10,000.00). The policy shall be endorsed to include coverage for employment practices liability and a one-year extended reporting period.

## **Property Coverage**

If, under the terms of this Agreement, Subrecipient shall have possession of, rent, lease, or be loaned any real or personal property, Subrecipient shall insure such property in the manner and amounts as specified below:

- a. Real property for the full insurable replacement value against the hazards of fire special form coverage; vandalism and malicious mischief; and, other property related loss;
- b. Personal property for the replacement cost value against the hazards of fire, burglary, theft, vandalism, and malicious mischief.

All insurance as specified herein shall be procured through a carrier satisfactory to the Grantee. The Grantee shall not unreasonably withhold its approval of the Subrecipient's choice of carrier if all requirements are being met.

Certificates of insurance and endorsements indicating specific hazards shall be on file with the Grantee finance and administration office within thirty (30) days of execution of this Agreement. Subrecipient

shall give the Grantee notice by registered mail at least thirty (30) days in advance of any modification or cancellation of any policy of insurance.

# 2019 Failure to Comply

In the event Subrecipient fails to perform in accordance with the indemnification and insurance requirements clauses of this Agreement, or otherwise breaches any other clause, the Grantee shall be entitled to recover legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of non-performance.

## **Notification**

Subrecipient shall immediately notify Grantee by phone and in writing of any and all incidents which result in a serious injury or death of a Head Start student, and the time, place, and circumstances thereof, including identification of witnesses, if known. A copy of the Department of Social Services "Unusual Incident/Injury Report (LIC 624)" shall be submitted by Subrecipient to the Grantee as soon as it is completed or no later than twenty four (24) hours after such incident, except in extraordinary circumstances in which case the report shall be submitted within forty eight (48) hours (Attachment D, As Needed/Required).

### 30. HOLD HARMLESS AND INDEMNIFICATION

Subrecipient agrees to and does hereby indemnify and hold harmless the Grantee, its officers, agents and employees from every claim or demand made, and every liability, loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

- a. Liability for damages for (1) death or bodily injury to persons, (2) injury to, loss or theft of property, (3) any other loss, damage or expense sustained by Subrecipient or any person, firm or corporation employed by Subrecipient arising out of or relating to the work called for under this Agreement, except for liability resulting solely from the negligence or willful misconduct of the Grantee, its officers, agents, volunteers, direct employees or independent contractors of the Grantee; and
- b. Any injury to, or death of persons, or damage to property caused by any act, negligence, default or omission of Subrecipient or any person, firm or corporation employed by Subrecipient, either directly or by independent Agreement, including all damages due to loss or theft, sustained by any person, firm or corporation, including the Grantee, arising out of, or in any way connected with the work covered by this Agreement, whether such injury or damage occurs either on or off Subrecipient's premises, if the liability arose from negligent or willful misconduct of an officer, agent, volunteer, employee, or independent contractor, direct or indirect, of the Subrecipient.
- c. Subrecipient, at its own expense and risk, shall defend any legal proceeding which may be brought against the Grantee, its officers, agents or employees on any such claim or demand as set forth in Paragraphs a. and b. above of this subsection, and pay and satisfy any judgment that may be rendered against the Grantee and Subrecipient as it pertains to this subsection. The Grantee shall have counsel of its own choice in any such proceeding.

#### 31. FINAL REPORT

All obligations incurred in the performance of this Agreement must be reported to the Grantee by August 20<sup>th</sup> to be binding upon Grantee for reimbursement. Timely reporting of such obligations or debts shall be the sole responsibility of the Subrecipient. Subrecipient agrees to cooperate fully with Grantee to ensure

- that the program authorized in this Agreement is closed-out by August 20<sup>th</sup>. All unexpended funds shall revert to Grantee (Attachment D, Month of August).
- 2061 **32. EVIDENCE OF NON PROFIT STATUS**
- 2062 If Subrecipient is a nonprofit organization, proof of current non-profit status must be submitted to the
- 2063 Grantee concurrent with Subrecipient's execution of this Agreement (Attachment D, Month of August).
- 2064 Any change in such status shall be submitted by Subrecipient to the Grantee on or before the date the
- 2065 change is effective.

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#### 33. DAVIS-BACON ACT

In accordance with 45 CFR 1303.1 and Section 644 (g)(3) of the Act.

- a. Contracts that are in excess of two thousand dollars (\$2,000.00) for construction, alteration or repair (including painting and decorating)...funded directly by or assisted in whole or in part by and through the Federal government"
- b. Weekly certified payroll records must be submitted to the Federal Contracting Agency.
- c. Contractor must ensure compliance with all subcontractors, regardless of tier.
- d. Contractor must submit weekly copy of payrolls to the Grantee.
- e. Each payroll must be accompanied by a "Statement of Compliance"
- f. "Payroll for the payroll period contains the information required... [and] is correct and complete."
- g. "Each laborer or mechanic ... has been paid the full weekly wages earned..."
- h. "Each laborer or mechanic has been paid not less than the applicable wage rates and fringe benefits..."

# 34. PRIOR APPROVALS REQUIRED

In addition to the items listed below, other changes to the approved work project require signed statements from Subrecipient Board and Policy Committee Chairs along with Governing Body and Policy Committee minutes documenting each group's participation in the development and approval of the application and must be provided to the Grantee. Written approval from the Grantee is also required prior to purchasing or implementing any request. These include, but are not limited to, the following:

## **Budget Changes**

- a. any Grantee supplement/change in funding for any amount, or any other reason the Subrecipient may receive an increase/decrease in funding from the Grantee;
- b. any budget revision that is:
  - i. an aggregated excess of five thousand dollars (\$5,000.00);
  - ii. for any costs relating to needed construction, renovation, equipment, and legal fees, not previously approved in the current grant application, and/or
  - iii. the result of a general-purpose increase such as supplemental funding for COLA, Quality, Program Improvement and Program Expansion.
- c. any budget revision request due to cost savings must be submitted to the Grantee no later than March 31<sup>st</sup> of the program year;
- d. any other program or funding changes the Grantee requires/requests the Subrecipient Governing Body and Policy Committee to be aware of so that their legal and fiduciary responsibilities can be fulfilled;

- e. items with a unit cost of Five Thousand Dollars (\$5,000.00) or more, not identified in the current approved budget;
  - f. alterations and renovations to facilities exceeding Five Thousand Dollars (\$5,000.00) not identified in the current approved budget, including whole projects as opposed to disaggregating a project into smaller projects;
  - g. revisions that affect the parent involvement funds.

# **Program Changes**

- a. changes in Subrecipient's executive director, finance director, Head Start director or equivalent, or other key persons specified in the application or award document (Attachment D, As Needed/Required);
- b. the absence for more than three (3) months or a twenty five percent (25%) reduction of time devoted to the project by the approved project director or program coordinator;
- c. changes in the location of licensed facilities;
- d. revision to approved program options, including changes in hours of operation and length of operating year, or an increase or decrease in the numbers of children served in any program option(s);
- e. changes in project scope or objectives. Changes in the scope or objectives that may result in a significant alteration of the approved program activities, change in the direction of the project, the types of services to be delivered, the number of beneficiaries to be served, or training to be provided;
- f. any request for budget and/or program changes.

# Additional Prior Approvals Required

The following items require prior written approval by the Grantee, and ACF, if funds have not been allocated in the original approved budget for the current year.

- a. Agreements for any legal services;
- b. Any Agreements for which the aggregate expenditure is expected to exceed twenty-five thousand dollars (\$25,000);
- c. Any equipment purchase with a single item cost of \$5,000 or more;
- d. Fundraising or development activities (the process of gathering voluntary contributions of money or other resources, by requesting donations from individuals, businesses, charitable foundations, or governmental agencies);
- e. Any other approvals as required by the Grantee.

If received within the designated timeframes, the Grantee will review requests and will notify Subrecipient in writing of approval or non-approval within thirty (30) working days from the date of receipt of a request. Notification of non-approval shall include the reason the request was denied. If the request is still under consideration, the Grantee will notify Subrecipient in writing as to when to expect a decision. If ACF approval is required, the Subrecipient will be notified by the Grantee of ACF's decision within 30 days of the Grantee receiving notice.

#### Disallowances

Any action taken by Subrecipient before receiving required prior written approval from either OCHS or ACF, if applicable, is subject to disallowance.

#### 35. FACILITIES

Subrecipient shall not open a new site, relocate or replace an existing site, or add or delete a class and/or classes, without (1) prior written approval of the Grantee and (2) only within the Subrecipient's assigned geographic service area. No class shall be operated in a facility which does not comply with such provisions or which has otherwise been found to be out of compliance by Grantee. No Head Start sites shall be opened and no Head Start funds shall be allocated or paid to Subrecipient that does not have in place, prior to the site opening and through the term of this Agreement, an appropriate license for the site issued by the State of California, Department of Social Services. Subrecipient shall provide Grantee with a copy of current licenses issued by the California Department of Social Services for each Head Start site it operates, prior to performing any Head Start or services at said site(s). All facilities must also be in compliance with 45 CFR 1302. Grantee will not fund a Subrecipient for an unlicensed facility. Subrecipient must submit a Center Profile to the Grantee prior to the program year beginning and again with the grant application in February for the upcoming program year (Attachment D, August and February).

Subrecipient must submit to the grantee a Department of Social Services License for each center serving Head Start Children (Attachment D, Month of August). If, at any time during the term of this Agreement, Subrecipient has any such license revoked, suspended or modified, or if Subrecipient in any other manner loses the clearance or license, Subrecipient shall give written notice to Grantee within one (1) business day of any such event. In such an event, Grantee may request corrective action and/or initiate suspension or termination of this Agreement. If one of Subrecipient's facilities has been the subject of a timed and dated order to comply, Subrecipient shall comply by the required date and time or shall cease operations at that facility as of that date. Grantee reserves the right to request Subrecipient to cease program operations at an earlier date if Grantee considers the violation to endanger safety of staff and/or participants. Subrecipient shall submit a copy of all such orders to comply within one (1) business day after receipt of same: Subrecipient shall promptly notify Grantee of all actions taken by licensing authorities or county, city, fire, or health officials.

Subrecipient must immediately begin corrective action to bring the building into compliance and an alternative plan for serving children must be approved by the Grantee. Requests to purchase, construct or implement major renovations to a Head Start facility must be made to the Grantee and follow all requirements for Head Start Facilities Purchases.

#### Alteration or Renovation of Facilities

Alteration and/or renovation of facilities is allowable under this Agreement if such alteration and/or renovation have received prior written approval of Grantee in the annual budget. Approval for renovation of facilities leased by Subrecipient shall require Subrecipient to share the relevant terms and conditions governing Subrecipient's use of such facilities, including but not limited to the length of lease term, permitted uses and any restrictions prohibiting specific types of alterations or renovations. If such approval was not granted in the annual budget and cost exceeds \$5,000.00, Subrecipient shall obtain the prior written approval of Grantee. Alteration and/or renovation of facilities is considered to be work required to change the interior arrangements or other physical characteristics of an existing facility or installed equipment so that it may be more effectively utilized for the Head Start Program. Alteration and/or renovation may include work referred to as improvements, conversion, rehabilitation, remodeling, or modernization. Costs incurred for the following types of alteration and/or renovation are allowable:

a. Changes to the physical characteristics of space, such as interior dimensions, surfaces, furnishings and finishes;

- b. Changes to the internal environment, such as modifications to the heating and ventilation systems;
- c. Installation or modification of utility services in a structure otherwise suitable for occupancy of Head Start staff or students;
- d. Modification of unfinished shell space to make it suitable for the operation of a Head Start Program.

Such alteration and/or renovation costs may, with prior written approval of Grantee, be charged to the Head Start Program provided that:

- a. The building structure has a useful life consistent with project purposes and is architecturally and structurally suitable for conversion to the type of space required;
- b. The alteration and/or renovation are essential and no other suitable space is available within the area;
- c. Where space is rented, Subrecipient shall secure a lease for a minimum of five (5) years or longer as required by ACF, unless ACF waives this requirement.
- d. The costs incurred are consistent with the prior approval requirements, other provisions of the laws and regulations relating to the Head Start Program and the HHS Grants Policy Directives;
- e. If Head Start funds in excess of Ten Thousand Dollars (\$10,000.00) are used for all or part of the alterations and/or renovations carried out hereunder, Subrecipient shall require that the Contractor certify compliance with the Equal Employment Opportunity provisions of Executive Order 11246; and,
- f. If Head Start funds in excess of Two Thousand Dollars (\$2,000.00) are used for all or part of the alterations and/or renovations carried out hereunder, Subrecipient shall require that hired contractors comply with all applicable parts of the Davis-Bacon Act (40 U.S.C. § 276a, as amended), which includes the requirement to ensure that (i) all laborers and mechanics employed be paid wages at not less than those prevailing on similar construction projects; and (ii) the correct scale of wages to be paid be posted in a prominent and easily accessible location at the HHS funded worksite. Alteration and/or renovation costs shall be limited to the costs of modifying existing space and utilities within a completed structure. New construction is not allowable. Subrecipient's Agreements for alteration and/or renovation, as defined in this Section, shall meet the requirements of 45 CFR Part 75.334 "Bonding Requirements."

Lease Agreements paid in part, in full, or using non-federal match must be submitted to the Grantee annually, and as revised (Attachment D, Month of August).

#### Title to Relocatable Buildings

Title to relocatable buildings purchased with Head Start funds for use in the Head Start program vests in Grantee. Without prior written authorization from Grantee, no Head Start relocatable building shall be used for purposes other than the Head Start Program. All Head Start buildings shall be identified at the main entrance with a sign that reads:

(NAME OF CENTER)
(SUBRECIPIENT NAME)
FUNDED BY: Orange County Head Start, Inc.
HEAD START/EARLY PROGRAM OF ORANGE COUNTY

#### 2242 Additional Requirements

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A notice must be posted at each Subrecipient Head Start facility indicating Orange County Head Start, Inc. as the Grantee and funder of the Subrecipient's program.

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Subrecipient must include Incidental Medical Services (IMS) in their facility Plan of Operation at each center as per licensing regulation, Title 22 Sections 101173 and 101226 (Attachment D, Month of August).

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- Subrecipient must comply with the Healthy Schools Act (HAS) in establishing an Integrated Pest Management Plan, including the new HAS training requirement effective July 1, 2016 (Attachment D,
- 2253 Month of August).

2255 Subrecipient must establish written personnel policies and procedures that are approved by the governing

36. PERSONNEL AND GENERAL ADMINISTRATION

- body and Policy Committee and that are available to all staff (Attachment D, Month of August). The
- 2257 policies and procedures and Board and Policy Committee approvals shall be sent to the Grantee.
- 2258 Subrecipient is advised that the Grantee must approve or disapprove the process used to employ the
- following positions, if funding from Head Start is used to pay for the position in whole or part, either from
- 2260 direct or indirect funds: Executive Director, Head Start Director, Director of Human Resources, Chief
- Fiscal Officer, and any other person in an equivalent position with the Subrecipient (Attachment D, As
- 2262 Needed/Required).

#### 37. CODE OF CONDUCT

Subrecipient shall maintain a code or standard of conduct that governs the performance of its officers, employees or agents in the award and administration of contracts, and provides for appropriate disciplinary actions for noncompliance. The standards shall include, but not be limited to, prohibition against soliciting or accepting gratuities, favors or anything of monetary value from Contractors or potential Contractors.

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#### Conflict of Interest

No employee, officer or agent of Subrecipient shall participate in the selection, award or administration of a contract if any of the following has a material financial interest in the contract:

- a. The employee or a member of his /her immediate family;
- b. His/her partner;
- c. An organization in which any of the above is an officer, agent or employee; or
- d. A person or organization with which any of the above individuals has any arrangement concerning prospective employment or compensation.
  - i. Neither an officer, director, executive, or employee of Subrecipient, nor an elected official in the area shall solicit or accept money or any other consideration from a third person for the performance of an act reimbursed in whole or in part by Grantee or Subrecipient. Supplies, materials, equipment or services purchased with Agreement funds shall be used solely for purposes allowed under this Agreement.
  - ii. Subrecipient shall avoid organizational conflict of interest, and its officers, directors, executives and employees shall avoid financial and personal conflict of interest, potential for conflict of interest and appearance of conflict of interest in the

- performance of this Agreement, in awarding financial assistance and in the conduct of procurement activities involving funds provided under this Agreement.
  - iii. Subrecipient shall establish safeguards to prohibit employees or officers from using their positions for a purpose which could result in private gain, or gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business or other ties.

Subrecipient shall abide by all applicable federal and California laws and regulations regarding conflict of interest.

#### 38. CONFIDENTIALITY

Subrecipient must establish procedures to protect the confidentiality of any Personally Identifiable Information (PII) in child records. All services performed by Subrecipient hereunder and each and all of the reports and items of data and information given to, prepared by, or assembled with the assistance of Subrecipient under the terms of this Agreement are confidential and shall not be made available to any individual or organization, except for the U.S. Department of Health and Human Services and Grantee, by Subrecipient without prior written approval of Grantee, except as required by law or court order. Subrecipient shall also abide by all applicable laws, and regulations, regarding the release of participant identities and information.

- a. If Subrecipient is an Educational Agency or institution that receives funds under a program administered by the Department of Education and therefore is subject to the confidentiality provisions under the Family Educational Rights and Privacy Act (FERPA), then it must comply with those confidentiality provisions of FERPA instead of the provisions in this subpart.
- b. If Subrecipient serves a child who is referred to, or found eligible for services under, IDEA, then Subrecipient must comply with the applicable confidentiality provisions in Part B or Part C of IDEA to protect the PII in records of those children, and, therefore, the provisions in this subpart do not apply to those children.

#### 39. DISCLOSURES WITH, AND WITHOUT, PARENTAL CONSENT

#### Disclosures with Parental Consent

- a. Subrecipient procedures to protect PII must require Subrecipient obtain a parent's written consent before the program may disclose such PII from child records.
- b. Subrecipient procedures to protect PII must require Subrecipient to ensure the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed. The written consent must be signed and dated.
- c. "Signed and dated written consent" under this part may include a record and signature in electronic form that:
  - i. Identifies and authenticates a particular person as the source of the electronic consent; and,
  - ii. Indicates such person's approval of the information.
- d. Subrecipient must explain to the parent that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

#### 2330 Disclosure without parental consent but with parental notice and opportunity to refuse

The procedures to protect PII must allow Subrecipient to disclose such PII from child records without parental consent if the program notifies the parent about the disclosure, provides the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance, and gives the parent an opportunity to challenge and refuse disclosure of the information in the records, before the program forwards the records to officials at a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled so long as the disclosure is related to the child's enrollment or transfer.

#### Disclosure without parental consent

 The procedures to protect PII must allow the program to disclose such PII from child records without parental consent to:

- a. Officials within the program or acting for the program, such as contractors and Subrecipients, if the official provides services for which the program would otherwise use employees, the program determines it is necessary for Head Start services, and the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;
- b. Officials within the program, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;
- c. Officials within the program, acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;
- d. Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons;
- e. Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:
  - i. A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
  - ii. The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
  - iii. A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in Section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

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- 2413 Inspect records
  - a. A parent has the right to inspect child records.
  - b. If the parent requests to inspect child records, the program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.
  - c. If a program maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.
  - d. The program shall not destroy a child record with an outstanding request to inspect and review the record under this section.

- iv. A program initiates legal action against a parent or a parent initiates legal action against a program, then a program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.
- The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;
- g. A caseworker or other representative from a state, local, or tribal child welfare Agency, who has the right to access a case plan for a child who is in foster care placement, when such Agency is legally responsible for the child's care and protection, under state or tribal law, if the Agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and.
- h. Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

#### Written Agreements

When Subrecipient establishes a written agreement with a third party, the procedures to protect such PII must require the Subrecipient to annually review and, if necessary, update the agreement. If the third party violates the agreement, then the program may:

- a. Provide the third party an opportunity to self-correct; or,
- b. Prohibit the third party from access to records for a set period of time as established by the program's Governing Body and Policy Committee.

#### Annual notice

The procedures to protect PII must require the program to annually notify parents of their rights in writing described in this subpart and applicable definitions in 45CFR Part 1305, and include in that notice a description of the types of PII that may be disclosed, to whom the PII may be disclosed, and what may constitute a necessary reason for the disclosure without parental consent as described.

A program must only disclose the information that is deemed necessary for the purpose of the disclosure.

Limit on disclosing PII

#### 2421 Amend record

- a. A parent has the right to ask the program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.
- b. The program must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

#### Hearing

- a. If the parent requests a hearing to challenge information in the child record, the program must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.
- b. The program must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.

#### 41. NEPOTISM

No member of the immediate family of any officer, director, executive or employee of Subrecipient or Grantee shall receive favorable treatment for enrollment in services provided by, or employment with, Subrecipient. In addition, neither Subrecipient nor any of Subrecipient's contractors shall hire, or cause or allow to be hired, a person into an administrative capacity or staff position funded under this Agreement, if a member of that person's immediate family is employed in an administrative capacity for Grantee, Subrecipient, or any employment Agreement or of Subrecipient. However, where an applicable federal, California or local statute regarding nepotism exists which is more restrictive than this provision, Subrecipient and Subrecipient's contractors shall follow the federal, California or local statute in lieu of this provision.

- a. The term "member of the immediate family" includes: wife, husband, son, daughter, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, father-in-law, mother-in-law, grandfather, grandmother, aunt, uncle, niece, nephew, step-parent, and step-child.
- b. The term "administrative capacity" refers to positions involving overall administrative responsibility for the Head Start program, including members of Grantee 's Governing Body and any of its affiliated Boards or Councils and members of the Governing Body or board of directors of Subrecipient, as well as other individuals who have influence or control over the administration of the program, such as the program director and deputy director, and persons who have selection, hiring, or supervisory responsibilities.

#### 42. PROPERTY MANAGEMENT

Subrecipient shall establish, implement, and maintain a property management system that meets the requirements of 45 CFR 75. Disposition or transfer of property purchased with Head Start funds shall be determined by the Grantee when such equipment is no longer needed for Head Start purposes or a program supported by other federal grants or activities not federally assisted that have purposes similar to Head Start. Such determination shall be in accordance with the provisions of 45 CFR 75 and must be approved by the Grantee.

Subrecipient must take a physical inventory at least annually with updates as needed. In addition to the asset listing, the inventory report must include: (1) the date of the physical inventory, and (2) the name and signatures of employees who performed the inventory. This report shall be maintained by

Subrecipient and used to confirm the Subrecipient's physical asset listing, which is to be submitted to the Grantee annually or when changes occur.

#### 43. RECORD RETENTION AND ACCESS REQUIREMENTS FOR RECORDS

Subrecipient shall retain all Head Start administrative, financial and programmatic records and all supporting documents, statistical records and other records of contractors and sub-contractors, for a period of five (5) years or as directed by OCHS to ensure resolution of audits and access to documents that may be needed for resolution of legal claims. Specific instructions will be provided by OCHS in the event close out of this Subrecipient Agreement is required. The following is further clarification of OCHS's records retention requirements:

- 1. If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five (5) year period, the records shall be retained until completion of the action and resolution of all issues that arise from it;
- 2. If records are transferred to OCHS upon the determination that-the records will be continuously needed for joint use of OCHS and the Subrecipient, the five (5) year retention requirement is not applicable;
- 3. The retention period for equipment records begins on the date of the equipment's disposition, replacement, or transfer; and
- 4. The retention period for all facility acquisitions and capitalized facility equipment is for the life of the facility plus five years beyond the sale or transfer of the facility and the provisions of #1 above.

Access to Records

Subrecipient, upon notice, shall make available to OCHS, HHS and the Comptroller General, or any of their duly authorized representatives, such books, records, reports, documents, data, and papers as they deem necessary for audit, examination, excerpt, transcription, and copy purposes, for as long as such records, reports, books, documents, data, and papers are retained. This right also includes timely and reasonable access to Subrecipient's personnel for the purpose of interview and discussion related to such documents. It is expressly understood that evidence of Subrecipient's refusal to comply with these provisions shall constitute a breach of Agreement.

# 44. PROHIBITION AGAINST USE OF HEAD START FUNDS TO INFLUENCE LEGISLATION OR APPROPRIATIONS

No part of any funds under this Agreement shall be used to pay the salary or expenses of any contractor, or agent acting for the Subrecipient or the Subrecipient's Board, staff, or other representative to engage in any activity designed to influence legislation or appropriation pending before the Congress, or for the election of, or defeat of, any governmental official or candidate at any local, county, state, or federal level.

#### **45. PATENTS**

Any discovery, invention, or intellectual property arising out of, or developed in the course of work aided by this Agreement, shall be properly and fully reported to the Grantee for determination by the Grantee and ACF/DHHS as to whether the patent protection on such discovery, invention or intellectual property

- should be sought and how the rights in the discovery, invention or intellectual property, including any patent issued thereon, shall be disposed of and administered in order to protect the public interest.
- 2510 **46. PRESS RELEASES**
- 2511 In all communications with the press, television, radio or any other means of communicating with the
- 2512 general public, Subrecipient shall make specific reference to the Grantee as the sponsoring Agency and to
- 2513 the Administration for Children and Families, Department of Health and Human Services.
- **2514 47. COPYRIGHTS**
- 2515 Should the performance of this Agreement result in a book or other copyrightable material, the author is
- 2516 free to copyright the work, but the Grantee and ACF/DHHS reserve a royalty-free, non-exclusive and
- 2517 irrevocable license to reproduce, publish or otherwise use and to authorize others to use all copyrighted
- 2518 material and all material which can be copyrighted. Subrecipient shall provide the Grantee with a notice
- of such copyrights.
- 2520 **48. COMPLIANCE WITH CIVIL RIGHTS LAWS**
- 2521 Subrecipient shall comply with the applicable provisions of the California Fair Employment and Housing
- 2522 Act and Title VI of the Civil Rights Act of 1964 which provides that no person in the United States shall,
- on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits
- of, or be subjected to discrimination under any program or activity receiving federal financial assistance.
- 2525 DHHS regulations implementing this requirement are published in 45 CFR Part 80.
  - 49. COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT AND AMERICANS WITH DISABILITIES
- Subrecipient shall comply with Section 504 of the Rehabilitation Act of 1973 which provides that no otherwise qualified disabled individual in the United States shall, solely by reason of the disability, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any programs or activity receiving federal financial assistance. The DHHS regulation implementing this requirement is published in 45 CFR Part 84.
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- 2534 Subrecipient shall comply with the Americans with Disabilities Act, as amended, which protects qualified
- 2535 applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job
- 2536 training, fringe benefits, classification, referral, and other aspects of employment on the basis of
- disability. The law also requires that covered entities provide qualified applicants and employees with
- 2538 disabilities with reasonable accommodations that do not impose undue hardship.
- 2539 **50. SEVERABILITY OF PROVISIONS**
- 2540 If any part, term, or provision of this Agreement is in conflict with any law of a federal, state, or local
- 2541 government having jurisdiction over this Agreement, the validity of the remaining portions or provisions
- shall not be affected thereby.

#### 2543 51. REQUESTING TRAINING AND/OR TECHNICAL ASSISTANCE FROM GRANTEE

- One of the functions of the Grantee is to provide training and technical assistance, as required, to its
- 2545 Subrecipient agencies. A Subrecipient agency requesting training or technical assistance must submit a
- 2546 "Request for Training or Technical Assistance" form to the Executive Director at the Grantee.
- 2547 Subrecipients may be required to have appropriate staff attend any offered pre-service and in-service
- 2548 training provided by the Grantee. In addition, T&TA funds will be allocated to each Subrecipient agency
- for individualized training for staff as the Subrecipient agency deems necessary upon submission of an
- approved T&TA plan. Funds will be disbursed upon submittal of a request for payment only after the
- T&TA plan has been submitted and approved by the Grantee.

#### **52. ENTIRE AGREEMENT**

- 2553 This Agreement constitutes the entire agreement between the PARTIES hereto for services furnished
- pursuant to this Agreement and no oral understanding not incorporated herein shall be binding on any of
- 2555 the PARTIES hereto. Except as otherwise provided in this Agreement, this Agreement may be modified,
- 2556 altered, or revised only on the written consent of both Parties hereto. The Parties acknowledge this
- 2557 Agreement is subject to any additional restrictions, limitations, policies or conditions enacted, by the
- 2558 federal or California government, any applicable local government or any law or regulation enacted by the
- 2559 federal or California government or any applicable local government which may affect the provisions,
- 2560 terms or funding of this Agreement, and Grantee may unilaterally amend this Agreement solely in this
- 2561 regard.

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#### 2562 **53. INTERPRETATION**

- 2563 This Agreement shall be interpreted in accordance with the plain meaning of its terms and not strictly for
- or against any of the parties.

#### 2565 **54. APPLICABLE LAW**

- 2566 This Agreement shall be interpreted and enforced under California law. Any arbitration between the
- 2567 parties concerning this Agreement and its terms and conditions shall be initiated in the County of Orange.
- 2568 State of California.

#### 2569 **55. AGREEMENT AMENDMENTS**

- 2570 Grantee expressly reserves the right to amend this Agreement in order to be in compliance with all
- 2571 federal, state, and/or local regulations.

#### **56. CHILD RECORDS**

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- Subrecipient must maintain child records in a manner that ensures only parents, and officials within the
- program or acting on behalf of the program have access, and such records must be destroyed within a
- reasonable timeframe after such records are no longer needed or required to be maintained.
- Subrecipient must maintain, with the child records, for as long as the records are maintained, information
- on all individuals, agencies, or organizations to whom a disclosure of PII from the child records was made
- 2579 (except for program officials and parents) and why the disclosure was made. If a program uses a web-
- based data system to maintain child records, the program must ensure such child records are adequately
- 2581 protected and maintained according to current industry security standards.

2582 2583 2584	contested par	t of the child record for as lo	record, the program must maintain the statement with the ng as the program maintains the record and, disclose the the child record to which the statement relates.
2585 2586 2587	prepaid (unle	equired under this Agreement ss other mail treatment is requi	should be sent by United States mail, first-class postage red by Federal or State law or regulation) addressed to the
2588 2589 2590		rty at the address set forth be ice, to the parties as follows:	low the signature of each party to the Agreement, or by
2591 2592 2593 2594 2595 2596	Grantee:	Orange County Head Start, Inc Attn: Colleen Versteeg, Execu 2501 S. Pullman Street, Suite Santa Ana, CA 92705 Colleen.versteeg@ochsinc.org	tive Director
2597 2598 2599 2600	Subrecipient:	Santa Ana Unified School Dist Attn. Valerie Amezcua, Board 1601 E Chestnut Ave. Santa Ana, Ca 92701	
2601 2602 2603 2604	_	by mail shall be deemed served, whichever is sooner.	ed three (3) days after deposit in the United States mail, or
2605 2606	Signatures: GRANTEE:		SUBRECIPIENT:
2607 2608 2609	Orange Count	ty Head Start, Inc.	Santa Ana Unified School District
2610 2611 2612 2613 2614 2615	Signature		Signature "I have read this agreement and understand that if our Agency does not abide by its commitments, covenants and regulations that we may lose our Head Start funding."
2616 2617	Collegn Verst	aag	Ms Valaria Amazona
261 <i>7</i> 2618	Colleen Verst Print Name	<u></u>	Ms. Valerie Amezcua Print Name
2619			2 2200 2 10000
2620	Executive Dir	rector	Board President
2621 2622	Title		Title
2623 2624 2625 2626	Date		Date
2626 2627	Colleen Verst	eeg@ochsinc.org	
2628	Email Addres	<del> </del>	Email Address

## **Subaward Data**

(i)	Subrecipient Name	Santa Ana Unified School District (SAUSD)
(ii)	Subrecipient Unique Entity Identifier:	107606171
(iii)	Federal Award Identification Number (FAIN):	09CH9155 - 005
(iv)	Federal Award Date of Award to the Recipient by the Federal Agency:	7/1/2018
(v)	Subaward Period of Performance Start Date:	October 20, 2018
	Subaward Period of Performance End Date:	June 30, 2019
(vi)	Amount of Federal Funds Obligated by this Action by the Pass-Through Entity to the Subrecipient:	The total amount of federal funds obligated to the sub-recipient is identified in Attachment B and contingent upon satisfactory performance under this sub-award.
(vii)	Total Amount of Federal Funds Obligated to the Subrecipient by the Pass-Through Entity Including the Current Obligation:	The total amount of federal funds obligated to the sub-recipient is identified in Attachment B and contingent upon satisfactory performance under this sub-award.
(viii)	Total Amount of the Federal Award Committed to the Subrecipient by the Pass-Through Entity:	The total amount of federal funds obligated to the sub-recipient is identified in Attachment B and contingent upon satisfactory performance under this sub-award.
(ix)	Federal Award Project Description:	Head Start
(x)	Name of Federal Awarding Agency:	U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start
	Name of Pass-Through Entity:	Orange County Head Start, Inc.
	Contact Information for Federal Awarding Official:	Jan Len Regional Program Manager, Office of Head Start, Region IX, 90 7th Street, 9th Floor, San Francisco, California 94103, 415-437-8400
	Contact Information for Orange County Head Start, Inc. Authorizing Official:	Maggie Macari – Hinson Board Chair 2501 S. Pullman St. Ste. 100 Santa Ana, CA 92705 714-241-8920
	Contact Information for Orange County Head Start, Inc. Project Director:	Colleen Versteeg Board Chair 2501 S. Pullman St. Ste. 100 Santa Ana, CA 92705 714-241-8920

[Type text] [Type text] Initials \_\_\_\_\_

(xi)	CFDA Number and Name:	The Catalog of Federal Domestic Assistance (CDFA) number for Head Start/Early Head Start funds is 93.600
(xii)	Identification of Whether Subaward is R&D:	This federal award is not provided to OCHS for Research and Development
(xiii)	Indirect Cost Rate for [CAA] Federal Award:	Not Applicable
	Subrecipient Indirect Costs:	Not Applicable

# APPROVED PROGRAMS, PROGRAM OPTIONS, AND TOTAL 2018-2019 FUNDING SANTA ANA UNFIED SCHOOL DISTRICT (SAUSD)

## APPROVED PROGRAM OPTIONS

Head Start (HS)	476	80	N/A

APPRO	VED TOTAL FUNDING -	July 1, 2018 - June	30, 2019						
09	09CH9155-005-05 (July 1, 2018 - June 30, 2019)								
Head Start	Federal Funding Allocation	Training and Technical Assistance Funding	Non- Federal Share Requirement						
Personnel	\$2,062,643	\$0							
Benefits	\$1,165,882	\$0							
Travel	\$0	\$0							
Equipment	\$0	\$0							
Supplies	\$114,380	\$0							
Contracts	\$86,397	\$10,000							
Construction	\$0	\$0							
Other	\$72,376	\$17,205							
			\$882,221						
TOTALS	\$3,501,678	\$27,205	\$882,221						

**Head Start Administrative Costs not to exceed:** 

\$529,332

Note: This funding covers all costs expended under the 2017-2018 Agreement Amendments #1 and #2.

# SANTA ANA UNIFIED SCHOOL DISTRICT 2018 - 2019 CENTER LOCATIONS AND OPTIONS

D	ъ			CENTER EGG.		~ 1 M 1	- JI			D	D 0 11
Program Number	Program Type	Center Name	Class	Address Line 1	City	State	ZIP	Phone	Slots	Program Option	Program Option Variation
005	HS	Broadway Center	Room 2 FD	321 W Washington Ave	Santa Ana	CA	92706	714-245-5092	20	Center-	1,440 Hours
003	пъ	Broadway Center	KOOIII 2 FD	321 W Washington Ave	Salita Alia	CA	92700	714-243-3092	20	based	Annually
005	HS	Edison Head Start	Room 402	2063 Orange Ave	Santa Ana	CA	92707	714-431-7576	20	Center-	1,440 Hours
003	115	Laison fiedd Staft	Room 402	2003 Offinge Tive	Santa 7 ma	CH	72101	714 431 7370	20	based	Annually
005	HS	Monte Vista Center	Room 45 FD	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	20	Center-	1,440 Hours
							, _ , , ,	, - , - , - , - , - , - , - , - , - , -		based	Annually
005	HS	Monte Vista Center	Room 46 FD	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	20	Center-	1,440 Hours
										based	Annually
005	HS	Mitchell Center	Room 402 AM	3001 W Harvard St	Santa Ana	CA	92704	714-430-5600	17	Center-	Double session -
										based Center-	AM Double session -
005	HS	Mitchell Center	Room 402 PM	3001 W Harvard St	Santa Ana	CA	92704	714-430-5600	17		PM
										based Center-	Double session -
005	HS	Kennedy Center	Room 101 AM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	based	AM
										Center-	Double session -
005	HS	Kennedy Center	Room 101 PM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	based	PM
										Center-	Double session -
005	HS	Kennedy Center	Room 102 AM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	based	AM
007	***	Y 1 G	D 400 D) (	1200 E 1 1 1	a		00505	711072 5705	15	Center-	Double session -
005	HS	Kennedy Center	Room 102 PM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	based	PM
005	HC	Variation Cantan	Danie 102 AM	1200 E MaEaddan Assa	Canta Ana	CA	02705	714 072 5795	17	Center-	Double session -
005	HS	Kennedy Center	Room 103 AM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	based	AM
005	HS	Kennedy Center	Room 103 PM	1300 E McFadden Ave	Santa Ana	CA	92705	714-972-5785	17	Center-	Double session -
003	пъ	Keilledy Ceillei	KOOIII 103 FWI	1500 E MCFaudell Ave	Salita Alia	CA	92703	/14-9/2-3/63	1 /	based	PM
005	HS	Roosevelt Center	Room 1 AM	501 S Halladay St	Santa Ana	CA	92701	714-564-1274	17	Center-	Double session -
003	116	Rooseven Center	ROOM 1 AW	301 S Halladay St	Santa Ana	CA	92701	714-304-1274	1 /	based	AM
005	HS	Roosevelt Center	Room 1 PM	501 S Halladay St	Santa Ana	CA	92701	714-564-1274	17	Center-	Double session -
- 003	115	Roose veit Center	Room 11W	301 B Hanaday Bt	Sunta 7 ma	CII	72701	711 301 1271	17	based	PM
005	HS	Roosevelt Center	Room 2 AM	501 S Halladay St	Santa Ana	CA	92701	714-564-1274	17	Center-	Double session -
										based	AM
005	HS	Roosevelt Center	Room 2 PM	501 S Halladay St	Santa Ana	CA	92701	714-564-1274	17	Center-	Double session -
				,						based	PM
005	HS	Monte Vista Center	Room 9 AM	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	17	Center-	Double session -
										based Center-	AM Double session -
005	HS	Monte Vista Center	Room 9 PM	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	17	based	PM
										Center-	Double session -
005	HS	Monte Vista Center	Room 8 AM	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	17	based	AM
	l			1	l .				<u> </u>	vaseu	/AIVI

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005	HS	Monte Vista Center	Room 8 PM	2116 W Monta Vista Ave	Santa Ana	CA	92704	714-564-8585	17	Center- based	Double session - PM
005	HS	Broadway Center	Room 1 AM	321 W Washington Ave	Santa Ana	CA	92706	714-245-5092	17	Center- based	Double session -
005	HS	Broadway Center	Room 1 PM	321 W Washington Ave	Santa Ana	CA	92706	714-245-5092	17	Center- based	Double session - PM
005	HS	Edison Head Start	Room 401 AM	2063 Orange Ave	Santa Ana	CA	92707	714-431-7576	17	Center- based	Double session - AM
005	HS	Edison Head Start	Room 401 PM	2063 Orange Ave	Santa Ana	CA	92707	714-431-7576	17	Center- based	Double session - PM
005	HS	Jackson Head Start	Room 12 AM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - AM
005	HS	Jackson Head Start	Room 12 PM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - PM
005	HS	Jackson Head Start	Room 13 AM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - AM
005	HS	Jackson Head Start	Room 13 PM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - PM
005	HS	Jackson Head Start	Room 14 AM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - AM
005	HS	Jackson Head Start	Room 14 PM	1143 S Nakoma Dr	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - PM
005	HS	John Adams Head Start	Room 11	2130 S Raitt St	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - AM
005	HS	John Adams Head Start	Room 11	2130 S Raitt St	Santa Ana	CA	92704	714-431-7576	17	Center- based	Double session - PM

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Attachr	Delegate Agency Required Reports and Documents to be Submitted to G	rantoo	
	2018 - 2019	rantee	
	NOTE: All documents are due the last day of the month unless otherwise indicated. All documents must be submitted in an electronic format or through a Web-based A requested by the Grantee. All items needing Board and Policy Committee (PC) apprindicate approval dates on the approved documents.		as
Document Number	Document/Report/Data	Received	Date
Number	JULY		
Jul #1	Child Outcomes Data/School Readiness Goals, including analysis and progress towards meeting goals, and updated Action Plan, for third assessment period for prior contract year, with Board and PC approval dates indicated on approved documents		
Jul #2	Program Goals and Objectives Quarterly Report for prior contract year		
Jul #3	Program Information Report (for prior contract year) in HSES, with supporting Child Plus reports submitted to Grantee		
Jul #4	Maintain up-to-date and accurate information on the Head Start Enterprise System (HSES) at all times, including the Contacts, Programs, Centers and Facilities sections of the system. Quarterly check completed with an email validation submitted to the Grantee.		
Jul #5	Validation indicating all Self-Ongoing Monitoring (#2) non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Jul #6	Letter from Board indicating all Self-Ongoing Monitoring (#2) non-compliances have been corrected		
Jul #7	Validation indicating all Self-Ongoing Monitoring Fiscal (#2) non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Jul #8	Letter from Board indicating all Self-Ongoing Monitoring Fiscal (#2) non-compliances have been corrected		
	AUGUST		
Aug #1	Completed Governance Leadership, and Oversight Capacity Screener results, and Board and Policy Committee Certification (due August 20th), with Board and PC approval dates indicated on approved documents		
Aug #2	Annual Board Training Plan by calendar month		
Aug #3	Annual Policy Committee Training Plan by calendar month		
Aug #4	Board By-laws		
Aug #5	Policy Committee By-laws		
Aug #6	Articles of Incorporation of the organization		
Aug #7	Internal Dispute Resolution Policy and Procedure developed between Board and Policy Committee		
Aug #8	Roster of the governing body that includes background, expertise, Board Officers, email addresses and phone numbers. Update Head Start Enterprise System as changes occur, and notify Grantee by email.		
Aug #9	Program Goals with Measurable Objectives and Activities to meet annual goals for current program year, with Board and PC approval dates indicated on approved documents		
Aug #10	Program Planning Policy and Procedure, with Board and PC approval dates indicated on approved documents		
Aug #11	Program Planning Calendar, with Board and PC approval dates indicated on approved documents		
Aug #12	Personnel Policies and Procedures Manual, with Board and PC approval dates indicated on approved documents		
Aug #13	Policy and procedure for hiring, evaluation, compensation, and termination of the Executive Director, Program Director/Coordinator, Human Resources Director, and Finance Director, with Board and PC approval dates indicated on approved documents		

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Document Number	Document/Report/Data	Received	Date
Aug #14	Program Year Calendar, including student service days, non-student days, staff development days and holidays		
Aug #15	Agency Transition Plan		
Aug #16	Professional Development Plan Process		
Aug #17	Curriculum Fidelity Tool		
Aug #18	Chart of Expected Home Base Home Visits and Socializations Per Month		
Aug #19	Child Plus Agency ID, User Name and Password to allow full administrative access		
Aug #20	Name and Description of Parenting Curriculum		
Aug #21	Staff CLASS Certifications (for 2 Education supervisory staff)		
Aug #22	Policies and procedures for program operations, including Child Supervision and Handwashing, as well as all management systems, including Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, Governance and Fiscal services. All policies and procedures must be submitted to the Grantee annually, with Board and PC approval dates indicated on approved documents.		
Aug #23	Completed Human Resources Report (due August 31st)		
Aug #24	All job descriptions		
Aug #25	Exposure Control Plan in compliance with Blood borne Pathogens Title 29 CFR Part 1910.1030b: Certification of annual review/update		
Aug #26	Exposure Control Plan in compliance with Blood borne Pathogens Title 29 CFR Part 1910.1030b: Certification of annual staff training		
Aug #27	Updated Facility Personnel Report from California State Licensing (Personnel Association Report by Center)		
Aug #28	Letter from School District on Education Code regarding fingerprinting (School Districts only)		
Aug #29	An e-mail from the district's Human Resources department, or other evidence, for each staff member with the clearance number (School Districts only)		
Aug #30	Agency's Fiscal/Accounting Manual, with Board and PC approval dates indicated on approved documents		
Aug #31	Non-Federal Share Plan		
Aug #32	Cost Allocation Plan (due August 31st)		
-	All contracts that provide services to Head Start (and as updated during the program year),		
Aug #33	including CACFP application and vendor agreements		
Aug #34	Agency's Procurement Manual, with Board and PC approval dates indicated on approved documents		
	Proof of Agency's insurance coverage naming OCHS, Inc. as additional insured for the items linear shall be procured through a carrier satisfactory to the Grantee as indicated in the Agency indemnifies and holds harrits officers, agents, and employees from every claim or demand made as indicated in Agreement	greement. Al nless the Gra	I
Aug #35	A. Student Accidental Insurance		
Aug #36	B. General Liability		
Aug #37	C. Automobile Insurance		
Aug #38	D. Worker's Compensation Insurance		
Aug #39	E. Blanket Fidelity Bond		
Aug #40	F. Director's and Officer's Insurance		
Aug #41	G. Property Coverage		
Aug #42	Final Fiscal Report Due (for prior contract year) (due August 20th)		
Aug #43	Evidence of Non-profit status (if applicable)		

	Attachinent b						
Document Number	Document/Report/Data	Received	Date				
Aug #44	Center Profile Form (form will be provided by the Grantee)						
Aug #45	Department of Social Services License for each center serving Head Start or Early Head Start children						
Aug #46	All lease agreements paid in part or fully with Head Start funds						
Aug #47	Incidental Medical Services (IMS) Plan						
Aug #48	Integrated Pest Management Plan						
Aug #49	Most recent Child and Adult Care Food Program Audit Report						
	SEPTEMBER						
Sep #1	School Readiness Goals and Action Plan to meet annual goals for current program year, with Board and PC approval dates indicated on approved documents						
Sep #2	Child Plus Enrollment Report #2007 for the day prior to the first day of school showing Accepted children (ready to enroll/enter) (Head Start only) (due within one week of first day of school)						
Sep #3	Child Plus Enrollment Report #2007 for the first day of school showing Enrolled children (Head Start only) (due within one week of first day of school)						
Sep #4	Child Plus Attendance Report #2301 for the first day of school (Head Start only) (due within one week of first day of school)						
	OCTOBER						
Oct #1	Completed self-monitoring Health and Safety Screener results, Corrective Action Plan (CAP), and Board and Policy Committee Certification (due October 31st), with Board and PC approval dates indicated on approved documents						
Oct #2	Policy Committee membership roster indicating officers, community representatives, email addresses and phone numbers. Update Head Start Enterprise System as changes occur, and notify Grantee by email.						
Oct #3	Policy Committee meeting schedule						
Oct #4	Maintain up-to-date and accurate information on the Head Start Enterprise System (HSES) at all times, including the Contacts, Programs, Centers and Facilities sections of the system. Complete quarterly check with an email validation submitted to the Grantee.						
Oct #5	Date and process for Agency's Self Assessment (due October 31st)						
Oct #6	Quarterly Financial Projections						
Oct #7	Completed Human Resources Report (due October 31st)						
	NOVEMBER						
	DECEMBER						
Dec #1	Proof of Single Audit Webinar completion						
Dec #2	Self-Ongoing Monitoring Reports (#1) that include Education, Nutrition, Mental Health, Health, Disabilities, ERSEA, Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, Governance, and Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents						
Dec #3	Child Outcomes Data/School Readiness Goals, including analysis and progress towards meeting goals, and updated Action Plan, for first assessment period, with Board and PC approval dates indicated on approved documents						
Dec #4	Program Goals and Objectives Quarterly Report						
Dec #5	Approved Community Assessment data on agency's service area						
Dec #6	Flu Shot Report indicating staff have received or signed waiver						
Dec #7	Self-Ongoing Monitoring Fiscal Report (#1) and Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents	Initials					

Document			
Number	Document/Report/Data	Received	Date
Dec #8	Validation indicating all self-monitoring Health and Safety Screener non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Dec #9	Letter from Board indicating all self-monitoring Health and Safety Screener non-compliances have been corrected		
Dec #10	Grantee monitoring Health and Safety Screener Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents		
Dec #11	Completed Human Resources Report (due December 31st)		
	JANUARY		
Jan #1	Approved Annual Audit report of the Head Start program for the prior contract year		
Jan #2	Maintain up-to-date and accurate information on the Head Start Enterprise System (HSES) at all times, including the Contacts, Programs, Centers and Facilities sections of the system. Complete quarterly check with an email validation submitted to the Grantee.		
Jan #3	Quarterly Financial Projections		
	FEBRUARY		
Feb #1	Approved and Completed Annual Refunding Application, budget and required attachments		
Feb #2	Staff Training Plan for upcoming contract year		
Feb #3	Eligibility, Recruitment, Selection, Enrollment, and Attendance Policies and Procedures for the upcoming contract year, with Board and PC approval dates indicated on approved documents		
Feb #4	Enrollment Selection Criteria for the upcoming contract year, with Board and PC approval dates indicated on approved documents		
Feb #5	Center Profile Form (form will be provided by the Grantee)		
Feb #6	Validation indicating all Self-Ongoing Monitoring (#1) non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Feb #7	Letter from Board indicating all Self-Ongoing Monitoring (#1) non-compliances have been corrected		
Feb #8	Validation indicating all Self-Ongoing Monitoring Fiscal (#1) non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Feb #9	Letter from Board indicating all Self-Ongoing Monitoring Fiscal (#1) non-compliances have been corrected		
Feb #10	Validation indicating all Grantee monitoring Health and Safety Screener non-compliances as indicated on Corrective Action Plan (CAP) have been corrected		
Feb #11	Letter from Board indicating all Grantee monitoring Health and Safety Screener non- compliances have been corrected		
Feb #12	Completed Human Resources Report (due February 28th)		
	MARCH		
Mar #1	Child Outcomes Data/School Readiness Goals, including analysis and progress towards meeting goals, and updated Action Plan, for second assessment period, with Board and PC approval dates indicated on approved documents		
Mar #2	Program Goals and Objectives Quarterly Report		
Mar #3	Self Assessment Findings and Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents		
Mar #4	Program Budget Revision Requests (due March 31st)		
	APRIL		
Apr #1	Maintain up-to-date and accurate information on the Head Start Enterprise System (HSES) at all times, including the Contacts, Programs, Centers and Facilities sections of the system. Complete quarterly check with an email validation submitted to the Grantee.		
Apr #2	Quarterly Financial Projections		
Apr #3	Completed Human Resources Report (due April 30th)		

Document	Decument /Denert /Dete	Dagainad	Data
Number	Document/Report/Data	Received	Date
	MAY		
May #1	Self-Ongoing Monitoring Reports (#2) that include Education, Nutrition, Mental Health, Health, Disabilities, ERSEA, Human Resources, Program Planning and Service System Design, Data and Evaluation, Fiscal Management, Community and Self-Assessment, Facilities and Learning Environments, Technology and Information Systems, Training and Professional Development, Communication, Record-Keeping and Reporting, Ongoing Monitoring and Continuous Improvement, Governance, and Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents		
May #2	Self-Ongoing Monitoring Fiscal Report (#2) and Corrective Action Plan (CAP), with Board and PC approval dates indicated on approved documents		
	JUNE		
Jun #1	Validation indicating all Self-Assessment non-compliances as indicated on (Corrective Action Plan (CAP) have been corrected		
Jun #2	Letter from Board indicating all Self-Assessment non-compliances have been corrected		
Jun #3	Quarterly Financial projections		
	MONTHLY		
	Monthly Financial Reports for Reimbursement (due on the 20th for the prior month)		
Fin-Jul	July		
Fin-Aug	August		
Fin-Sep	September		
Fin-Oct	October		
Fin-Nov	November		
Fin-Dec	December		
Fin-Jan	January		
Fin-Feb	February		
Fin-Mar	March		
Fin-Apr	April		
Fin-May	May		
Fin-Jun	June		
	Submission of ENTIRE Policy Committee (PC) Meeting Packet and other documents presented that include, but is not liminted to: Agenda, Minutes, Action Items, Presentations, Trainings, additional documents given to PC in the packet or at the meeting to support informed decision making, training of PC, items required to be submitted and approved by the PC. (For months when no meeting is held, Delegate must still provide Policy Committee with required monthly statements and documents.  Proof of electronic correspondence and copies of required monthly statements and documents must be submitted to the Grantee in lieu of minutes.		
PC-Jul	July		
PC-Aug	August		
PC-Sep	September		
PC-Oct	October		
PC-Nov	November		
PC-Dec	December		
PC-Jan	January		
PC-Feb	February		
PC-Mar	March		
PC-Apr	April		
PC-May	May		
PC-Jun	June		

Document Number	Document/Report/Data	Received	Date
	Submission of ENTIRE Board Meeting Packet and other documents presented that include, but is not liminted to: Agenda, Minutes, Action Items, Presentations, Trainings, additional documents given to the Board in the packet or at the meeting to support informed decision making, training of Board, items required to be submitted and approved by the Board. (For months when no meeting is held, Delegate must still provide Board with required monthly statements and documents.  Proof of electronic correspondence and copies of required monthly statements and documents must be submitted to the Grantee in lieu of minutes.		
BOD-Jul	July		
BOD-Aug	August		
BOD-Sep	September		
BOD-Oct	October		
BOD-Nov	November		
BOD-Dec	December		
BOD-Jan	January		
BOD-Feb	February		
BOD-Mar	March		
BOD-Apr	April		
BOD-May	May		
BOD-Jun	June		
	For School Districts and City Only: If the required monthly statements and documents (HS Act 642(d)(2), are not submitted to the Board or Policy Committee at their regular meetings, but are provided through an alternative method, proof of such method and copies of all required monthly statements and documents must be provided to the Grantee.		
AB-Jul	July		
AB-Aug	August		
AB-Sep	September		
AB-Oct	October		
AB-Nov	November		
AB-Dec	December		
AB-Jan	January		
AB-Feb	February		
AB-Mar	March		
AB-Apr	April		
AB-May	Мау		
AB-Jun	June		
	See Attachment E1/E2 for Program Information Summary documents due the 5th day of each month, along with a Corrective Action Plan, as needed, for identified concerns.		
	AS NEEDED/REQUIRED		
ANR #1	Grantee Monitoring Corrective Action Plan (CAP) (Period 1, and as needed)		
ANR #2	Validation indicating all Period 1 non-compliances as indicated on CAP have been corrected		
ANR #3	Letter from Board indicating all Period 1 monitoring non-compliances have been corrected		
ANR #4	Grantee Monitoring Corrective Action Plan (CAP) (Period 2, and as needed)		
ANR #5	Validation indicating all Period 2 non-compliances as indicated on CAP have been corrected  Letter from Board indicating all Period 2 monitoring non-compliances have been corrected		
AND "	II ATTAR TROM KARRA INDICATING All PARIOD 2 MANITARING NAN-CAMPLIANCAS HAVA HAAN CARRACTAD	ı	
ANR #6			
ANR #6 ANR #7	Request for Program Option or Operational Changes (must be received by December 31st of current year for upcoming year)		

Document Number	Document/Report/Data	Received	Date
ANR #9	Unusual Incident Reports		
///// #1/1	Child and Adult Care Food Program Audit Report within five business days of receipt, and Proof of Correction and Clearance of Findings		
AND #11	Any Audit or Review Report that applies to, or affects Head Start funding, within five business days of receipt, and Proof of Correction and Clearance of Findings		
ANR #12	Program Budget Modifications or Revisions of any amount with Board and Policy Committee approval (must be received no later than 90 days in advance of the year end)		
ANR #13	Request for approval of process for hiring a new Executive Director, Program  Director/Coordinator, Finance Director, or Human Resources Director		
	NOTE: Revisions to any of the documents required above must be forwarded to OCHS within 10 business days of the revised date. Grantee reserves the right to ask for additional documentation at any time.		

Attachment E1 Head Start												
The following documents are du	ıe the 5th									cerns:		
Required Report	July	August	September	October	November	December	January	February	March	April	May	June
Monthly Program Information Summary Data Collection												
Worksheet												
9700 Child Plus PIR Report												
9707 Health Services												
2006 Child Plus Report: Number of eligible children on waitlist												
2005 Child Plus Report: Number of children enrolled at end of reporting month, including vacant (less than 30 days) slots 2301 Child Plus Report: Average Daily Attendance for the												
reporting month												
3035 Child Plus Report: Number of children with non-expired physical exam												
3035 Child Plus Report: Number of children with expired physical exam												
3035 Child Plus Report: Number of children with expired 30 days or less physical exam												
3035 Child Plus Report: Number of children with missing physical exam												
3035 Child Plus Report: Number of children with non-expired professional dental exam												
3035 Child Plus Report: Number of children with expired professional dental exam												
3035 Child Plus Report: Number of children with expired 30 days or less professional dental exam												
3035 Child Plus Report: Number of children with missing professional dental exam												
3501 Child Plus Report: Number of children with disabilities (IEP) enrolled during the reporting month												
3001 Child Plus Report: Newly enrolled children vision screening 45 day status												
3001 Child Plus Report: Newly enrolled children hearing screening 45 day status												

3001 Child Plus Report: Newly enrolled children						
developmental screening 45 day status						
3001 Child Plus Report: Newly enrolled children behavioral						
screening 45 day status						
Child Plus/Customized Report: Number of Family Partnership						
Agreements Introduced						
Child Plus/Customized Report: Number of Family Partnership						
Agreements Completed						
Child Plus/Customized Report: Number of Family Partnership						
Agreements: Goals Established						
Program Information Summary CAP (if needed)	·					·

#### **ATTACHMENT F**

### TRAINING AND PROFESSIONAL DEVELOPMENT EXCERPTS THAT PROGRAMS ARE REQUIRED TO PROVIDE

Back-Up documentation (Agendas, Information, Sign-in sheets, etc.) for all trainings must be kept at the Delegate, and may be requested by the Grantee at anytime

Citation	Subject	Text	Comments	Completed (date)						
PART 1301 - PROGRAM GOVERNANCE										
1301.5	Training	An agency must provide appropriate training and technical assistance or orientation to the governing body, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.	HSPPS training for governing body (within 180 days of new term §1302.12(m)).							
1301.5	Training	An agency must provide appropriate training and technical assistance or orientation to the policy committee, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.	HSPPS training for policy committee (within 180 days of new term §1302.12(m)).							
		PART 1302 - PROGRAM OPERATIONS								
	Sı	ubpart A - Eligibility, Recruitment, Selection, Enrollment, and Attendance								
§1302.12(k)(1)	Records.	A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.	(k) Keep records of eligibility training							
§1302.12(m)(1)	Training on Eligibility	A program must train all governing body, policy council, management, and staff who federal regulations and program policies and procedures. Training must, at a minimu		applicable						
§1302.12(m)(1)(i)	Training on Eligibility	Include methods on how to collect complete and accurate eligibility information from families and third party sources;								
§1302.12(m)(1)(ii)	Training on Eligibility	Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,	Offer eligibility training							
§1302.12(m)(1)(iii)	Training on Eligibility	Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information	for staff involved in decision-making within							
§1302.12(m)(2)	Training on Eligibility	Delegate must train management and staff members who make eligibility determinations within 90 days of hiring new staff.	90 days of hiring. Determine subsequent training schedule.							
§1302.12(m)(3)	Training on Eligibility	Delegate must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.								
§1302.12(m)(4)	Training on Eligibility	Delegate must develop policies on how often training will be provided after the initial training.								
		Subpart B - Program Structure								

§1302.20(c)(1) Conversion	Conversion	Consistent with section 645(a)(5) of the Head Start Act, grantees may request to convert Head Start slots to Early Head Start slots through the refunding application process or as a separate grant amendment.						
§1302.20(c)(2) Conversion	Conversion	Any grantee proposing a conversion of Head Start services to Early Head Start services must obtain policy council and governing body approval and submit the request to their regional office.	Agencies must agree to participate in required EHS training if they propose converting slots					
§1302.20(c)(3)(vi)	Conversion	With the exception of American Indian and Alaska Native grantees as described in paragraph (c)(4) of this section, the request to the regional office must include Assurances that the agency will participate in training and technical assistance activities required of all Early Head Start grantees;						
§1302.21	Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A program must determine the age of the majority of children in a class at the start of the year and may							
§1302.21(1)(i)	Ratios and group size.	For brief absences of a teaching staff member for no more than five minutes; and,	Train subs and					
§1302.21(1)(i)	Ratios and group size.	During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for the age.	volunteers to ensure quality services in center based					
§1302.21(4)	Ratios and group size.	A program must maintain appropriate ratios during all hours of program operation. A program must ensure providers have systems to ensure the safety of any child not within view for any period. A program must make substitute staff and assistant providers available with the necessary training and experience to ensure quality services to children are not interrupted	programs.					
	Subpart C - Education and Child Development Program Services							

§1302.31(a)	Teaching and the learning environment	A center-based and family child care program must ensure teachers and other relevant effective teaching, and an organized learning environment that promotes healthy developed with the Head Start Early Learning Outcomes Framework: Ages Birth to Five disabilities. A program must also support implementation of such environment with i supervision and a system of individualized and ongoing professional development, as minimum:	elopment and children's s e, including for children v ntegration of regular and	kill growth vith ongoing
§1302.31(b)(1)	Teaching and the learning environment	Teaching practices must:		
§1302.31(b)(1)(i)	Teaching and the learning environment	Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities;	(a) Provide system of	
§1302.31(b)(1)(ii)	Teaching and the learning environment	Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;		
§1302.31(b)(1)(iii)	Teaching and the learning environment	Integrate child assessment data in individual and group planning; and,	staff PD. (b) Identify volunteers who speak children's home	
§1302.31(b)(1)(iv)	Teaching and the learning environment	Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.	language who could be trained to work in classrooms	
§1302.31(b)(2)	Effective Teaching Practices	For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:		
§1302.31(b)(2)(i)	Effective Teaching Practices	For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;		

§1302.31(b)(2)	Effective Teaching Practices	For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,		
§1302.31(b)(2)(iii)	Effective Teaching Practices	If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.		
§1302.32(a)(1)	Curricula	Center-based and family child care programs must implement developmentally approcurricula, including additional curricular enhancements, as appropriate that:	priate research-based ear	ly childhood
§1302.32(a)(1)(i)	Curricula	Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;		
§1302.32(a)(1)(ii)	Curricula	Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,	Curricula must have standardized training procedures in center-	
§1302.32(a)(1)(iii)	Curricula	Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.	based and family child care programs. Provide PD to support curricula	
§1302.32(a)(2)	Curricula	A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.	implementation.	
§1302.33(c)(1)	Characteristics of screenings and assessments.	Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.		

§1302.33(c)(2)(i-iii)	Characteristics of screenings and assessments.	If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:  (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition; (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,  (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.	(c) Trained personnel necessary for screenings and	
§1302.33(c)(3)	Characteristics of screenings and assessments.	If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments	assessments (not specified if program must provide training)	
§1302.33(c)(4)	Characteristics of screenings and assessments.	If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.		
§1302.33(c)(4)	Characteristics of screenings and assessments.	Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.		

§1302.35(d)(1)(i-iii)	Home-based curriculum.	A program that operates the home-based option must:  (1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:  (i) Promotes the parent's role as the child's teacher through experiences focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs;  (ii) Aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and,  (iii) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.	Provide PD to support curriculum implementation in home-based option.	
§1302.35(d)(2)	Home-based curriculum.	Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development		
		Subpart D - Health Program Services		
§1302.46(a)	Parent collaboration	Programs must collaborate with parents to promote children's health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.	Provide health education support services accessible to individuals with low health literacy.	
§1302.46(b)(1)	Opportunities	Such collaboration must include opportunities for parents to:		
§1302.46(b)(1)(i)	Opportunities	Learn about preventive medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including health and developmental consequences of tobacco products use and exposure to lead, and safe sleep;		
\$1302.46(b)(1)(ii)	Opportunities	Discuss their child's nutritional status with staff, including the importance of physical activity, healthy eating, and the negative health consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family's nutrition and food budget needs;	Provide learning and discussion opportunities about health, safety, health insurance, and other	
\$1302.46(b)(1)(iii)	Opportunities	Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse problems, including perinatal depression;		
\$1302.46(b)(1)(iv)	Opportunities	Discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development; and  Learn about appropriate vehicle and pedestrian safety for keeping children safe	topics	
§1302.46(b)(1)(v)	Opportunities	Learn about appropriate venicle and pedestrian safety for keeping children safe		

§1302.46(b)(2)	Opportunities	A program must provide ongoing support to assist parents' navigation through health specifically identified needs of their children and must assist parents:	systems to meet the gene	eral health and
§1302.46(b)(2)(i)	Opportunities	In understanding how to access health insurance for themselves and their families, including information about private and public health insurance and designated enrollment periods;	Provide learning and discussion	
§1302.46(b)(2)(ii)	Opportunities	In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care; and,	opportunities about health, safety, health insurance, and other	
§1302.46(b)(2)(iii)	Opportunities	In familiarizing their children with services they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care.	topics	
§1302.47(a)	Safety practices	A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at <a href="http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf">http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf</a> , for additional information to develop and implement adequate safety policies and practices described in this part.	Train all staff on health and safety practices within three months of hire.	
§1302.47(b)	Safety practices	A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety.		
§1302.47(b)(1)(i-ix)	Safety practices	This system must ensure that all facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:  (i) Meet licensing requirements in accordance with §§1302.21(d)(1) and 1302.23(d);  (ii) Clean and free from pests;  (iii) Free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety;  (iv) Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards;  (v) Well lit, including emergency lighting;  (vi) Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies;  (vii) Free from firearms or other weapons that are accessible to children;  (viii) Designed to separate toileting and diapering areas from areas for preparing food,  cooking, eating, or children's activities; and,  (ix) Kept safe through an ongoing system of preventative maintenance.	Provide ongoing training. Applicable to staff who have regular contact with children and those who do not.	

§1302.47(b)(4)(i)	Safety practices	Staff with regular child contact. All staff with regular child contact have initial orient hire and ongoing training in all state, local, tribal, federal and program-developed heat to ensure the safety of children in their care; including, at a minimum, and as approprichildren they work with, training in:	alth, safety and child care	requirements
§1302.47(b)(4)(i)(A)	Safety practices	The prevention and control of infectious diseases;		
§1302.47(b)(4)(i)(B)	Safety practices	Prevention of sudden infant death syndrome and use of safe sleeping practices;		
§1302.47(b)(4)(i)(C)	Safety practices	Administration of medication, consistent with standards for parental consent		
§1302.47(b)(4)(i)(D)	Safety practices	Prevention and response to emergencies due to food and allergic reactions;		
§1302.47(b)(4)(i)(E)	Safety practices	Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic;		
§1302.47(b)(4)(i)(F)	Safety practices	Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment;		
§1302.47(b)(4)(i)(G)	Safety practices	Emergency preparedness and response planning for emergencies;		
§1302.47(b)(4)(i)(H)	Safety practices	Handling and storage of hazardous materials and the appropriate disposal of biocontaminants;		
§1302.47(b)(4)(i)(I)	Safety practices	Appropriate precautions in transporting children, if applicable;		
§1302.47(b)(4)(i)(J)	Safety practices	First aid and cardiopulmonary resuscitation; and,		
§1302.47(b)(4)(i)(K)	Safety practices	Recognition and reporting of child abuse and neglect		
\$1302.47(b)(4)(ii)	Safety practices	Staff without regular child contact. All staff with no regular responsibility for or contact with children have initial orientation training within three months of hire; ongoing training in all state, local, tribal, federal and program-developed health and safety requirements applicable to their work; and training in the program's emergency and disaster preparedness procedures.		
		Subpart G - Transition Services		
§1302.71(c)	Transitions from Head Start to kindergarten.	Community collaborations for transitions. (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.		

§1302.71(c)(2)(i-iii)	Transitions	At a minimum, such strategies and activities must include:  (i) Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter; (ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303; and, (iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.	Joint training and PD for HS and kindergarten teachers and staff	
	ı	Subpart H - Services to Enrolled Pregnant Women		
§1302.81(a)&(b)	Prenatal and postpartum information, education, and services	(a) A program must provide enrolled pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address, as appropriate, fetal development, the importance of nutrition, the risks of alcohol, drugs and smoking, labor and delivery, postpartum recovery, parental depression, infant care and safe sleep practices, and the benefits of breastfeeding.  (b) A program must also address needs for appropriate supports for emotional well-being, nurturing and responsive caregiving, and father engagement during pregnancy and early childhood.	Provide information and education on relevant topics.	
		Subpart I - Human Resource Management		
§1302.91(a)	Staff qualifications and competency requirements	A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.	Provide ongoing staff training and PD.	
§1302.92(a)	Training and professional development	A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.		
§1302.92(b)	Training and professional development	A program must establish and implement a systematic approach to staff training and assist staff in acquiring or increasing the knowledge and skills needed to provide high within the scope of their job responsibilities, and attached to academic credit as appromust include:	n-quality, comprehensive	services

§1302.92(b)(1)	Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.	Systematic approach to training and PD for at least 15 hours per year.  Some training topics specified.
§1302.92(b)(2)	Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;	
§1302.92(b)(3)	Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;	
§1302.92(b)(4)	Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,	
§1302.92(b)(5)	Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.	
§1302.92(c)	A program must implement a research-based, coordinated coaching strategy for educations and a strategy for education and the	eation staff that:
§1302.92(c)(1)	Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;	Implementation of coaching strategy for education staff.
§1302.92(c)(2)	At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;	
§1302.92(c)(3)	At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;	
§1302.92(c)(4)	Ensures intensive coaching opportunities for the staff identified through the process	
§1302.92(c)(4)(i)	Align with the program's school readiness goals, curricula, and other approaches to professional development;	
§1302.92(c)(4)(ii)	Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;	

\$1202.02(a)(4)(;;;)		Provide ongoing communication between the coach, program director, education		
§1302.92(c)(4)(iii)		director, and any other relevant staff; and,		
§1302.92(c)(4)(iv)		Include clearly articulated goals informed by the program's goals		
§1302.92(c)(5)		Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.		
§1302.92(d)		If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development		
		Subpart J - Program Management and Quality Improvement		
§1302.101(a)(1-4)	Implementation	Implementation. A program must implement a management system that: (1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of 1302 (2) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement; (3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C, D, E, F, G, and H of 1302; and, (4) Maintains an automated accounting and record keeping system adequate for effective oversight.	Management is responsible for providing supervision support and sufficient time for individual staff PD.	
§1302.101(b)	Coordinated approaches	At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure:	Design and implement program-wide coordinated approach for training and PD.	
§1302.101(b)(1)	Coordinated approaches	The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;		
§1302.102(b)	Monitoring program performance	A program must effectively oversee progress towards program goals on an ongoing b	asis and annually must:	

§1302.102(b)(2)(i)	Monitoring program performance	Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;	Assess effectiveness of PD in program self-assessment.
§1302.102(c)(1)	Using data for continuous improvement.	A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.	Use multiple sources of data to inform PD and CQI: staff training on materials; PD needs assessment; child level data (including for MSHS); ongoing monitoring and program self assessment; and program implementation plans
§1302.102(c)(2)	Using data for continuous improvement	This process must:	
§1302.102(c)(2)(i)	Using data for continuous improvement	Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;	
§1302.102(c)(2)(ii)	Using data for continuous improvement	Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,	
§1302.102(c)(2)(iii)	Using data for continuous improvement	For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services;	

\$1302.102(c)(2)(iv)	Using data for continuous improvement	Use information from ongoing monitoring and the annual self assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement; and,		
§1302.102(c)(2)(v)	Using data for continuous improvement	Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.		
§1302.103(b)	Implementation of program performance standards.	§1304 must ensure adequate preparation for effective and timely service delivery to children and their families including, at a minimum, review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in §1302.101(b), and the development of appropriate protections for data sharing; and children enrolled in the program on 11/6/2016 are not displaced during a program year and that children leaving Early Head Start or Head Start at the end of the program year following 11/6/2016 as a result of any slot reductions received services described in §\$1302.70 and 1302.72 to facilitate successful transitions to other programs.	To implement changes in HSPPS, assess program-wide PD needs.	
	PART	1303 - FINANCIAL AND ADMINISTRATIVE REQUIREMEN	ITS	
		Subpart F - Transportation - If Applicable		
§1303. 72(d)(1)	Driver training	A program must ensure any person employed as a driver receives training prior to transporting any enrolled child and receives refresher training each year.	Provide training for drivers and bus monitors prior to beginning work and on ongoing basis.	
§1303. 72(d)(2)	Driver training	Training must include:		
§1303. 72(d)(2)(i)	Driver training	Classroom instruction and behind-the-wheel instruction sufficient to enable the driver to operate the vehicle in a safe and efficient manner, to safely run a fixed route, to administer basic first aid in case of injury, and to handle emergency situations, including vehicle evacuation, operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints, conduct routine maintenance and safety checks of the vehicle, and maintain accurate records as necessary; and,		
§1303. 72(d)(2)(ii)	Driver training	Instruction on the topics listed in §1303.75 related to transportation services for children with disabilities.		
§1303. 72(d)(3)	Driver training	A program must ensure the annual evaluation of each driver of a vehicle used to provide such services includes an on-boa bservation of road performance.		

§1303. 72(e)	Bus monitor training.	A program must train each bus monitor before the monitor begins work, on child boarding and exiting procedures, how to use child restraint systems, completing any required paperwork, how to respond to emergencies and emergency evacuation procedures, how to use special equipment, child pick-up and release procedures, how to conduct and pre- and post-trip vehicle checks. Bus monitors are also subject to staff safety training requirements in §1302.47(b)(4) of this chapter including Cardio Pulmonary Resuscitation (CPR) and first aid.		
§1303.75(b)	Children with disabilities	A program must ensure special transportation requirements in a child's IEP or IFSP are followed, including special pick-up and drop-off requirements, seating requirements, equipment needs, any assistance that may be required, and any necessary training for bus drivers and monitors.	Provide training as needed for staff transporting children with disabilities.	
	PART 1304 - FEDERAL ADMINISTRATIVE REQUIREMENTS			
		Subpart B - Designation Renewal		
§1304.11	Basis for determining whether a Head Start agency will be subject to an open competition.	A Head Start or Early Head Start agency shall be required to compete for its next five years of funding whenever the responsible HHS official determines that one or more of the following seven conditions existed during the relevant time period covered by the responsible HHS official's review under §1304.15:	Delegates required to compete if program data has not been used to inform CQI and PD	
§1304.11(a)	Basis for determining whether a Head Start agency will be subject to an open competition.	An agency has been determined by the responsible HHS official to have one or more deficiencies on a single review conducted under section 641A(c)(1)(A), (C), or (D) of the Act in the relevant time period covered by the responsible HHS official's review under §1304.15.	(among other conditions that have not been met).	

# ATTACHMENT G

# DELEGATE GEOGRAPHICAL RECRUITMENT AND SERVICE AREA 2018 – 2019

## ORANGE COUNTY HEAD START, INC

Orange County Head Start, Inc., as the grantee, can and may serve the Early Head Start and Head Start children and families of Orange County who reside in the following service area:

• All of Orange County, CA

## CITY OF LA HABRA

The City of La Habra, as a delegate agency of Orange County Head Start, Inc., will serve the Early Head Start eligible children and families of Orange County who reside in the following service area:

The area of the existing City of La Habra –

- bordered to the north just above Russell Street /Northwood between Valley Home Avenue (western border):
- east to between S. Palm and S. Puente Sts (eastern border, excluding a pocket belonging to the City of Brea) to W. Lambert Rd;
- West to Harbor Blvd.; and then
- South to a southern border below Imperial Highway running from Harbor (to the east) to Valley Home Ave. (to the West), just above the City of Fullerton.

# ORANGE CHILDREN AND PARENTS TOGETHER, INC.

Orange Children and Parents Together, Inc., as a delegate agency of Orange County Head Start, Inc., will serve the Early Head Start and Head Start eligible children and families of Orange County who reside in the following service area:

The boundaries of Orange Unified School District, which includes:

- Fairhaven Ave / Memory Lane (north side) west to N. Harbor Blvd.;
- Harbor Blvd. north to Chapman Ave,
- east between Chapman and Orangewood Ave. to the Santa Ana River; and then
- North East along the east side of the Santa Ana River back to E. Riverdale Ave.

## SANTA ANA UNIFIED SCHOOL DISTRICT

Santa Ana Unified School District, as a delegate agency of Orange County Head Start, Inc., will serve the Head Start eligible children and families of Orange County who reside in the following service area:

The boundaries of Santa Ana Unified School District, which includes

- 17<sup>th</sup> St. between Flower St. (west) and N. Main St. (east);
- N. Main St. south to 1<sup>st</sup> St.:
- East 1<sup>st</sup> St. east to Grand Ave.;
- Grand Avenue south to W. Dyer Rd.;
- W. Dyer Rd. west into Segerstrom Ave, west to Harbor Blvd.;
- Harbor Blvd. north, then north along the Sylvan River (east side) to just above McFadden;
- Between McFadden and 1<sup>st</sup> St. east to Bristol St.;
- Bristol St. north to 1<sup>st</sup> St.:
- 1<sup>st</sup> St. east to Flower St.; and then
- Flower St. north back to 17<sup>th</sup> St.

Initials		

# ATTACHMENT H SPECIAL CONDITIONS

# **Delegate: Santa Ana Unified School District**

Pursuant to Section 21, "Special Grant or Agreement Conditions," The Agreement for Delegation of Operation of Head Start Programs between Orange County Head Start, Inc. ("OCHS" or "Grantee") and Santa Ana Unified School District ("SAUSD" or "Delegate") is subject to special condition(s) if the Delegate has a history of poor performance. Special Conditions were placed on SAUSD's 2017-2018 Award, however, SAUSD did not meet the conditions. Therefore, the special conditions have been extended into the 2018-2019 program year. SAUSD is subject to the special conditions and timeframe(s) outlined below:

# Nature of the Special Condition and Reason for Imposing It:

- 1. SAUSD's Head Start Coordinator is currently taking on the responsibilities of the Coordinator position as well as supporting teachers in the classroom, the responsibility of the Early Learning Specialist position that OCHS has funded to support SAUSD. The Coordinator has been unable to complete necessary administrative tasks required to keep SAUSD in compliance with Head Start regulations and the requirements of the Agreement.
- 2. Classroom Assessment Scoring System (CLASS) In the 2016 2017 Agreement year, SAUSD scored below the Agreement requirements as well as in the lowest ten percent (10%) of the National Average.
  - i. SAUSD had an average score across all classrooms observed below the following Agreement's minimum thresholds on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation:
    - 1. for the Emotional Support domain the Agreement requires SAUSD to score a minimum threshold of a six (6),
      - a. SAUSD scored a 5.7440 in Period Two (2) Monitoring resulting in a non-compliance;
    - 2. for the Classroom Organization domain the Agreement requires SAUSD to score a minimum threshold of a six (6),
      - a. SAUSD scored a 5.9048 in Period One (1) Monitoring resulting in a non-compliance;
      - b. SAUSD scored a 5.3810 in Period Two (2) Monitoring resulting in a non-compliance;
    - 3. for the Instructional Support domain the Agreement requires SAUSD to score a minimum threshold of a three (3), with constant improvements being made until a six (6) is achieved.
      - a. SAUSD scored a 2.5132 in Period Two (2) Monitoring resulting in a non-compliance;
  - ii. SAUSD's average score in the Instructional Support domain across all classrooms observed was in the lowest 10 percent (10%) of the nation.

- 1. for the Instructional Support domain the Agreement requires SAUSD to score a minimum threshold of a three (3), with constant improvements being made until a six (6) is achieved and to never fall below the National Average.
  - a. SAUSD scored a 2.2063 in Period One (1) Monitoring resulting in a deficiency;

## b. Corrective Actions and Timeframes:

- *i.* SAUSD must, at all times, score above the minimum Agreement thresholds.
- ii. By November 30, 2018, SAUSD must hire an Early Childhood Administrative Position (position responsible for supporting and mentoring classroom staff) whose responsibilities include:
  - 1. working with the Administrative and Classroom Staff to maintain and improve program quality in Head Start classrooms by conducting CLASS assessments, reviewing individual teacher and agency results, developing plans for improvement, and providing face-to-face mentor coaching services to staff;
  - 2. Assisting, coaching, training and supporting Head Start teaching staff in understanding, implementing, and documenting the required curricula, e.g., High Scope, CSEFEL Strategies, CLASS, and ECERS Tool to assess and evaluate classroom and teacher-child interactions;
  - 3. Conducting CLASS assessments in all classes;
  - 4. Following up with all teaching staff at each site to review CLASS results and writing a corrective action plan/professional development plan, if needed;
  - 5. Planning any needed coaching, training or any other follow up necessary because of the findings from observations and assessments;
  - 6. Providing an aggregate report of CLASS assessment scores, analyzing the capacity needs and making recommendations for agency wide needs and challenges;
  - 7. Collaborating with the Administrative Staff to maintain data on CLASS scores;
  - 8. Working collaboratively with classroom staff toward achieving or exceeding the Head Start Program Performance Standards (HSPPS) and State and Federal regulations at all sites;
  - 9. Providing technical assistance for needs identified by teaching staff and/or education management to ensure that policies, procedures and practices are followed consistently throughout the program.
  - 10. Working with the Disabilities & Mental Health Manager to understand the continuum and implementation of the High Scope Curriculum, CSEFEL Strategies & CLASS tool to include children with special needs.
  - 11. Attending workshops, conferences and other assigned events to strengthen knowledge and skills as required by Head Start.
  - 12. Assisting in new classroom set-up;
  - 13. Maintaining CLASS PreK reliability certification;

- 14. Meeting weekly with the Administrative team to create and establish program objectives and strategies in achieving CLASS score improvement;
- 15. In conjunction with the Administrative team, researching and sharing the latest coaching and mentoring best practices with all teaching staff;
- 16. Working closely with the Administrative team for ordering supplies and materials that align with the center's Quality Improvement Plans.

# c. Time Period for Submitting a Corrective Action Plan (CAP)

- *i.* SAUSD must submit a Corrective Action Plan to the OCHS Executive Director by October 31, 2018. The CAP shall:
  - specify the non-compliances/deficiencies to be corrected;
  - specify all actions to be taken to correct such noncompliances/deficiencies;
  - specify the person(s) responsible for correcting the non-compliances;
  - specify the timetable for accomplishment of the corrective actions specified, and
- ii. include documentation of Board and Policy Committee approval
- iii. Not later than thirty (30) calendar days after receiving the CAP from SAUSD, OCHS shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved and next steps.

# d. Time Period for Correction

i. Continuing in the 2018-2019, Period One (1) Monitoring Period and every monitoring period thereafter, SAUSD is required to meet the minimum thresholds in all three (3) CLASS Domains.

# e. Consequences for Not Meeting the Special Condition Requirements:

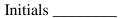
- i. OCHS will fund the new position on a pro-rated basis for the 2018-2019 program year. Should SAUSD fail to hire the Early Learning Specials or like position, the Grantee shall inform the Subrecipient of its decision to place the Subrecipient on deficiency status, the deficiencies to be corrected, and which Enforcement Sanctions (see Section 8) will be applied during and/or after the correction period.
- ii. It is intended that the SAUSD Head Start program be administered effectively and responsibly. Special Conditions have been established to ensure SAUSD delivers high-quality services that meet the educational, health, nutritional, and social needs of the children and families it serves; and meets the program and financial requirements and standards described in Section 641A(a)(1) of the Head Start Act. Should SAUSD fail to hire the Early Learning Specials or like position, the Grantee shall inform the Subrecipient of its decision to place the Subrecipient on deficiency status, the deficiencies to be corrected, and which Enforcement Sanctions (see Section 8) will be applied during and/or after the correction period.

# f. Technical Assistance Provided by the Grantee

- i. OCHS will continue to offer/require training and technical assistance to SAUSD. This may include, but is not limited to,
  - 1. Teacher, Teacher Assistant, and Administrative Staff Training;

Initials	
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- 2. providing detailed data showing SAUSD's CLASS scores by class, center, and Agency;
- 3. working with the Region IX Early Childhood Education Specialist to assist SAUSD with developing an effective system to support ongoing Teacher/Teacher Assistant and Agency growth; and,
- 4. CLASS Reliability training.



# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Board Bylaw (BB) 9320.1 - Parliamentary Procedure (Revised: For

Adoption)

ITEM: Action

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Superintendent

# **BACKGROUND INFORMATION:**

The purpose of this agenda item is to present to the Board, for adoption, the proposed revision to the current Board Bylaw (BB) 9320.1 - Parliamentary Procedure.

## **RATIONALE:**

BB 9320.1 revised and updated to address alignment of Board policies with the District's vision, goals, and local control and accountability plan and add the concept of proactively addressing equity and equal access in board policies. Material rearranged to emphasize that policies are not operative if in conflict with applicable federal or state law, regulations, or court decisions.

#### **RECOMMENDATION:**

Adopt the revised Board Bylaw (BB) 9320.1 – Parliamentary Procedure.



OARD BILAW NO. 7320.1

EFFECTIVE: // REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

## **SCOPE:**

# **Time Limit – Length of Meeting**

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 11:00 10:30 p.m. unless extended to a specific time determined by a majority vote of the Board. The meeting shall be extended no more than once and may be adjourned to a later date. (cf. 9320 – Meetings and Notices) (cg. 9323 – Meeting Conduct)

# **Presiding Officer May Debate and Vote**

The presiding officer may move, second, and debate from the chair, subject only to such limitations of debate as are by these rules imposed on all Board Members, and shall not be deprived of any of the rights and privileges of a Board Member by reason of his/her acting as the presiding officer.

# **Getting the Floor – Improper Reference to be Avoided**

Every Board Member desiring to speak shall address the chair, and upon recognition by the presiding officer, shall confine himself/herself to the question under debate, avoiding all personalities and indecorous language. A maximum of five (5) minutes per member of the Board will be allotted for discussion on the question under debate.

The Superintendent and members of his/her staff shall address the chair, and upon recognition may present recommendations and information pertinent to the question under consideration.

## **Interruptions**

A Board Member, once recognized, shall not be interrupted when speaking unless it be to call him/her to order, or as herein otherwise provided. If a Board Member while speaking be called to order, he/she shall cease speaking until the question of order be determined. If in order, he/she shall be permitted to proceed.

# **Disqualification and Abstention**

No Board Member shall be permitted to disqualify himself/herself unless such disqualification shall have been offered as a good faith potential conflict of interest statement or approved by vote of the remainder of the Board present. Abstentions shall not be counted as a vote for or against a matter.

#### **Tied Votes – Deemed Denial**

All tied votes shall be deemed to be denials.



**BOARD BYLAW NO: 9320.1** 

EFFECTIVE: // REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

# **POLICY:**

# Rules of Order

Any rules and regulations may be suspended at any regular meeting by a majority consent of the Board (three (3) votes). However, no resolution, proceeding, or other action of the Board shall be invalidated or the legality thereof otherwise affected by the failure or omission to observe or follow said rule.

In matters of parliamentary procedure not covered by the State Education Code, the Administrative Code, or these rules, the provisions of Robert's Rules of Order shall be used as a guide.

# Manner of Addressing Board - Time Limit, Spokesman for Group

The Board President shall make a statement of procedure at the beginning of the meeting which shall include whether the public will be provided the opportunity to address the Board immediately before the Board considers each individual item or before the Board considers its items in their approval order. The Board President shall consider the length of the agenda and the number of cards submitted to address individual items when he/she announces the procedure. The majority of the Board could direct a different order for public input if it disagrees with the Board President.

Statements by any person addressing the Board which reflect adversely upon the racial, gender, religious, economic or political views, character, or motives of any person are out of order. Persistence in such remarks or improper conduct shall be grounds for summary termination, by the Chair, of the person's privilege to address the Board.

Each person addressing the Board shall step to the microphone, shall give his/her name and address, and may provide information regarding the number of their children and the school or schools they attend, and shall provide their District employment site, if applicable, in an audible tone of voice for the records and, unless further time is granted by the presiding officer, shall limit his/her address to three (3) minutes. Depending upon the number of speakers addressing non-agendized items and specific agendized items, the majority of the Board could reduce the number of minutes allocated to each speaker.

All remarks shall be addressed to the Board as a body and not to any Member thereof. No person, other than a Board Member and the person having the floor, shall be permitted to enter into any discussion without the permission of the presiding officer.

Whenever a group of persons wishes to address the Board on the same subject matter, it shall be proper for the presiding officer to request that a spokesman be chosen by the group to address the Board; and, in case additional matters are to be presented at the time by any other member of said group, to limit the number of persons so addressing the Board, so as to avoid unnecessary repetitions before the Board.

EFFECTIVE: //

REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

## **DESIRED OUTCOME:**

# Decorum - By Board Members

While the Board is in session, the Members must preserve order and decorum and a Member shall neither, by conversation or otherwise, delay or interrupt the proceedings or the peace of the Board nor disturb any Member while speaking or refuse to obey the orders of the Board or the presiding officer.

# **Decorum – By Other Persons**

Any person, while in attendance at any Board meeting, who makes personal, impertinent, or slanderous remarks, or who uses profane language, or language tending to bring the Board, or any of its Members, or any District employee into contempt, or any person who interrupts any proceedings of the Board, or refuses or fails to be seated or keep quiet when ordered to do so by the presiding officer, shall be requested to leave said meeting. Any person who willfully disturbs any Board Meeting is guilty of a misdemeanor and punishable by a fine.

## **Motion to Adjourn**

A motion to adjourn shall always be in order and decided without debate.

# Securing Permission - Right to Address Board

Any person desiring to address the Board on an agendized or a non-agendized item shall first secure the permission of the presiding officer. Presentations on agendized public session items shall be limited to the item under discussion by the board.

## **Oral Communications**

Any person may address the Board by oral communication on any non-agendized matter concerning School District business, and/or any matter over which the Board has control; provided, however, that preference shall be given to those persons who have notified the Superintendent of their desire to speak in order that the same may appear on the agenda of the Board.

# **Complaints or Concerns Against District Employees**

Members of the public, employees or other persons who attempt or offer to bring concerns against District employees at a public session of the Board shall be informed of the employee's rights and informed of the procedure to file a written complaint. (cf 1312.1 – Complaints Concerning District Employees)

# ADOPTION AND REVISION HISTORY:

Adopted: (12/69 9/91 4/94 9/94 11/94 8/95 10/00 1/14) Santa Ana, CA



DOARD BILAW NO. 7320.1

EFFECTIVE: // REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

## **SCOPE:**

# **Time Limit – Length of Meeting**

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**BOARD BYLAW NO: 9320.1** 

EFFECTIVE: // REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

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EFFECTIVE: //

REVIEWED: 10/09/2018

**SUBJECT: Parliamentary Procedure** 

**CATEGORY:** Board Bylaws

RESPONSIBLE OFFICE(S): Office of the Superintendent

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# ADOPTION AND REVISION HISTORY:

Adopted: (12/69 9/91 4/94 9/94 11/94 8/95 10/00 1/14) Santa Ana, CA

# AGENDA ITEM BACKUP SHEET October 23, 2018

# **Board Meeting**

TITLE: Board Policy (BP) 6174 - Education for English Learners (Revised:

First Reading)

ITEM: First Read

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Nuria Solis, Director, EL Programs and Student Achievement

## **BACKGROUND INFORMATION:**

Revise Board Policy 6174 supersedes BP 6174 (a), (b) and is reflective of Proposition 58 and updated Education Code requirements for the enhancement of the instructional programs for English Learners.

#### **ITEM SUMMARY:**

- Revise Board Policy (BP) 6174 –
   Education for English Learners
- The last revision was September 1998

#### **RATIONALE:**

The purpose of the revision is to provide consistent and coherent EL program guidelines for the identification, program placement and monitoring of EL Students. Every EL student will have the support, structures and equal access to a challenging curriculum and instructional program that develops proficiency in English as rapidly and effectively as well as providing a rigorous and open access to the district's regular course of study to prepare them for college and career readiness.

**LCAP Goal: 1** All Students will have equitable access to a high-quality core curricular and

instructional program.

Action: 1.01 Provide equitable student access to a high quality rigorous, CA state

standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned

assessments, and technology-based resources.

**Services: 1.01004** Assessment measures

## **FUNDING:**

No Fiscal Impact

## **RECOMMENDATION:**

Approve the first reading of the revised Board Policy (BP) 6174 – Education for English Learners.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

## **SCOPE:**

The Santa Ana Unified School District adopts this Board Policy for the implementation of provisions of Proposition 227 and the State Board of Education, Title 5, California Code of Regulations of the English Language Education for Immigrant Children. The District recognizes the need to provide English language instruction to all students and the need to involve parents in making an informed decision about the language acquisition process.

The Governing Board intends to provide English learners with challenging curriculum and instruction that develops proficiency in English while facilitating student achievement in the district's regular course of study.

The program for English Learner (EL) students is founded on the Board's commitment to provide equal access to the educational opportunities afforded to all students. The District's local control and accountability plan (LCAP) includes annual goals and specific actions and services aligned to state and local priorities to enhance student engagement, academic-achievement, and other outcomes for English learners. The LCAP shall be based on state and federal law and current research by experts in the field. The Plan's implementation shall provide for adequate resources; standards-aligned curriculum and assessments; selection of appropriate materials; provision of sufficient instructional time; and appropriate staffing and training of personnel.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

#### **POLICY:**

To implement the policy:

- 1. District employees are expected to adhere to the provisions of Proposition 227 and the State Board of Education regulations.
- The Administration, under the direction of the Board, will develop and update a written description of all educational program options which will be made available to parents. Individual and small—group explanations and conferences in the primary language of the parents shall be the preferred method of communication.
- The District will develop a process for implementing and monitoring the initial assessment and placement of all students into either an English Mainstream or Structured English Immersion program. If the child is initially placed in a Structured English Immersion program, it is the responsibility of the school to inform the parent of that placement.



# Santa Ana Unified School District

**BOARD POLICY NO: 6174** 

EFFECTIVE: DD/MM/YYYY

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

- All parents must be notified of an opportunity to apply for a parent exception waiver.

  4. The placement in an English Mainstream classroom is contingent upon the student having a reasonable level of English proficiency. The parent has the right to have the child placed in an English Mainstream classroom at any time.
- 5. An English language learner may be re-enrolled in a Structured English Immersion program if the student has not achieved a good working knowledge as defined in Section 11301 unless the parents object to the extended placement. Parents may request that they move on to Mainstream English.
- The Administration, under the direction of the Board, will develop and administer a waiver process that will enable parents to make an informed decision of the best educational program for their child. Written materials will be provided in the primary language of the parent that describe the course content, the materials used in the classroom and the language acquisition method to be employed by the teaching staff.
- 7. Based on the appropriate Administrative Regulations, waivers for an alternative educational option are available under the following conditions (Section 311):
  - a. The child already possesses English language fluency as measured by standardized tests of English vocabulary, comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at the fifth (5th) grade level, whichever is lower.
  - b. Older children: the child is age ten (10) or older and it is the informed belief of the principal and educational staff that an alternative course of study would be better suited to the child's rapid acquisition of basic English language skills.
  - c. Children with special needs: the child already has been placed for a period of not less than thirty (30) calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and teacher—that—the—child—has—such—special physical, emotional, psychological, or educational needs that an alternative course of study would—be—beneficial—to—the—child's—overall—educational achievement. A—written—description of—these—needs—must—be provided—and—and—any—such—decision—is—to—be—made—subject—to—the examination—and



# Santa Ana Unified School District

**BOARD POLICY NO: 6174** 

EFFECTIVE: DD/MM/YYYY

**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

approval of the local Superintendent, under the guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

d. Parental exception waivers shall be granted unless the school principal and educational staff have substantial evidence that the alternative program requested by the parent would not be appropriate for the student.

The principal of each school is responsible for the enforcement of this policy at the site level.

The Superintendent shall notify the Governing Board annually or sooner of the number of parental exception waivers issued and the alternative option available to parents.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

The superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

# **Identification and Assessment**

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

# (cf. 6152.51 – State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instruction.

# **Language Acquisition Programs**

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year, or upon a student's enrollment, parents a/o guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310).

At any time during the school year, upon the request of his/her parent/guardian, a student shall be placed in an English Language Mainstream classroom.

## Reclassification

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304).

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

The superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

## **Identification and Assessment**

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Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

English learners' academic achievement in English language arts, mathematics, science and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

# (cf. 6152.51 – State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instruction.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

The superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

# **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading and writing in English.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

# (cf. 6152.51 – State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instruction.

# **Language Acquisition Programs**

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

- 3. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
- 4. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year, or upon a student's enrollment, parents a/o guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310).

At any time during the school year, upon the request of his/her parent/guardian, a student shall be placed in an English Language Mainstream classroom.

# Reclassification

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304).

**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

# **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

- 1. Progress of English learners towards proficiency in English
- 2. The number and percentage of English learners reclassified as fluent English proficient
- 3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
- 4. The achievement of English learners on standards-based tests in core curricular areas
- 5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
- 6. Progress toward any other goals for English learners identified in the district's LCAP
- 7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
- 8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee also shall provide the Board with regular reports from any district or School-wide English learner advisory committees.

## **DESIRED OUTCOME:**

The purpose of the revision is to provide consistent and coherent EL program guidelines for the identification, program placement and monitoring of EL Students. Every EL student will have the support, structures and equal access to a challenging curriculum and instructional program that develops proficiency in English as rapidly and effectively as well as providing a rigorous and open access to the district's regular course of study to prepare them for college and career readiness.

# IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

**District Policies and Procedures:** 

BP 6174 (a) Instruction in English

**Legal Reference:** 

**District Policies and Procedures:** 

BP 6174 (a) Instruction in English

OARD I OLICI NO. 0174

EFFECTIVE: DD/MM/YYYY

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

## **Legal Reference:**

**EDUCATION CODE** 

**District Policies and Procedures:** 

# **Legal Reference:**

**EDUCATION CODE** 

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

# **CODE OF REGULATIONS, TITLE 5**

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English learner education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20 1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

## **CODE OF FEDERAL REGULATIONS, TITLE 34**

100.3 Discrimination prohibited

200.16 Assessment of English learners

## **COURT DECISIONS**

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal. App. 4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

## **ATTORNEY GENERAL OPINIONS**

3 Ops.Cal.Atty.Gen. 40 (2000)

# **Management Resources:**

CSBA PUBLICATIONS English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

# CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

English Language Arts/English Language Development Framework for California Public Schools:

Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services, Teaching and Learning, EL Programs

Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

## U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the *Every Student Succeeds Act* (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

#### WEB SITES

CSBA: http://www.csba.org

California Association for Bilingual Education: http://www.gocabe.org

California Department of Education: http://www.cde.ca.gov/sp/el

National Clearinghouse for English Language Acquisition: http://www.ncela.us

U.S. Department of Education: http://www.ed.gov

# **ADOPTION AND REVISION HISTORY:**

Adopted: 8/25/98 Santa Ana, CA



**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services

# **SCOPE:**

The Governing Board intends to provide English learners with challenging curriculum and instruction that develops proficiency in English while facilitating student achievement in the district's regular course of study.

The program for English Learner (EL) students is founded on the Board's commitment to provide equal access to the educational opportunities afforded to all students. The District's local control and accountability plan (LCAP) includes annual goals and specific actions and services aligned to state and local priorities to enhance student engagement, academic-achievement, and other outcomes for English learners. The LCAP shall be based on state and federal law and current research by experts in the field. The Plan's implementation shall provide for adequate resources; standards-aligned curriculum and assessments; selection of appropriate materials; provision of sufficient instructional time; and appropriate staffing and training of personnel.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

# **POLICY:**

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

The superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services

# **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

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Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instruction.

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The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

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**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services

language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year, or upon a student's enrollment, parents a/o guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

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**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304).

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

# **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

- 1. Progress of English learners towards proficiency in English
- 2. The number and percentage of English learners reclassified as fluent English proficient
- 3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
- 4. The achievement of English learners on standards-based tests in core curricular areas
- 5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
- 6. Progress toward any other goals for English learners identified in the district's LCAP
- 7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
- 8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee also shall provide the Board with regular reports from any district or School-wide English learner advisory committees.

# **DESIRED OUTCOME:**

The purpose of the revision is to provide consistent and coherent EL program guidelines for the identification, program placement and monitoring of EL Students. Every EL student will have the support, structures and equal access to a challenging curriculum and instructional program that develops proficiency in English as rapidly and effectively as well as providing a rigorous and open access to the district's regular course of study to prepare them for college and career readiness.

**SUBJECT: Education for English Learners** 

**CATEGORY: Instruction** 

RESPONSIBLE OFFICE(S): Educational Services

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# **Legal Reference:**

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52160-52178 Bilingual Bicultural Act

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60605.87 Supplemental instructional materials, English language development

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60810-60812 Assessment of language development

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# **CODE OF REGULATIONS, TITLE 5**

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English learner education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20 1412 Individuals with Disabilities Education Act; state eligibility

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6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

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**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services

## **CODE OF FEDERAL REGULATIONS, TITLE 34**

100.3 Discrimination prohibited 200.16 Assessment of English learners

# **COURT DECISIONS**

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal. App. 4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

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#### ATTORNEY GENERAL OPINIONS

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English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

**SUBJECT: Education for English Learners** 

**CATEGORY:** Instruction

RESPONSIBLE OFFICE(S): Educational Services

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

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Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the *Every Student Succeeds Act* (ESSA), Non-Regulatory Guidance, September 23, 2016

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California Department of Education: http://www.cde.ca.gov/sp/el

National Clearinghouse for English Language Acquisition: http://www.ncela.us

U.S. Department of Education: <a href="http://www.ed.gov">http://www.ed.gov</a>

# **ADOPTION AND REVISION HISTORY:**